

CHAPTER I INTRODUCTION

This part consists of background of study, research problem, and objective of the study, significance of the study, scope and limitation, and definition of key term.

A. Background of study

Text refers to any passage, spoken or written, of whatever length, that does form a unified whole. Text is a linguistic product of discourse that can be studied without reference to its contextual elements as an evidence of linguistic rules. Text is the linguistic content; the stable semantic meaning of words, expressions, and sentences, but not the inferences available to hearers depending upon the context in which words, expressions and sentences are used.¹ A text has linguistic features which can be identified as contributing to its total unity and giving texture.² To give the texture of a text, a writer needs a connection between the sentences.

Beaugrande and Dressler describe cohesion as the first standard of texture. It refers to the surface relations between the sentences that create a text .i.e. to create connected sentences within a sequence. It is important both to the reader in constructing the meaning from a text and to the writer in creating a text that can be easily comprehended. Furthermore, cohesion

¹ Schiffrin, D. *Approaches to Discourse*. (Oxford: University Press.1994), 363-364

² MAK Halliday and Ruqaya Hasan, *Cohesion in English*. London: Longman. 1984: 1-2

refers to the linguistic features which help make a sequence of sentences a text. It occurs in a text through the use of devices that link across sentences. It is concerned with the ways which the components of text are connected. It is created through grammatical and lexical cohesion.³

Grammatical cohesion refers to the various grammatical devices that can be used to make relations among sentences more explicit. And lexical cohesion is form of cohesion that deals with the connection based on the word used. To use the cohesion a writer needs devices. We called it as cohesive devices. Cohesive devices are used to tie pieces of text together in a specific way. The aim is to help the reader understand the items referred to, the ones replaced and even the items omitted. Furthermore, the combinations of sentences using cohesive devices which have semantic relation need a shared linguistic environment to interpret items.

There are some kinds of text in formal writing and one of them is essay. An essay is a short piece of writing that discusses, describes or analyses a topic. It can discuss a subject directly or indirectly, seriously or humorously. It can describe personal opinions, or just report information. An essay can be written from any perspective, but are most commonly written in the first person, or third person (subjects that can be substituted

³ Josephine B. Alarcon* and Katrina Ninfa S. Morales, *Journal of English and Literature Vol. 2(5), June 2011. pp. 114-127.*

with pronouns he, her, it, or them).⁴ Generally, types of essays are analytical, cause and effect, report, argumentative (persuasive), etc.

One of these kinds of essay is argumentative essay. An argumentative essay is one that attempts to persuade the reader to the writer's point of view. The writer can either be serious or funny, but always tries to convince the reader of the validity of his or her opinion. The essay may argue openly, or it may attempt to subtly persuade the reader by using irony or sarcasm. The approach that used is to take a stand on an issue and use evidence to back up the writer stance, not to explore an unresolved topic.

Writing an argumentative essay is not a simple one. It needs a skill with complex content in writing. We should consider the theme, organization, supporting assertion, and grammatical aspects. We need to combine opposite opinions. Therefore, we have a number of linguistic techniques at our disposal to make sure that our text sticks together.

One of the techniques is called grammatical cohesion. It is grammatical devices that use to make the relation be explicit. It can be a reference to personal, demonstrative or comparative. Moreover, the grammatical can be classified as substitution, ellipsis, etc. Those are going to explain in the next chapter.

⁴http://www.google.com/url?sa=t&rct=j&q=kind%20of%20essay&source=web&cd=4&cad=rja&ved=0CEIQFjAD&url=http%3A%2F%2Fwww.bbk.ac.uk%2Fmybirkbeck%2Fservices%2Ffacilities%2Fsupport%2Fessay-writing%2FEssay-Writing-Types-of-Essays.doc&ei=_RGtUcTfJMWWiAewkoCoBw&usg=AFQjCNFgZM1fJkRQuIG5DgK4bRMKI_NIGA&bvm=bv.47244034,d.aGc accessed on 8th of June 2013.

In STAIN Kediri, writing an argumentative essay is taught in English Department of Faculty of Education. The subject is taught in the Writing 3 class year 2010/2011. The students are learning about how to make a good text. The process are starting from choosing the topic, make a term of reference, developing the ideas into a paragraph. The process of developing the ideas needs editing to evaluate the get the best result of an argumentative essay. To do that, a writer needs linkers to build the unity of the text.

In a study of *Cohesive Devices in The Argumentative Writing of English Department Student of STAIN Kediri* by Lailatul Izza showed that the percentage of student ability in using cohesive devices are 94,9%. It means that their ability are very good with the rate of the ability using grammatical cohesion is good and the students' ability in using lexical cohesion is very good. She did not expose about the quality of the students' writing. She just gave information about the number of the right and the mistake of student in using cohesion.

Based on the information above, the researcher wants to do a research about **“Correlation between Frequency of Grammatical Cohesion and Quality of Argumentative Essay of English Department Students of STAIN Kediri”**.

B. Research problem

Based on the background above, the researcher construct the problem is: "What is the correlation between the frequency of grammatical cohesion and the quality of argumentative essay of English Department Students of STAIN Kediri?"

C. Objective of the study

The purpose can be presented as follows: to know the correlation between the frequency of grammatical cohesion and the quality of argumentative essay of English Department Students of STAIN Kediri.

D. Hypothesis

The hypothesis of this research is that there is correlation between the frequency of grammatical cohesion and the quality of writing an argumentative essay of English Department students of STAIN Kediri.

E. Significance of the study

The significance of the study can be presented as follow:

1. For the teacher, the study will help the teacher knows the quality of students' writing and how they use grammatical cohesion devices in their argumentative essay. Also, teachers can use the data to consider what the shortage of the students writing. Therefore, they can conduct a plan for the next learning process to help the student in learning writing.
2. For the students, the data will help the students to be more aware in using grammatical cohesion. There are may be found a number of mistakes that

is made while the students write the essay. They also can learn that might be there is another factor that can influence the quality of an argumentative essay.

3. For the following researcher, this study can help another researcher to conduct another study that has larger range.

F. Scope and limitation

The study will observe argumentative essays that have been made by English Department student of STAIN Kediri. The observation is about the frequency of grammatical cohesion and the quality of the text. The limitation of this study is the number of reference, substitution, ellipsis and conjunction that is used, and the quality of writing too. It is needed to help the researcher to be more focus.

G. Definition of key term.

To avoid misunderstanding of the concepts in this study some definitions are provided. The terms included the list are as follows:

1. Grammatical cohesion : Grammatical devices that can be used to make relations among sentences more explicit.
2. Argumentative essay : Genre of writing that requires the writer to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.