

# CHAPTER I

## INTRODUCTION

In this chapter the writer discusses about Background of the Research, Statement of the problem, Objective of the Research, Significance of the Research, Scope of the Research and Operational Definition.

### **1.1 Background of the Research**

Writing is first comes from an idea in the head, then the person who has the idea reveals and expresses it in the form of written language. However, writing is not simply a matter of expressing the ideas in good language and using a good grammar on a piece of paper. Writing will not be easy to understand if the relation among parts is not tightly related. Therefore, writing is not just a matter of using good language, but also a matter of using ability to create unity in a text. It can be conclude that to create a good writing, students have to combine their skill of using a well-patterned language and their ability to relate sentences and paragraphs to become a united text.

Writing should have a good construction and need cohesion and coherence to be unified. As Halliday (1989:2) explain that “a text or paragraph which use cohesion and coherence it must be a good writing”. This can be meant that to build a good writing, the writer have to use cohesion and coherence at their writing paragraph or text. Cohesion and coherence are important properties in the writing text because it will complete the sentence among the paragraph. Furthermore, Halliday (1994:309) notes that “in writing a text, it is required to use a connection that involve the elements both within clause and beyond it which can make the text flow smoothly. The connection which used within the text are cohesion and coherence”.

Cohesion and coherence mean that all of the parts of the sentences are connected logically and linguistically to form a whole. Cohesion is the use of cohesive ties to sequence and connect sentences together, and facilitate text to be understood as connected discourse. As Halliday (1976:4) sensibly point out :

The concept of cohesion is a semantic one; it refers to relation of meaning the exist within the text and that define it as a text. It happens where the interpretation of some element in the discourse is dependent on that of another.

Cohesion is expressed partly through grammar and vocabulary. Halliday and Hasan (1976:6) divide cohesion into grammatical and lexical cohesion. Grammatical cohesion includes devices such as reference, substitution, ellipsis and conjunction, while lexical cohesion is divided reiteration and collocation.

In senior high school, English teacher faces crucial problem in their student's writing especially in writing recount text. According to Gerot and Wignel (1994) that recount text is to retell events for the purpose of informing or entertaining. A recount text is a text that tells about something that happened and has purpose to give detailed information about what and when of that events. It is proven by the fact at the SMA Walisongo Pecangaan. However, not all texts by the tenth grade students of SMA Walisongo Pecangaan have fulfilled the requirements of a good writing which applies cohesive and coherent such as those proposed by Halliday and Hasan (1976)

Based on the teacher explanation, the students get difficulties in writing recount text, especially to use cohesion in their writing. From the reason above, the writer wants to do a research the text written by the tenth grade students of SMA Walisongo and also wants to know the problems in writing cohesion in their recount text writing.

From the explanation above, the writer is interested in conducting the research entitled "Cohesion of Recount Text Written by the Tenth Grade Students of SMA Walisongo Pecangaan in Academic Year 2018/2019"

## **1.2 Statement of the Problem**

Considering the background of the research, the problem of the research could be formulated as follows:

1. How are the cohesion produced by the students in writing recount text at the tenth grade students of SMA Walisongo Pecangaan in academic year 2018/2019?

2. What are the problems faced by the tenth grade students of SMA Walisongo Pecangaan in academic year 2018/2019 in writing cohesion in their recount text writing ?

### 1.3 Objective of the Research

Based on the problem formulation above, the objectives of the research are to describe:

1. To describe the cohesion of recount text writing produced by the tenth grade students of SMA Walisongo Pecangaan in academic year 2018/2019.
2. To explain the problems faced by the tenth grade students of SMA Walisongo Pecangaan in academic year 2018/2019 in writing cohesion in their recount text writing.

### 1.4 Significance of the Research

By conducting this research, the writer hopes that this result will be useful for:

1. For the English teachers  
The result of this research can give contribution to English teachers to explain more deeply about cohesion in writing recount text.
2. For the students  
The result of this research will help students to make a good writing especially in writing recount text.
3. For the readers  
The result of this research can give information about cohesion in writing recount text and also as a reference for the next research.

### 1.5 Scope of the Research

In this part, the writer explains about limitation of this research, so the research will be more effective.

The scope of the research focuses on the students' writing in writing recount text. Besides, the writer also focuses on the students' problems in writing cohesion in their recount text writing.

## 1.6 Operational Definition

The operational definition of the terms there are:

1. Cohesion is the relationship between one sentence to the other sentence in paragraph. There are two types of cohesion, namely: grammatical cohesion and lexical cohesion.
2. Recount text is a text that retells past events about holiday.
3. The tenth grade students of SMA Walisongo Pecangaan in the academic year 2018/2019 in this research refer to the students who are writing recount text in the tenth grade in the even semester of the academic year 2018/2019.

