

## **CHAPTER I**

### **INTRODUCTION**

This thesis is about an analysis on the use of cohesion in recount text composed by students at State Islamic Institute Tulungagung. In this chapter, the writer presents the background of the study, statement of problems, objective of the study, significance of the study, scope and limitation of the study, definition of key term, and the organization of the study.

#### **A. Background of the Study**

Language is a system of conversation signal used for communication by a whole community. Language as a means of communication is very important for human beings. They are used not only to talk to one and another but also to do any activities such as writing letters, reading a text or a book, listening to the radio and so on (Fromkin, 1989:12).

Susanto (2007:2) states, “language is a signaling system which operates with symbolic vocal sound, and which is used by a group of people for the purposes of communication”. According to Longman dictionary, p.196 , a language is any particular system of communication and the system of human communication which consists of the structured arrangement of sounds or their written representation into larger unit, e.g, morpheme, word, sentence, utterance.

English is one of the international language. As international language, English has important role. One of them is used by some people in this world to communicate with other people from other countries. In Indonesia, English is a foreign language taught in all school levels from elementary school up to the

university level. It is one of the major subject that must be taught at school in Indonesia. In educational context, English has many important roles in developing science and technology and other aspects, for example by knowing and understanding the literature written in English.

Human communication or interaction fulfills many different goals at the personal and social levels. People communicate informations, ideas, beliefs, emotions, and attitudes to one another in daily interaction, construct, and maintain the position within various social contexts by employing appropriate language forms and performing speech activities to ensure solidarity, harmony and cooperation or to express disagreement or displeasure. When language is used for communication, people typically employ one or more skill simultaneously: listening, reading, speaking, or writing. They often switch quickly from one role or skill to another (e.g, from listening to speaking and back to listening again) or they are engaged in a task that involves carrying out several skills simultaneously (e.g, listening and note taking/writing) the language produced interactively by such people is discourse (Marianne, 2000:3).

The above definitions give us understanding that language is thing which can not be separated from our daily life, because by language we can interact to other people and express anything. Language, especially English language is used not only in direct interaction like in conversation but also in indirect interaction like in newspaper, book, and etc, which occur indirectly between the writer and reader. Language also has a function to transmit information. Because of that function, language has an important role in transferring the idea, information, and

others between speaker and addressee. Basically can be learned deeply through linguistics. Linguistics is the study covering lexical syntactical patterns, and discourse level (Choyimah, 2014:1), linguistics is divided into two kinds such as micro linguistics (phonology, morphology, syntax, and semantic), and macro linguistics (discourse analysis and pragmatic).

This study deal more about discourse analysis. Murcia (2000: 3) states that discourse analysis is useful for drawing attention to the language skill, which put users' knowledge of phonological, grammatical and lexical resources into action whenever language users achieve successful communication. Discourse analysis is academic discipline which studies about how language is used in real condition or situation. In discourse analysis actually the data are text (written or spoken text). Discourse analysis also has many aspects to consider, one aspect is cohesion, which can be defined as interconnection of some of parts (sentences) in text, caused by internal factor, in cohesion they are two cohesive devices such as grammatical cohesive devices and lexical cohesive devices (Halliday & R Hasan 1976:30).

First, grammatical cohesive devices deal with cohesion between or among sentences because of grammatical factor. The grammatical factor could be about cohesive devices covering reference (expression which the meaning referring other words), elipsis (omission of parts of sentences under the assumption which the context makes the meaning clear), substitution (replacement a word or a group of word with other words which have some meaning), conjunction (a word which connects a word or a phrase or a clause). Second, lexical cohesive devices deal

with cohesion between or among sentence because of lexical choice. Lexical cohesive devices covering reiteration (repetition, synonymy, hyponymy, metonymy, and antonym), and collocation (describes a natural combination of words, it refers to the way English words are closely associated with each other).

The importance of studying cohesion, especially cohesive devices (grammatical and lexical) is to create a good and systematic text, and to make us easily understand what information is delivered in it. Cohesive devices help you carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with words or phrases. Cohesive devices link your sentences and paragraphs together smoothly so that there is no abrupt jump or break between ideas. So with cohesive help the reader accurately understands and follows the writer's thought.

Besides many kinds of text, the researcher choose recount text as the subject of the study because recount text is the text which commonly wrote by some one, like wrote diary or tell their experiences. Through recount text the writer can imagine about what experience that happen in the past to infrom to the reader.

Based on the explanation above, in this study the writer would like to analyze cohesion especially the cohesive devices on recount text composed by students at State Islamic Institute Tulungagung, to find out students' skills in the use of cohesion in their writing. The writer realized that it is important to improve student's skill in writing standard paragraph because it is important tool in their profession and for further education. Therefore, the writer conducted a study to evaluate the writing skills of second semester students in their writing paragraph

in English especially recount text and identified their incorrect writing based on the use of cohesive devices.

## **B. Statement of the Problems**

Based on the background of the study, the problem of this study is formulated as follows:

1. What types of cohesive devices are correctly used in recount text written by students at State Islamic Institute Tulungagung ?
2. What types of cohesive devices are incorrectly used by the students in their recount text?
3. What is the frequency of the types of cohesive devices that are correctly and incorrectly used by the students in their recount text?

## **C. Objective of the Study**

In line with the statement of the problems stated above, the writer formulates the objectives of the study as follows:

1. To know the cohesive devices correctly used in recount text composed by students at State Islamic Institute Tulungagung.
2. To know the cohesive devices incorrectly used in recount text composed by students at State Islamic Institute Tulungagung.

3. To know the frequency of the types of cohesive devices that are correctly and incorrectly used in recount text composed by students at State Islamic Institute Tulungagung.

#### **D. Significance of the Study**

The researcher hopes that the result of the study are expected to give contribution for the researcher, the english teacher and the english department student.

1. The other researcher

For the other researchers, this study can be used as reference for further research if they want to conduct the research related to this study

2. The English teacher

Understanding grammatical, logical and lexical cohesive devices can motivate English teacher to create various learnings based on context and may result new standard of English learning in order to create linguistic competent on the part of English students.

3. The English department student

The students can understand and know what is grammatical, logical and lexical cohesive devices, this study also can improve their English skill especially in writing.

### **E. Scope and Limitation of the Study**

This study is limited to investigating the use of grammatical cohesive devices, and lexical cohesive devices in recount text written by second semester students at State Islamic Institute Tulungagung.

### **F. The Definition of The Key Terms**

In order to give clear definition and as guidance for the readers to understand the whole study, the definition of key terms are given:

1. Grammatical cohesive devices

Is the way that grammatical features are attached together across sentence boundaries. It consist of reference, ellipsis and substitution.

2. Lexical cohesive devices

Is the way aspect of vocabulary links part of text together. It consist of reiteration and collocation.

3. Recount text

Recount text is one of the kind of genre which have purpose is to report an accident or an activity which is done by someone or someone's experience.

### **G. Organization of the Study**

This study consists of five chapters. The *first* chapter is the introduction which consists of description on the background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation

of the study, definition of key terms, and organization of the study. The *second* chapter presents review of related literature and related studies. Than, chapter *three* presents method of the study that consist of research design, data and sources of data, method of data collection, and technique of data analysis.

The writer analyzes the data in chapter *four* and finally the writer conclusion and suggestion in chapter *five*.