

# CHAPTER I

## INTRODUCTION

This chapter provides an overview of the current study. It includes the following sections: the study's background, a statement of the problem, the research's objective, the significance of the study, the scope and limitations of the research, and an operational definition of the key term.

### A. Background of Study

Students must master four language skills, one of them is writing. According to Haycraft in Putra, there are two types of language skills: receptive skills, which include listening and reading, and productive skills, which include speaking and writing.<sup>1</sup> Writing is one of the productive abilities that people may use to convey their thoughts and information by building words into entire phrases and paragraphs.

Writing ability is necessary for English students at the university level; his is due to the fact that writing is one of the fundamental prerequisites for graduating from college by completing their final project in the form of scientific writing in English. It is not only important for their

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<sup>1</sup> Al Malikul Ikhwanda Putra, *An Analysis of the Use Grammatical and Lexical Cohesion*, (*LINGUIST Journal of Linguistics and Language Teaching*, Vol 4, Number 1, July 2018).

graduation, but also important in the world of work in the future; it is because English is an international language. So, improving students' writing abilities will be important.

In improving the students writing ability there are several programs that are given in their campus to improve their writing skills such as students are always make a paper to be presented in every meeting in the class, make a mini research and write the result in research article. It is done to improve their writing skills.

Some expert in English language stated that writing is not easy. It is because in making a written text, the sentences in the paragraph must be easily understood by the reader. Words, clauses, sentences, and textual units are linked in an essay. Coherence refers to the chain that connects these text components, not everyone is aware about coherence.<sup>2</sup> In writing class, for example, students frequently struggle in connecting ideas in a paragraph. Based on these problems, this study seeks to learn more about the use of cohesive devices, particularly grammatical cohesive devices.

This study was conducted because discourse devices have a big impact on writing because they provide us with many grammatical tools that are used to develop each part of the discourse into a cohesive one. It is interesting to note that without a solid understanding of linguistic bonds, it is

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<sup>2</sup> Afrianto, *Grammatical Cohesion in Students' Writing: A Case at Universitas Teknokrat Indonesia*, (*Leksema* Vol 2 No 2 Juli-Desember 2017), 97.

impossible to construct a coherent discourse. So, since this emphasis in traditional grammar is on form rather than syntax, there is a need for sentence combinations that have been created through the effort of discourse analysis.

The use of linguistic ties, according to Hassan and Halliday, makes the text more coherent and intelligible.<sup>3</sup> However, it seems that there are still students who do not utilize grammatical cohesive devices properly; this can be observed in their work, which frequently contains errors such as the use of references, conjunctions, and other grammatical cohesive devices.

There were some previous studies related to the study, those are : Is Fariska and her theme (2017) which emphasized cohesion in Donald Trump's speech. Ali and Majeed (2019) in their research discuss “Lexical Cohesion In Women's Articles Written By Native And Non-Native Speakers Of English”. There are also Yuliani Trisnaningrum, Alek, Didin Nuruddin Hidayat (2019) who focus on “Grammatical Cohesion Devices In College Students 'Academic Essays Writing”. In their study, Winita, Sucia, and Syahrul Ramadhan (2019) focused at grammatical and lexical cohesion in a collection of short stories Kompas. These previous studies served as a reference for developing similar research with different topics.

The researcher decided to conduct this study because, students, must be able to generate academic writing that the reader can understand. In

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<sup>3</sup> M.A.K. Halliday & Ruqaiya Hasan, *Cohesion in English*, (London: Longman, 1976),4.

this case, the use of cohesive devices has a significant impact on the cohesiveness of their written work and its ability to be understood by the reader. When a text is difficult to understand by the reader, this is where a writer has failed to deliver the information in his work. So this thesis with the title **“Discourse Analysis of Grammatical Cohesive Devices in Undergraduate Thesis Background”** is appropriate to conduct.

### **B. Statement of the Problem**

1. What type grammatical cohesive devices that used by the students in their background of under graduate thesis?
2. How is the role of grammatical cohesive devices on cohesiveness that used by the students in their background of undergraduate thesis?

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

1. To find out the types of cohesive device that used by the students in their background of undergraduate thesis.
2. To find the effect of grammatical cohesion on paragraph cohesiveness in the students' research background of undergraduate thesis.

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

1. For the student

The focus of this research is to contribute to the discussion or theory in the field of linguistics, especially the cohesive device. The writer believes that through conducting this study, students will be able to comprehend the many types of cohesive devices and how they might be used in their work.

2. For the researcher

The researcher also expects that this research may assist future researchers in conducting new research in the same subject. On the other hand, the researcher expects that this study will help to improve the quality of education and writing abilities of college students.

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

The scope of this research is data from the research background of undergraduate thesis at IAIN Kediri in academic year 2020/2021. In this study, the researcher focused on the use of cohesion devices in undergraduate thesis backgrounds, particularly in the English language education department.

## **F. Operational Definition of Key Term**

### 1. Cohesion

According to Renkema, cohesion refers to the links that occur when the interpretation of one literary element is influenced by the interpretation of another textual element.

### 2. Cohesive device

Cohesive devices are a device for creating unity of meaning within a text.

### 3. Grammatical cohesion

Linguistic cohesion refers to the grammatical means by which sentences and paragraphs are linked and relationships made between them. Grammatical cohesion is the manner in which grammatical features are attached inside a text or sentence to keep it together and provide meaning.

### 4. Background of the study

Background of the study is part of the research that contains information about the research you are researching.