

# CHAPTER I

## INTRODUCTION

The first chapter of this thesis is intended to lead the readers to a brief but comprehensible background of the research. This introductory chapter covers the research background, research questions, objectives of the research, scope of the research and operational definition.

### 1.1 Research Background

There are four language skills that students should develop and acquire when learning English. They fall into two categories, reception skills, which consist of reading and listening, then production skills, which consist of writing and speaking (Harmer, 2007: 270). Writing is a productive skill and an important factor in academic success. It helps students improve their language skills and express their thoughts and ideas in writing. Writing also allows you learning about grammar structures, idioms, and vocabs. Here, writing becomes a learning process which contributes the students in modifying language and information, developing and organizing their feels and ideas by written form.

In written, students ought to understand the writing techniques properly. Cohesion and coherence are the crucial materials that students need to understand. Suwandi (2016), said that coherence was the solidarity of textual content where every sentence or every paragraph inside textual content hangs collectively shape a discourse so the readers understand the meaning. Harmony of the textual content constructed by using cohesive tools that join thoughts from one sentence to opposite or from one paragraph to opposite. In addition, it gives experience while readers study entire sentence in paragraph writing. Therefore, coherence is a critical factor in writing that scholars ought to be aware of.

Here, understanding the English language is not enough to create an English writing, however, the college students additionally want understanding the way of making their writing feel also clean for apprehending different humans examine their writing. According to Odell and Hobbs (2001, as cited in

Faradhibah & Nur, 2017), A coherent paragraph is one in which the ideas are arranged in a way that makes sense and allows the reader to flow from one idea to the next with ease.

Thus, coherence is one of the most important factors. that play important role in writing. However, this issue nevertheless will become a student's hassle in writing. They face problems and get pressured to apprehend thoughts in writing. Moreover, some of them unknown how to recognize a way to position the primary concept and supporting idea in a paragraph. Therefore, after they begin to write, then going to be a little hard for them to speak their mind surely in every paragraph. Certainly, the writing will no longer be sincerely examined in the way of means of humans and is now coherent as well.

Besides, college students additionally want to be aware of some other crucial factors in write besides coherence. The issue has a connection to coherence which influences the pleasantness of our writing, this is referred to as cohesion. These two elements are very critical and need to be observed via way of means of college students after they begin writing, especially in academic writing. Regarding the phrase 'coherence,' many scientist and linguists outline it from several angels. According to Castro (2004:215) relates to coherence as the hyperlink in three texts that joins ideas and gives readers a clear and meaningful conceptual flow.

Cohesion and coherence are two traits of coherent texts, according to Halliday and Hasan (2014). Nonetheless, pupils frequently write incoherently. This is supported by some study on student writings, which supports the idea that one of the particular issues students face is a lack of coherence within the text due to a tendency of ideas to drift across structure (Gou & Wang 2005; Mao 2002, as cited in Wang & Sui, 2006). The majority of their notes include pupils are supposed to learn more about coherence and cohesiveness in their writing classes as a result of the trainer being able to grasp the notion in their works due to the incoherent concepts. They cannot produce engaging writing for readers to read if they do not comprehend these two concepts.

According to Faradhibah and Nur (2017), pupils struggle to maintain clarity and cohesiveness when writing. The outcome of their observation proved that the scholars had encountered some difficulties in maintaining their coherence and concord during the writing process, particularly in identifying and stating. Their thoughts, appreciating the supporting details, and employing appropriate punctuation, spelling, and indicators.

Nurhasanah (2017) completed additional research. In terms of (1) students' capacity to create cohesion and (2) students' competence, Cohesion and coherence in students' explication writing were examined in this study. According to this study, emphasis must be placed on cohesion and coherence while teaching writing, and English teachers need to be qualified to assess their students' work for cohesion and coherence. Saputra (2018) also carried out another study. The study examined grammatical cohesiveness, and its findings suggest that pupils' grammatical cohesiveness is generally good.

Duta Karya vocational high school is the oldest one of pharmacy school in Pati residency which teach not only productive skill but also general subjects in an inclusive/integrated manner. That's why the author choose it as a place for research to get a balance between practice and theory, which in this case as practice is the skill of doing a project. While the theory can be in written form which will later be realized in a presentation about the product. For this reason, Duta Karya Vocational High School was chosen as the right place to conduct research because the research needs are in accordance with the existing problem. Which one the teaching learning English at Duta Karya Vocational High School is very optimal. This is proven by the existence of learning practices that lead to mastery of English languages skills both written and spoken. An example is the presentation practice that has been going on for the past few years which prioritizes students' writing and speaking skills. But in fact, the students problem is always exist as time goes by. For example during the presentation. There are students who are unable to write their presentation well, which affects their delivery directly. For this reason, this research was conducted to bridge the gap that occurs when providing writing material in class and in

practice when reading writing outside of class by writing report texts collaboratively and individually that involve cohesive devices an coherence devices in order to obtain writing that is meaningful for the readers.

