# CHAPTER I

# INTRODUCTION

## A. Background of the Study

English is one of the international languages used in the world. Nowadays, Indonesian students learn English from elementary school up to university because it is important in this globalization era. However, they do not use English in their daily life. In the learning process, Indonesian students still make errors. It commonly happen because the rule of Bahasa Indonesia and English is different.

According to H. Douglas Brown, error analysis is the study of the learner's error, which can be observed, analyzed, and classified to reveal something of the system operating within the learner.[1] Identifying students' errors in learning process is important to know students' problem in acquiring target language. Moreover, Brown states that in learning a language, learners will get more problems and face great difficulties. Errors, which are made by second language learners in the process of constructing a new system of language to show understanding the process of second language acquisition.

In learning process, writing is one of language competences, which must be mastered by students. Hamid states that it is the most challenging

---

[1] H. Douglas Brown, Principles of Language Learning and Teaching (U.S. : Longman, 2007), 21

skill among students and teachers.[2] It assists them in producing both academic and non-academic writing such as paragraph, essay, paper, proposal, articles, etc. Therefore, it can be an opportunity for teachers and students to master numerous methods in writing skill.

Furthermore, Anom D. Seken as cited in Sttaytham and Pongrat's study states that by writing, students are assisted to reinforce the grammatical structure, idioms, and vocabularies, which have been taught, to have adventure with language, to go beyond what they have learnt to say, and to become involved in the new language.[3] Therefore, by writing students not only master the general structure of a text but also master the grammatical structure, idioms, and vocabulary.

However, writing not only expresses an idea in a piece of paper but also has structural text. There are some requirements that have to be fulfilled to create a high quality text. Yanti cited in Rohmah states that writing is complex and difficult to teach and to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental

---

[2] Abdel Hamid Ahmed, "Students' Problem with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives". *Literacy Information and Computer Education Journal.* Vol. 1 No. 4, 2010,211

[3] Anom D – Seken K – Suarnajaya W, Postgraduate Program: *"An Analysis of The Narrative Writing The Ninth Grade Students of SMP Negeri 1 Gianyar Based on Text's Cohesion and Coherence".* (Ganesha University, 2012), 2

elements.[4] From that statement, it can be concluded that to create a good essay, it needs to master grammar and its organization.

Moreover, a text should have sequence of sentences to make the reader comprehend the meaning. To make it sequence, it can use cohesive devices. As stated by Supong in Halliday and Hasan's book states that to enhance the connectedness of sentences in a text, writers may use "cohesion" to join ideas between sentences to create texture.[5] In addition, Hidayati cited in Salkie's study explains that cohesion is an important textual aspect to achieve qualified writing[6]. Some features, namely grammatical and lexical cohesion, build this aspect of cohesion. So cohesive devices can make the text sequence, therefore the reader can comprehend the meaning easily.

According to Hasan and Halliday, cohesion refers to relation of meaning that exists within a text.[7] It is the property, which implies grammatical and lexical ties, and relations of meaning that hold the elements of a text together in a meaningful unity.[8] Thus, by the use of cohesion, it contributes to the coherence of a text. On the contrary, an erroneous usage of cohesive devices leads the readers to misunderstand and create difficulty in

---

[4] Yanti Nurhayati, Graduating Paper: "The Analysis on the Use of Cohesive Devices in English Writing Essay among The Seventh Semester Students of English Department of STAIN Salatiga in The Academy year of 2011/2012". (STAIN Salatiga, 2012), 14

[5] Supong tangkien sirisin, "Promoting Cohesion in EFL Expository Writing: A Study of Graduate Students in Thailand". *International Journal of Arts and science,* Vol. 3 No. 16, 2010, 1

[6] Hidayati, "Mistake and Error of Cohesive Features in Argumentative Essay of Fifth Semester Students of English Department of Jambi University". *Learning Journal,* Vol. 1 No. 1, 2014, 42

[7] M.A.K. Halliday – Ruqaiyah Hasan, Cohesion in English (London: Longman, 1976), 4.

[8] Maja Stanojevic Gocic, "Cohesive Devices in Legal Discourse". *Linguistics and Literatures,* Vol. 10 No. 2, 2012, 89-98.

reading comprehension. The following paragraph is the example of using cohesive devices in narrative text:

> "The boss of crocodile called all ***his*** friends and asked ***them*** to make a line in order from one side to the other side of the river. ***Then***, the rabbit started to count while jumping from one crocodile to another."

From the example above, the word 'his' refers to 'the boss of crocodile' and the word 'them' refers to 'friends'. Moreover, there is conjunction 'then' to join the first and the second sentences. Therefore, cohesive devices help creating unity and coherence that make the text easy to understand.

