

CHAPTER I

INTRODUCTION

This chapter firstly explains the background of choosing study's topic, the significance of the study, research questions, the aim of the study, and the scope of the study as well. Besides, the clarification of some terms used in the study and the organization of paper will be presented and explained in the end of this chapter.

1.1. Background of the Study

Writing an argumentative genre is significant for students' academic success and effective social participation (Crowhurst, 1990; Knapp & Watkins, 2005). This statement is supported by Bizzel (1992; cited in Emilia, 2005) who states that the ability of composing argumentative genre will generate the students' critical thinking so that students can get an access to be a powerful society and they are ready to be a competitive people. Therefore, the ability to convey the message through the writing form is a critical skill and an important attribute for academic success and professional competence (Geiser & Studley, 2001; Light, 2001).

In addition, the comprehension of writing argumentative genre is supported by the Indonesian curriculum of senior high school issued by BSNP 2006 (*Badan Standar Nasional Pendidikan*) which states that one of basic competence and standard competence of this level are to comprehend and to create argumentative writing, such as the exposition text.

However, to write an argumentative genre is not a simple instance because it requires logical and coherent reasoning (Siegler: 1996, Knapp & Watkins, 2005, p. 196). In order to achieve those requirements, the students should be able to comprehend the textual resource: the organization of an idea so that the progression of the text is linear (Connor, 1990) and the different type of cohesive links (Droga and Humphrey, 2003) to create logical text.

In fact, cohesion and ideas organization are two common problems faced by foreign language students in creating an exposition text. Researchers have found that ESL/EFL students tend to focus on the word or clause level rather than the whole discourse level (Bamberg, 1984; Ferris & Hedgecock, 1998; cited in Lee, 2002) in creating exposition text. In addition, the problem of foreign students in creating cohesive text is confirmed by Chen (2008), Witte & Faigley (2008), Azzouz (2009), Vahid & Hayati (2011) to Sanczyk (2010), Ong (2011), Saudin (2013), and Sadighi & Heydari (2012). Those studies analyzed the employment of cohesive devices in argumentative writing and relationship between the number of cohesive device used and the quality in the writing. The result showed that there is a sufficient employment of cohesive devices in the argumentative writing but there is some in appropriate uses of cohesive devices. In addition, there were no interference between the number of cohesive devices and the writing quality.

In one Indonesian secondary school, the cohesion and the organizing idea or the textual function of language is not paid attention by both the teacher and the students in teaching and learning writing activity. Actually, one of the ways that can be used in assessing cohesion of the students' writing is by analyzing the cohesive devices employment and theme progression pattern employment.

However, there are still few studies investigating cohesion of students' exposition texts, which combine the analysis of the employment of cohesive links or cohesive devices and theme progression pattern. Recent publications mainly concerned to the analysis of cohesive devices only or theme progression only.

Therefore, this study focuses on both the analysis of cohesive devices and theme progression pattern in order to investigate cohesion of Indonesian senior high school students' exposition text.

1.2. Research Questions

The present study is going to investigate the cohesion of the hortatory text. Thus, the research questions for this study are:

1. To what extent do the students' exposition writings fulfill the schematic structure and language features of the exposition text in term of cohesion?

2. Which Cohesion devices and Theme progression pattern mostly occur in the Student's exposition texts?
3. How do cohesive devices employed affect the cohesion of the student's exposition texts?

1.3. Purpose of the Study

In accordance with the research question, this study is aimed to meet the following purposes:

1. To reveal the extent to which student's exposition writings fulfill the schematic structure and language features of the exposition text in term of cohesion.
2. To investigate cohesive devices and theme progression pattern mostly occurs in Students' exposition texts.
3. To explore the effect of cohesive devices employed toward the cohesion of the students' exposition texts.

1.4. Scope of the Study

This study focuses on analyzing exposition texts written by six Indonesian second grade students of a state senior high school in Bandung. The analysis will only focus on five cohesive devices namely reference, lexical cohesion, conjunction, substitution, ellipsis according to Halliday's cohesion framework. In addition, the analysis also focuses on three theme progression patterns: Zigzag, reiteration, and multiple theme pattern proposed by Eggins (2004).

1.5. Significance of the Study

This study will give theoretical and practical advantages. In term of theory, this study can contribute in enrichment of the literature about cohesion and coherence. In terms of practice, the result of the study will be useful for teacher so that the teacher can teach students the appropriate cohesive devices in the writing exposition text. The study also expected to give information to the teacher on how to analyze the cohesion of the students' text. Thus, the teacher can assess the students' cohesive writing through it. In addition, teacher will know what it is the students' need to be improved in term of creating cohesive text.

1.6. Clarification of Key Terms

To avoid misinterpretation, misunderstanding, and misjudgments toward some concept presented in this study, this section will clarify the following terms:

1. Argumentative Essay

Argumentative essay is a piece of writing involving arguments, facts, evidences, reasons, explanation in order to support the side being argued and use reference of experts to make the writing seems indisputable and to make the reader believes what is written (Emilia, 2005)

2. Exposition Text

Exposition text is types of argumentative essay in which it emphasizes on persuading someone to the writer's point of views (Gerot & Wignell, 1994)

3. Textual Resource

Textual resource means the resource of organizing information in the text and making connections across a text which (Droga and Humphrey, 2003).

4. Coherence

Eggins (1994, p. 87) asserts Coherence as one of dimension of text. It relates the text to the contextual properties such as social and cultural.

5. Cohesive Devices

Cohesive devices are the semantic relation that link the information to various items within the text that leads to the comprehension of the readers about the meaning of the text (Haliday & Hasan, 1976; Derewianka, 2011; cited in Emilia,2014)

1.7. Organization Paper

The paper of study is organized into five chapters. Each section is provided by subsections to give an insight to the topic under investigation.

The first chapter is introduction. This chapter provides background of study, statements of problem, purpose of study, scope of study, clarification of key terms, and organization of paper in order to give an overview to the readers.

The second chapter is literary review. This chapter explains the theory shaping the study to the readers by providing definition of cohesion, categories of cohesive devices, categories of theme progression pattern, definition of argumentative text.

The third chapter is research methodology. This chapter focuses on the methodology employed in conducting the study. It covers research design, participant and site of the study, data collection, and data analysis.

The fourth chapter is findings and discussions. This chapter presents the findings of the data analysis. Those findings will be discussed and interpreted in this chapter.

The last chapter is conclusion. This chapter presents the conclusion and some suggestions to other researchers who intend to develop the research.

1.8. Concluding Remark

This chapter has presented some aspects underlying the study including background of the study, statement of problems, purposes of the study, scope of the study, significance of the study, clarification of key terms, and organization of the paper. The next section will present some theories relevant to the study.