

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

In SMK Swasta Putra Jaya, the teaching of English must be considered in line with the national curriculum called Kurikulum Tingkat Satuan Pendidikan or KTSP (school based curriculum). School based curriculum contains two competencies, namely, standar kompetensi (competency standar) and kompetensi dasar (basic competency). Competency standard is a unit of competence which is always expressed as an outcome, describing what a student can do (Depdiknas, 2005). School based curriculum must be used in English subject too. English is taught as foreign language and one of the subjects in the school that also uses Competency Based Curriculum in learning English. When learning English the students are taught four language skills integrately. Those skills are reading, listening, speaking, and writing.

The skill of writing will help much if one wants to contact people through media. Through writing, one can communicate and share information with others. Furthermore, the main focus of teaching writing is develop competency in creating a good writing. To achieve a good writing, the text should be coherence and cohesive. Coherence is the way to relate a group of clauses or sentence to the context (Halliday and Hasan, 1976). And cohesion refers to the way we relate or tie together bits of the discourse.

According to Gorrell (1962) in their book *Modern English Handbook*, “Writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything at once. The writer produces words, sentence, paragraphs, and extended compositions all at the same time; words must be spelled, sentence punctuated, and paragraph unified”. Writing is complete skill among Listening, Speaking, and Reading. Writing is the most difficult skill to learn because it needs hard thinking and produces words, sentence, and paragraphs at the same time. That’s why writing is the highest order thinking.

Based on my experience, one of the language skills which is very difficult to learn is writing. English writing is a subject that learns about how to express our ideas in writing form. In writing, there are so many components that should be mastered by students in order they are able to write well. The difficulty in writing starts when the students have to establish the subject, verb (either transitive or intransitive), object, tense, active and passive voice, also logical thinking. This statement is supported by James C. Raymond (1980) in his book, “Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well.”

Writing in their first language can be something difficult for them, whereas they often write in their first language in schools. Moreover if they are asked to write in their target language, it can be something more difficult. Writing English for foreign learner is difficult because English is different from Indonesian language in its structure, spelling, and lexical meaning. Although students have

been studying English from elementary school until senior high school, even university, they cannot write easily as we thought before.

From James' statement above, it could be comprehended that the mastery of structure and material is the key to succeed for students in writing. One of the components which are also very important in making writing is grammar. Consequently, it is difficult for students to develop their English proficiency.

Meanwhile, The English syllabus currently used in the formal education system is text-based syllabus. According to Freez and Joyce (2002) "A text-based syllabus is concerned with units of discourse called text." Text-based syllabus design is based on an approach to teaching language which involves: teaching explicitly about the structure and grammatical features of spoken and written texts, linking units of work which texts to the social and cultural contexts of their use. Designing units work which texts to the social and cultural contexts of their use, designing units of work which focus on developing skill in relation to whole texts, and providing students with guided practice as they develop language skills for meaningful communication trough whole texts.

Text is any stretch of language which is held together cohesively though meaning. In 2006 curriculum there are twelve text types taught at senior high school. There are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.

In this study, the writers choose narrative text because it is one of the genres that must be mastered by first grade students of senior high school as stated

in curriculum. According to Pardiyono (2007: 97-98) Narrative has structure or elements which consist of Orientation, Complication, Resolution, Reorientation (Coda).

Narrative writing is a kind of writing which becomes one of the lessons which is taught in senior high school. According to syllabus Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, In Indonesia, senior high school students have to master some types of paragraph. The first grades have to master recount, narrative, procedure, descriptive, and news item text. The second grade students have to master narrative, report, and analytical exposition text. Meanwhile, the third grade students have to master narrative, spoof, and hortatory exposition text. In narration students, students have pay attention about simple past tense because it is commonly used in writing narrative. Hence, narrative writing is also the reason why writing becomes difficult for students.

