

Chapter 1

Introduction

This chapter presents the basic consideration, the research question, the objective, the significance and the delimitation of this research.

Basic Consideration

Rainey's 2002 study (as cited in Hamnia, 2014) states that writing is an activity to put the idea into words. While composing a text the writer needs to make sure that the readers understand the content of the text. However, in order to help readers understand a text, the writers should ensure that the sentences are integrated and united. This includes the aspect of coherent and cohesive. A good writing will lead the reader to understand the work that they read.

De Beaugrande and Dressler (1981) mention seven standards of textuality, these include cohesion. Cohesion is a virtual guarantee of writing quality and one of standards of textuality. It refers to the way which all the components of the text such as conjunctive, personal pronoun, and demonstrative are connected with each other. Halliday and Hasan (1976, p.4) mention that "cohesion is one of the important aspects that can built the texture in the text". Similar to Halliday and Hassan's statement, Salkie (2001) argues that cohesion is an important textual aspect to achieve a qualified writing. Cohesion refers to the relation of meaning that exists within the text. It is a semantic relation among elements of the text that makes a text meaningful. Halliday and Hasan (1976, p.6) state that there are two groups of cohesion, namely grammatical cohesion (reference,

substitution, conjunction and ellipsis) and lexical cohesion (reiteration and collocation).

Preliminary data showed some students' errors in their text. This is why the meaning of a text they made was not clear. It occurs because students were confused to use the appropriate cohesion for each sentence. Some students had the tendency to write less unified paragraphs. The students were able to find exact words in their writing but they were not able to connect them logically throughout the sentences in the paragraphs. Lack of ability in the structural context of the text influences the way the students compose a good text.

This leads to errors in students' writing. For instance, "*Many tourists choose Gorontalo as tourist destination place. They know that Gorontalo is the best one. Gorontalo has many spot places*". Actually, it is better to replace *tourist* with possessive pronoun "*their*" and use personal pronoun "*it*" to substitute the name of a place (in this case Gorontalo, which is always found in the text). In other words, students made errors of selecting appropriate personal pronoun reference. Based on the pre-observation data, there were mistakes even errors in using appropriate reference and conjunction in students' texts. In analyzing all types of grammatical cohesion, the researcher believes that it takes time. This because of others subtypes included in each type of cohesion, such as personal reference, demonstrative, comparative and particular comparison reference. That is why the researcher only focuses on analyzing reference and conjunction in the descriptive text while errors of substitution and ellipsis were almost the same and they have been found rarely. Also, it needs more time to analyze because sometimes the

researcher finds it difficult to consider it include to substitution or ellipsis correctly. Thus, in this study, the researcher is encouraged to investigate the types of errors in using grammatical cohesion particularly in the use of reference and conjunction in students' descriptive text. The reason why the researcher prefers to choose reference and conjunction because they were the most subtypes of grammatical cohesion which always found in a text, such as personal reference, demonstrative reference, conjunction, etc.

Grammatical cohesion error occurs when the students' cannot use an appropriate cohesion in writing and it happens repeatedly. Grammatical cohesion is the way that grammatical features are together across the sentences boundaries. It contains reference and conjunction.

On the other hand, lexical cohesion is the cohesive effect achieved by selection of vocabulary (Halliday and Hasan, 1976,p.274). It is different from grammatical cohesion, which lexical cohesion is defined as the way aspect of vocabulary link parts of text together and consists of reiteration and collocation.

According to Bailey (2009, p.1) "Descriptive text is a text which lists the characteristics of something. It is purposed to describe and reveal a particular person, place, or thing". Descriptive text has been taught since in junior high school, continued in senior high school even in the college. The reason for choosing descriptive text was because the descriptive text is easier to analyze than others. In descriptive text students only need to give information and described certain things by knowing the object before, or by looking at some pictures. The

researcher believes in analyzing descriptive text there are many types of reference and conjunctions because students need to picture out or describe a place, person, or thing regarding the object. In this case, the researcher believes that student uses some personal references, demonstrative references, and conjunctions, to describe the object clearly.

There are some reasons why the writer wants to conduct this research. The first reason is that some experts have been said that cohesion is one of standard textuality and also an important aspect which has to be fulfilled in a text in order to give, to obtain and to clearly convey the information. Therefore, the researcher believes that every student needs to learn more about cohesion. Mastering cohesion helps students to learn a language. The second reason is that errors differ from mistakes. Mistakes occur in once while error occurred in continually, it means that students did error repeatedly but there is no improvement in their language learning. That is why this research is essential to conduct by hoping that the future teachers who read this research could be more pay attention to students' capacity and students' weakness which is need reinforcement.

The aim of this study is to find out the types of grammatical cohesion errors that made by students in their own descriptive text. This study also at least has some points of significances, namely to measure students ability in using grammatical cohesion particularly reference and conjunction, as well as to know the most types of grammatical errors which the students usually made in the descriptive text. This research would be one of the contributions to Department of English Education,

Faculty of Letters and Culture, in Gorontalo State University and students, especially for those who conduct a similar research in the future.

Research Questions

The key of research question of this study is “What are the grammatical cohesion errors in university students’ descriptive text?”

Objectives of Research

The objectives of this study are to identify and to describe the grammatical cohesion errors in students’ descriptive text. The aims of this study is to find out and describe each type of error made by students in using appropriate grammatical cohesion particularly in using conjunction and reference. It focused on the dominant error of grammatical cohesion that found in students’ descriptive text.

Significant of Research

This research is useful for students (future researcher) and teachers. This research aims at knowing students’ weakness and capacity in using grammatical cohesion particularly reference and conjunction while conducting descriptive text.

It will help the teacher to be more creative and focus on how to improve teaching material by giving reinforcement in order to make the students master the subject.

The first, The teacher can measure the success of the learning process by knowing students’ weakness and capacity.

The second is, to know students’ quality of writing include the dominant types of grammatical cohesion errors found in students’ descriptive text made by students

and the last the researcher hopes that this study will be a contribution for everyone who interested and looking for related topics.

Delimitation of Research

Halliday and Hasan (1976) state that there are two groups on cohesion. They are grammatical cohesion (reference, substitution, conjunction and ellipsis) and lexical cohesion (reiteration and collocation). Furthermore, this research focus on analyzing the grammatical cohesion errors particularly reference and conjunction in students' descriptive text. By that, there is no analysis of substitution and ellipsis even lexical cohesion. Students will write two descriptive texts about the interesting place and a descriptive text about favorite idol.

In this research, reference and conjunction are the main types of grammatical cohesion that would be analyzed because the writer believes that in analyzing both reference and conjunction spend more time than analyzing all the types of grammatical cohesion. Also the reason for only specified to analyze reference and conjunction was because of the researcher uses descriptive text to identify errors of cohesion then surely most types which can find are reference (personal, demonstrative, comparative and particular comparison reference) and conjunction (additive, adversative, causal, and temporal) than substitution also ellipsis. By analyzing only two types of grammatical cohesion, the researcher believes that would not get laborious during taking this research.