### **1.2 Research Questions**

Based on the previous explanation, the author formulates the following problem formulation:

1. What types of cohesive strategies did the students utilize both individually and in groups or collaboratively while composing their report texts?
2. What kinds of coherence techniques do the students employ both individually and in groups or collaboratively while composing their reports?

### **1.3 Objectives of The Research**

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

1. To know the types of cohesive strategies utilized by the students individually and in groups or collaboratively while composing their textual report.
2. To be aware of the coherence strategies that the pupils use individually and in groups or collaboratively while composing their report text.

### **1.4 Scope of The Research**

In this study, the authors were interested in the utilization of coherent devices in student reports that are produced both individually and in groups or collaboratively at SMK Duta Karya Kudus. In cohesive analysis, this research applies Halliday and Hasan (1976) lexical coherence, which consists of repetition and collocation, and grammatical cohesion, which consists of references, substitution, ellipsis, and connectors. Although Halliday and Hasan (1976: 23) provided the criteria of coherence, coherence is defined as the interior substance of a text that consists of list and cohesion.

## **1.5 Operational Definition**

### **1.5.1 Cohesion**

Grammatical and lexical connecting inside a text or sentence that indicates a textual material collectively that gives it a meaning is linked to cohesion. It also has a connection to the more general idea of coherence. Additionally, there are two sorts of coherence: lexical concord, which is primarily based entirely on lexical content material and heritage knowledge, and grammatical cohesion, which is based on structural content.

Krisnawati (2013) states that in G.M. Zahra et al. (2021, p. 195), when pupils write, they should be able to competently construct a cohesive and coherent work. Cohesion, which denotes continuity between phrases, occurs when a text's phrases or clauses relate to one another. Engaging "semantic ties" as coherent instruments to link texts into a completed unit makes this feasible. (Eggins, 2004; Rahman, 2013 in Zahra, et al.; Halliday & Hasan, 1976).

### **1.5.2 Coherence**

The links that bind ideas together in a text to give readers context are known as coherence. To put it succinctly, coherence is the ability of thoughts to flow logically and smoothly from one sentence to the next and from one alinea to the next, creating meaning for the readers. Cultural and situational settings play a role in coherence. Accordingly, the text is coherent if the readers are capable of comprehending the situation within the text, determine the style of the writing, and assume that the content makes sense (Zahra et al., 2021).

### **1.5.3 Report Text**

A report text is a text that provides a general description of a topic. A general classification that introduces the issue is used at the start of report texts. When identifying facts, it is possible to characterize the subject's characteristics, tendencies, and actions, for instance. The author typically utilizes the simple present tense to inform the data on the topics stated. The report uses the simple past tense, yet the objects are no longer in existence. A scientific report in a book, information from the television or newspaper, and other contexts that relate to day-to-day existence make report texts crucial to understand.

The social role of a report, according to Gerot and Wignell (1994: 196), is to characterize the state of affairs in relation to a variety of natural, artificial, and social events in our surroundings. However, according to Hyland (2004: 29), the social goal of a report is to give accurate information, typically by categorizing objects and then outlining their attributes.

#### **1.5.4 Individual writing**

In individual writing, the writer is in control of the writing process and can self-regulate their own thoughts and writing process. The writer typically follows the same process of steps, such as brainstorming, creating an outline, writing a rough draft, and editing a final draft. This method of writing is most common and frequently referred to as a type of writing, especially in school, when most of the work is done independently.

#### **1.5.5 Collaborative writing**

Collaborative writing propose as a method that language instructors might use to help their pupils' writing development. Students can improve their language use and writing quality through collaborative writing, which they can perform with their friends (McDonough et al., 2018). Furthermore, when writing jointly, students may openly debate, discuss, and exchange ideas in order to reach a consensus (Rezeki and Surmiyati, 2021). Students can also develop their comprehension, openness to learning, social skills, and capacity to tolerate the perspectives of others through collaborative writing (Hammond et al., 2010; Zhang, 2018).