

CHAPTER I

INTRODUCTION

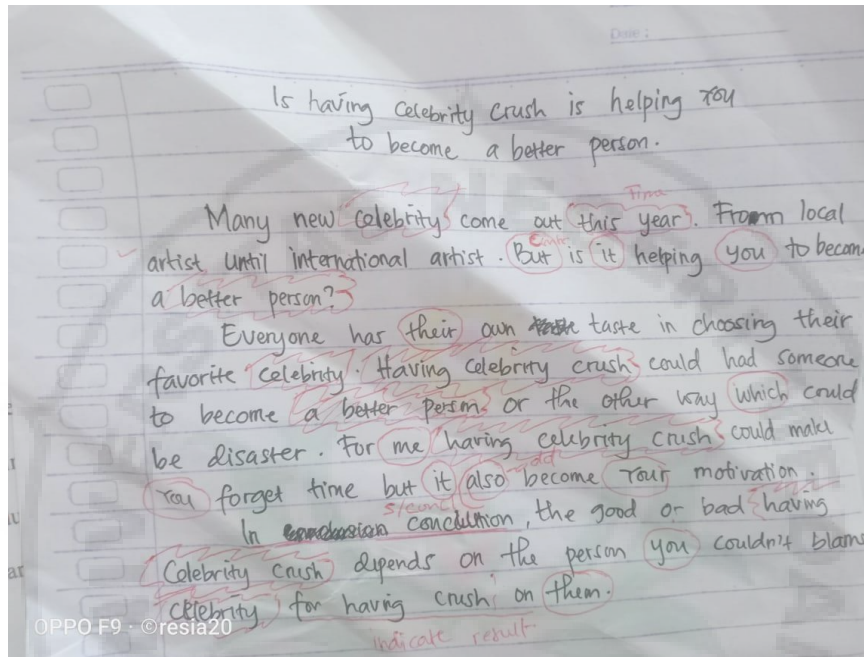
A. Background of the Study

Fengjie (2014:387) states that coherence is needed in writing because the writer has to convey the message of their writing to the readers. Coherence means clear and reasonable connection to each part in a sentence and it should be connected in smooth and logical order. It means the writer should maintain between content and meaning inside the text. The writer should maintain the text coherently of a text message to the reader.

Coherence is one of the requirements of a good paragraph besides unity, cohesion, and continuity. According to Odell and Hobbs (2001), when a paragraph has coherence, the ideas are arranged in a logical progression, or an order that makes sense so that the reader moves easily from one idea to another. There is important aspect to be concerned; it is coherence as one of students' difficulties in writing. They still confused with their idea, they cannot distinguish which one is main idea and which one is supporting idea, and they cannot deliver clearly thought in every paragraph. So it makes their writing are not coherent certainly.

However, many EFL students still got difficulties in writing a coherent exposition text. Genre of text commonly used are expositions text (analytical and hortatory), narrative text, descriptive text and so on. Students' analytical

exposition texts are less coherent and the students' writing skill is low because they could not elaborate their ideas.



Based on my data observation, held on the 20th September 2019 Grade XI students in SMA Swasta Hang Kesturi Medan were still facing the difficulties in their writing. It can be seen from the picture above the text entitled The Important Education which is written by the students namely Fernando does not make a paragraph coherently.

Based on researcher's observation in school is using a test in writing analytical exposition text on any recent issues in media according to curriculum, 2013. From the test the researcher's find that the student can writing the analytical text, but they cannot write the text coherently. Because every statement that they wrote based on paragraph one to paragraph two is not coherently

In the picture, it shows that the failure to construct a logic movement of sentences may lead the readers misunderstand, or worse they may have different

interpretation to writer's purpose of writing, for example in writing analytical exposition he does not put the transition signals e, g: Moreover, on the other hand to build a good connection between sentence to others sentences, to start writing paragraph. And arrange an idea in logical order; he does not put the chronological by time a sequence of events, logical division is discussed separately, etc.

In order to write English text appropriately, the students have to realize the components of good writing text. They have to make it clear, understandable, meaningful, and readable for the readers. They also have to consider the grammatical rules and English structures when they start writing. As we know that English and Indonesia has difference structures. It cannot be separated from the language itself.

In fact, it can be concluded that many EFL students still got difficulties in writing coherent exposition text coherence is still the current issue which happened to EFL students; transition signal, consistent pronouns, repetition keyword, and logical order, are important part in the writing of a foreign language as a logic movement of sentences may lead the readers misunderstand. The statement above is in line with the previous studies done by Zia (2013), who introduced Students' Ability in Building Cohesion and Coherence in Argumentative Essays, Aprilliya (2016) who developed students' ability of building coherence and unity in argumentative writing more specifically. The studies mentioned contributed in considering the coherence elements used in different text (analytical exposition text) by the researcher in this study.

Those are the reasons why the writer would like to conduct the research.

B. Problems of the Study

As related to the background of the study, the of the problems of study are formulated as following:

1. What are elements of coherence that use on students formative test in writing analytical exposition text of the eleventh grade students at SMA Swasta Hang Kesturi Medan?
2. Why do students choose the elements coherence for their writing English analytical exposition text in formative test at SMA Swasta Hang Kesturi Medan?

D. Objectives of the Study

In line with the problems formulated in advance, the objective of this study is:

1. To analyse elements of coherence found in students' formative test analytical exposition.
2. To elaborate the reasons of using the elements of coherence in the formative test analytical exposition text of Eleventh Grades students at SMA Hang Kesturi Medan.

E. The Scope of the Study

The study focuses only on using of the elements coherence, they are repeat key nouns, consistent pronouns, transition signals to link ideas, logical order relation in the formative test analytical exposition text of eleventh grade students at SMA Hang Kesturi Medan.

F. Significances of the Study

It is expected that the findings of this study will be beneficial both theoretically and practically.

1. Theoretically, the finding of this study is expected to be relevant as references for further studies, and to enrich the field of components of writing especially coherences.
2. Practically, it is expected that the findings of this study will be beneficial for:

- a) Students, they get valuable information about the importance of coherence element use in the formative test especially in analytical exposition text.
- b) Teachers, this research is expected to be the sources for teachers or educators to help them for giving understanding in order to know the coherence elements used in materials especially analytical exposition text. Besides, the result of this research can be used by educators to learn how the appropriate elements of coherence used by students' performance so that the students can used the objectives of the lesson.
- c) Other researchers, the result of the research can be a reference for other researchers who want to use the elements of coherence on students' writing skill of any genre of the text.