In writing skill, there are many kinds of text such as narrative, descriptive, argumentative, procedure, recount, etc. The writer selects narrative text because it is a story of human experience in the past time, which has time sequence or plot. Therefore, students can arrange the composition easily. This reason is recognized by Mawardi's study states that this type of writing is also considered easy for students to write compared to other types of writing as it is merely a reflection of the past events or an exploration of the author's values in a story form.[9] He also states in Hew's study that a narrative text contains a story line or plot, which is most frequently used in real life, and

---

[9] Mawardi, "An Analysis of the Cohesion and Coherence of the Students' Narrative Writing in The English Language Education Department of Nahdlatul Wathan Mataram University, Vol. 8 No. 1, 2014, 3

it is achieved in the writing with the use of cohesive devices. From this theory, the researcher selects narrative text as the source of data of the present study.

However, although narrative text is considered as easy text for students, and cohesive devices influence their writing quality. However, most of them still make errors in their narrative text. The following paragraph is the example of errors on the use of cohesive devices in writing narrative text:

> "Once upon a time, there lived a girl named snow white. She lived with her aunt and uncle because parents died."

The error is identified in omitting possessive adjective 'her' before 'parents'. The possessive adjective 'her' refers to snow white. Bellow is the correct use of cohesive devices in term of possessive adjective:

> "Once upon a time, there lived a girl named snow white. She lived with her aunt and uncle because her parents died."

From the case of errors in using cohesive devices in writing narrative text illustrated above, the writer intends to conduct the research about students' errors in using cohesive devices in writing narrative text and the types of errors in their writing at SMPN 5 Surabaya. This school applies 2013 curriculum and bilingual language in teaching English. In 2013 curriculum, the process of teaching and learning focuses more in speaking skill. Whereas, the teacher at SMPN 5 focuses more in teaching writing and reading skill because those skill relate to national examination.

However, in the process of foreign language learning, students still make errors. The students at SMPN 5 Surabaya also face this case. It is known after doing preliminary study on April 30, 2014 in the classroom. In fact, they have difficulty in using tenses and cohesive devices, especially in using conjunction. Thus, the writer intends to conduct a research entitled "An Error Analysis of Using Cohesive Devices in Writing Narrative Text at The Second Year Students of SMPN 5 Surabaya."

## B. Research Questions

1. What are the kinds of cohesive devices errors made by students of second year of SMPN 5 Surabaya in writing narrative text?

2. What are the types of cohesive devices error made by students of second year of SMPN 5 Surabaya in writing narrative text?

## C. Objective of the Study

From the research questions stated above, the objective of this study were:

1. To find the cohesive devices errors in writing narrative text made by students of second year of SMPN 5 Surabaya.

2. To find out the types of cohesive devices errors made by students in writing narrative text at the second year students of SMPN Surabaya.

**D. Significance of the Study**

The results of the study were expected to give contributions to the related study both theoretically and practically.

1. Theoretically

    This research provided an explanation of cohesive devices errors in writing narrative text made by students of second year of SMPN 5 Surabaya.

2. Practically

    a. For learners, this research showed them some errors they made, therefore they were interested to improve their knowledge on cohesive devices and be able to apply it appropriately in their writing.

    b. For teachers, this research showed some of the cohesive problems found in writing, therefore teachers could help their learners to use cohesive devices appropriately in order to produce better English writing product, improve their ability in designing lesson plan, and choose an appropriate teaching strategy.

    c. For other researcher, this research could be used as references in doing similar research in the same field in the future.

**E. Scope and Limit of the Study**

The scope of this study focused on cohesive devices based on Hasan Halliday's classification about grammatical and lexical cohesion. The writer also analyzed the errors of cohesive devices in writing narrative text based on Dulay's theory of classification error.

The limit of the study was H class of second year students at SMPN 5 Surabaya in the academic year of 2013/2014.

**F. Definition of Key Terms**

To avoid any mistake in interpreting the title of this research, the researcher needs to explain the terms relating to it. The terms are as follows:

1. Error Analysis

According to H. Douglas Brown, error analysis is the study of the learner's error, which can be observed, analyzed, and classified to reveal something of the system operating within the learner.[10]

2. Cohesive Devices

Hasan and Halliday states that cohesive devices are clues used for connecting sentences, phrases, clauses, or paragraph. It refers to relation of meaning that exists within a text.[11]

---

[10] H. Douglas Brown, Principles of Language Learning and Teaching (U.S. : Longman, 2007), 21
[11] M.A.K. Halliday – Ruqaiyah Hasan, Cohesion in English (London: Longman, 1976), 4.

For example, One day, a ***mama Ostrich*** returned home from gathering food for ***her*** two dear chicks.

(The possessive adjective ***her*** refers to ***mama Ostrich***).

3. Narrative Text

Narrative text is a story of human experience in the past time which has sequence of time or plot. The general structure of narrative text is orientation, complication, and resolution.[12]

---

[12] [12] Mawardi, "An Analysis of the Cohesion and Coherence of the Students' Narrative Writing in The English Language Education Department of Nahdlatul Wathan Mataram University, Vol. 8 No. 1, 2014