Based on the preliminary data and interviewing the teacher in SMK Swasta Putra Jaya Stabat on August 6<sup>th</sup> 2016 on grade X office administration, the researcher doing the preliminary data at the school. The teacher told that her students have difficulty in understanding in content of a new text, as recently they learn narrative. This situation is proven by the students' score of writing. Most of students get the score below the Minimal Completeness Criteria (KKM) of SMK Swasta Putra Jaya. The KKM of writing applied for grade X office administration by school is 70. They also had problem in organizing their idea. Their writings could not deliver the message well because the writing lack of unity. This study is intended to look at the texts written by tenth grade students' in terms of their cohesiveness and the problems may occur in creating aspects in their writing. The writer is interested in investigating and analysis cohesion of narrative writings

written by tenth grade students' of SMK Swasta Putra Jaya Stabat. The tenth grade should be able produce a narrative writing because it is stated in the curriculum.

But when the teacher explain the text and how to make the text step by step it's mean that the teacher give to know about the grammatical structure of narrative text, the students paid more attention to the explaining by the teacher and when the teacher asked them to predict what will happen in the text, they have various answers. This situation motivates them to write and figure out the content of the text. The explaining by the step also help the students will understanding new vocabulary in the text.

Hence, based on the explanation above, the researcher is interested in the conducting this research related to writing text which has title of text Lake Toba and Banyuwangi legend. The researcher will find out whether the students pay more attention by their writing, whether they get the information easily from the texts and understanding the context of the text.

Concerning the students' problem in using cohesive devices, recent scholarship demonstrates that many linguist and composition theorists have research a conclusion that it is useful to analyze cohesion in writing narrative as it contributes to coherence in prose. Cohesion analysis can help distinguish stages of writing development and might provide methods of explaining concretely some of differences between good and poor student's writings. Also, Halliday and Hasan (1976) content that through analyzing the use of cohesive devices, one could evaluate or assess writing quality from the perspective of coherence.

According to Halliday and Hasan (1976: 6) classify cohesion in English into two board categories: grammatical cohesion and lexical cohesion.

Grammatical cohesion is the surface marking of semantic link between clauses and sentence in written discourse and between utterances and turn in speech. Then, lexical cohesion refers to how the writer uses lexical items such as verb, adjective, nouns and adverbs to relate to the text consistently to its area of focus (Enggins, 1994). It is signaled by means of lexical element/vocabulary.

In grammatical cohesion divided into four they are: reference, substitution, ellipsis, and conjunction. And in the lexical cohesion divided into two major categories, namely: reiteration and collocation (Halliday and Hasan, 1976).

Based on that explanation, the writer is interested in investigating and analysis cohesion of narrative writing written by the tenth grade students of SMK Swasta Putra Jaya Stabat. The tenth grade students should be able produce narrative writing because it is state in the curriculum. However, this studies as well as to find out the problem that affect the cohesion of their writings.

### **B. The Problems of the Study**

Based on the explanation above, the problem of study is formulated as follow:

1. What kinds of grammatical cohesion that are found in the narrative written by the students of grade tenth at SMK Swasta Putra Jaya Stabat?
2. How are grammatical cohesion used in the narrative text?

### **C. The Objectives of the Study**

Based on the problem the objectives of the study formulated as follow:

1. To find out the cohesiveness of narrative text for tenth grade student of vocational high school at SMK Swasta Putra Jaya Stabat?

2. How the students build the grammatical cohesion in writing narrative text?

#### **D. The Scope of the Study**

Based on the background above, this study will be limited to the analysis of students' competence in grammatical cohesion in writing narrative text that is written by the students. The level of students being studied is Grade Tenth of Vocational High School.

#### **E. The Significance of the Study**

The findings of the study are expected to be useful for:

1. Theoretically, for English teacher to know how far the abilities of the students in what kinds of grammatical cohesion in writing narrative text and the way to solve their problem; for the researcher to use this study as reference for the next researcher.
2. Practically, for the students to help their problem and their weakness in their studying kinds of grammatical cohesion in writing narrative text.

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