

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents some subchapters namely background of the study, statement of the research problems, objective of the study, significance of the study and scope and limitation of the study.

#### **1.1 Background of the study**

Language plays an important role in human life. Human needs language to interact with others, communicate ideas, and share information in their society. It can be in oral or written form. They interact to communicate and know each other, or it is impossible to live in the world without interaction. That is one of the functions of language as a device of communication.

In the study of language, there are four skills that should be well mastered by those who are interested in learning English. They are, listening, speaking, reading, and writing. Writing is one of four language skills which is considered to be a fundamental skill so that student need to learn it.

The ability of writing a text is important for students of English in Indonesia since it is one of the requirements to graduate from the university by submitting their final project reports written in English. It is important not only to fulfill the requirement for the graduation but also to get the ability to write well for their further studies. In graduate program, for example student are always assigned to write papers to be presented in the classroom to help them develop their knowledge. Therefore, as a preparation for their advanced research, the ability to write a text coherently is very much needed.

Some language experts admit that is not easy to write well even though writing in their own native language. Brown (2004) states that only very few learners who can express themselves clearly with logical, well-developed organization that accomplishes an intended purpose. Yet, it is expected that EFL students have the ability to write a thesis with correct grammar and vocabulary. Richard and Renandya (2002, p.303) state that writing is the most difficult skill for second language and

foreign language learners. Furthermore, they claim that writing is not only generating and organizing ideas but also translating these ideas into a readable text. According to Richards (1990), “Learning to write well is a difficult lengthy process because it produces anxiety and frustration in many learners.”

Discourse analysis is concern with the relation between language and the context. It grew out of work in different disciplines Language is one of the characteristics of humans that distinguishes it from other creatures. Humans share feelings, thoughts and ideas by using language whereas other creatures cannot express these things through any language. Language contributes a lot to the process of human civilization in the world.

Subsequently, in this paragraph, the writer will tells about the reasons why the writer chooses this topic because the writer found that were many students who still had many problems in writing skill such as control of content, grammar, vocabulary, punctuation, and spelling. The phenomenon of writing skill which the researcher found in the field that the student worried about grammar and lexical cohesion, in their mind setting that they did not write until they had mastered grammar, and they cannot develop their ideas when writing because of lacking of vocabulary and the last most of them made mistakes in inscriptive punctuation, apostrophes and capitalization. Other problems the student had were that they had low motivation and they were not interested in doing the task since the writing activities were not interesting.

The aim of cohesion is to help the reader understand the items refer to, the ones replaced and even the items omitted (Harmer, 2004). Furthermore, the combination of sentences using cohesive device which have semantic relation need a shared linguistic environment to interpret items. A sentence such as “he said so” is semantically correct as it is grammatical in that it means what it means though we do not know who is meant by” he” and what is meant by “so”. To analyze a sentence, we have to seek in the surrounding environment what “he” and “so” refer to many other examples on the various cohesive situations. Text grammar does appeal to discourse analysis which is constantly concerned with how sentences stick together. Grammatical cohesion refers to the various grammatical devices that can be used to make relations among sentences

more explicitly. Cohesive devices are used to tie pieces of text together in a specific way.

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 concluded 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. To build relation between sentence and paragraph, a writer needs to use cohesive devices.

Based on the explanation above, the writer is interested in analyzing student's thesis abstract or the purpose to investigate the type and function of grammatical and lexical cohesion are most frequently used by the undergraduate student who have finished their thesis in project in English language education department of Universitas Trunojoyo Madura. Finally, the title of this research is An Analysis of Grammatical Cohesion and Lexical Cohesion in Undergraduate Thesis Abstract of English Department Student at Universitas Trunojoyo Madura.

## **1.2 Statement of Research Problems**

Based on the background study above, the writer frames the problem of this study as follows:

1. What are the types of Grammatical Cohesion in undergraduate thesis abstract of English department student at Universitas Trunojoyo Madura?
2. What are the types of Lexical Cohesion in undergraduate thesis abstract of English department student at Universitas Trunojoyo Madura?

3. What are the Errors of using Grammatical and Lexical Cohesion in undergraduate thesis abstract of English department student at Universitas Trunojoyo Madura?

### **1.3 Objective of Study**

From the statement of research problems, the purpose of this study are :

1. To find out types of Grammatical Cohesion in undergraduate thesis abstract of English department student at Universitas Trunojoyo Madura.
2. To find out types of Lexical Cohesion in undergraduate thesis abstract of English department student at Universitas Trunojoyo Madura.
3. To find out if there are incorrect types of Grammatical and Lexical Cohesion used in the thesis abstracts of English Department Student at Universitas Trunojoyo Madura in their thesis abstract.

### **1.4 Significance of Study**

This study is expected to be beneficial both theoretically and practically. Theoretically, this study is expected to enrich the reader's knowledge about the use grammatical and lexical cohesion in thesis abstract, especially at Universitas Trunojoyo Madura. It is also expected that this study will give a contributing to the existing knowledge in linguistics field of study.

Practically, the writer also hopes that this study will help the other student and teacher who look for references about grammatical and lexical cohesion. From this study, the writer tries to provide the reader the impact from grammatical and lexical cohesion in thesis abstract. This study also provides an alternative for the readers in creating a successful writing by using grammatical and lexical cohesion. Besides, it is also hoped that analysis using grammatical and lexical cohesion can provide to give a foundation for the readers who want to conduct such a study.

### **1.5 Scope and Limitation**

The scope of this study is abstract of English department student at Universitas Trunojoyo Madura. While limitation of this study is ten abstract from student English department. The researcher used Halliday and Hasan's theory (1976) in analyzing grammatical cohesion and lexical cohesion.