

CHAPTER I

INTRODUCTION

A. The Background of the Study

In daily life, humans use language to communicate and interact with others. It is also used to convey people's opinions, personalities, knowledge, imagination or to express happiness, sadness, frustration, sickness themselves in the spoken or written form. A language is a series of sounds, signals, words used by people from various countries or nations which aims to interpret people's desires or thoughts in oral or written form. It means that language is a human's identity regardless of where they are, whether in a family, society, or school.

Language is required for students in academic school, particularly in language teaching that aims to make students participate in some social group or be a part of a cluster. They can share and convey ideas, explore and get information from the teacher or their peers. The teacher must teach four essential language skills, including listening, speaking, reading, and writing, in order for students to participate in the classroom effectively.

Writing is the process of forming words, sentences, paragraphs, or composing and developing ideas, events, news of the students in written form. There are some genres used by the teacher in the teaching and learning process when composing a text. Recount text is one of some genres which someone shares a past experience, story or phenomenon with readers or listeners chronologically. Furthermore, there are several aspects that must be considered in order to create a good piece of writing, such as cohesive devices. Cohesive devices are equipment

to bind one element to another as the result they can create a flow of information and meaningful text. Halliday & Hasan (1976) stated that there are four types of cohesive devices: reference, substitution, ellipsis, and conjunction. The specific nature of the information signaled for retrieval is referred to as a reference. Substitution is a grammatical cohesion, a word to word relationship rather than a semantic relationship. The technique of deleting superfluous items that have been mentioned before in a text and replacing them with nothing is known as ellipsis. Conjunction expresses specific meanings that are predicated on the presence of other components in the discourse.

UU RI No. 20: 2003 defines that curriculum as a bunch of planning and arrangement concerning purposes, content, materials, as well as learning activities to achieve the certain educational goal. Indonesia is applying the 2013 curriculum as the educational system which functions to prepare younger generations to have the ability to be productive, creative, innovative and effective Indonesians who are able to contribute to their community, nation, country and world civilization.

Based on the curriculum, teaching and learning English aims to develop four primary language skills that can be seen in the core competence and basic competence 2013 curriculum. Core competencies are developed in response to the growing age of students in specific classes. Vertical integration of numerous basic competencies in different courses can be maintained through core competencies. Basic competencies are competencies that students must acquire in order to achieve core competencies through learning.

Table 1.1 Core Competence in Students Grade X

Core Competence	
KI 1	Menghargai dan menghayati ajaran agama yang dianutnya
KI 2	Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dan pergaulan dunia.
KI 3	Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

In table KI 4, it is intended to core competence skill. This competence skill consists of listening, speaking, reading and writing. The researcher focuses on writing skill for instance, 4.14 of basic competence at Grade X Senior High School point out that students make simple oral and written recount texts about activities, phenomenon, events or experiences by paying attention to text structures, linguistic elements and social function correctly and precisely according to the context.

Based on the researcher's observation and interview of students in Grade X about their writing, the researcher found that students lacked the ability to use cohesive devices in writing. This was an example of students' writing randomly "My mother, my sister and I" as the pronoun in the text and those belonged to "reference" in the grammatical cohesion. In the third sentence, the pronoun

properly “My mother, my sister and I” substituted into “We”. It could be said that the students did not use the cohesive devices correctly. That is why cohesive devices are very crucial in writing, because they act as a bridge to link parts of the text. Moreover, it can help students’ writing cohere or hold together, so the readers can easily understand the content or follow the writers’ idea well. The following was an example of students’ writing text randomly.

“One month ago, my mother, my sister, and I watched movie in cinema. We watched Gundala. My mother, my sister and I were happy in that night because that movie is very violent”.

Thus, the researcher wanted to conduct a study based on the use of cohesive devices which occur in students’ writing. Cohesive devices needed to be analyzed in order to determine the kinds of cohesive devices used in students’ writing, how cohesive devices contribute to the cohesion of students’ recount text, and why the students used cohesive devices the way they did.

B. The Problems of the Study

Incompatibility with the background of the study above, there are three research questions as the problems of the study, which are formulated as follows:

1. What kinds of cohesive devices are used in students’ writing recount text at Grade X SMA Negeri 15 Medan?
2. How do cohesive devices contribute to the cohesion of students’ recount text?
3. Why do the students use cohesive devices the way they do?

C. The Objectives of the Study

Based on the problems of the study, the objectives of the study are:

1. to discover the kinds of cohesive devices used in students' writing recount text at Grade X SMA Negeri 15 Medan.
2. to investigate the contribution of cohesive devices to the cohesion of students' recount text.
3. to find out the reasons why the students use cohesive devices the way they do.

D. The Scopes of the Study

The limitations of the study needed in order to produce the satisfactory result. The study focused on Halliday & Hasan's (1976) four kinds of grammatical cohesion: reference, substitution, ellipsis, and conjunction and Eggins (2004). The researcher analyzed the writing of the students in grade X SMA Negeri 15 Medan and the genre was recount text. Moreover, the researcher elaborated the contribution of cohesive devices from students' text. The last, the researcher interviewed students to find out the reasons why they used cohesive devices the way they did.

E. The Significances of the Study

The findings of the research are expected to be rewarding for both theoretically and practically.

1. Theoretically, this study strengthens Halliday & Hasan's theory of cohesive devices (1976). The findings of the study will assist other

researchers in conducting additional research in the cohesion area with new insights or different theories in the research.

2. Practically:

- a. For Students; the study is hoped that the students still use the cohesive devices in their writing so that they can create coherent and meaningful writing.
- b. For English teachers; the study is hoped to be an additional resource to increase the quality of teaching process.
- c. For other researchers; the study provides information on the cohesive devices used by students when writing recount text. Hopefully, it can be additional references for other researchers who wish to conduct research.