CHAPTER I
INTRODUCTION

This chapter represents the introduction of the research. It consists of six sub chapters. The sub chapters are background, research questions, aims of the research, significance of the research, classification of key terms, and organization of the research.

1.1   Background

According to *School-based curriculum (KTSP)* Depdiknas RI (2006), there are three aspects of English language teaching in Senior High School. These include students' competence to produce oral and written texts in relation to four language competences (speaking, writing, listening and reading), students' competence to produce short functional and monolog texts, students' linguistic competence, social cultural competence, strategic competence, and discourse marker competence. Therefore, the word text and students' ability to produce texts become the current issue in EFL teaching. Thus, EFL teachers are required to facilitate students to produce many kinds of texts or genres.

The term *text* is not merely in the form of writing (Butt et al., 2006, p.3). It is the collection of words or sentences, spoken or written, which belong to a whole. This statement suits to Eggins' statement (1994, p.5) that text refers to a complete linguistic interaction from beginning to end. It means that the determination of a text is not only about the length of the text itself; it depends on the unity of the text's element to create text's meaning.

Furthermore, something called "text" should have texture (Halliday and Hassan, 1976). Texture involves two components cohesion and coherence. The text is coherence where there is a connection between its social and its cultural context while cohesion is the way the text's elements bind together as a whole.

Texture will help readers to understand the semantic relation of the text. In addition, readers' comprehension will be determined by the writer's understanding of semantic relation-application (Thompson, 1996). Therefore, writers should have the ability to master the concept of texture.

One of the element of texture in the text is cohesion. The term cohesion is defined as non-structural resources for discourse to hold the text together and give the text a meaning (Halliday, 1994). Cohesion is created in English through five cohesive ties: reference, ellipsis, substitution, conjunction and lexical organization (Halliday and Hasan, 1976). The use of those cohesive ties bind the text together into a unified whole. It helps the readers to understand the flow of the text.

Based on the explanation about the role of texture above, this study analyzed the use of lexico-grammatical cohesion as one of the linguistic functions. The study focused on the contribution of cohesive ties to students' expository writing. It includes the variety of cohesive ties used by students to create semantic relation; the contribution of the cohesive ties to the writing, and how the students are exposed to the use of cohesive ties in expository essay. The concept of cohesive ties by Halliday and Hasan (1976) is used in this study as framework to analyze students'expository writing.

The contribution of cohesion in students writing becomes the issue of the study. It is believed that students have less understanding about the use of proper cohesive ties on the writing. Meanwhile, the contribution of cohesive ties is important to help students in maximizing text cohesion. There are some factors that make cohesive ties contribution are still not maximum yet such as the minimum exercises given by the teacher related to the use of cohesive ties. However, being able to use cohesive ties appropriately is important to improve text cohesion, although the use of cohesive ties is not the only factor. Besides cohesive ties, text cohesion should have clarity and correct grammar.

Therefore, the study on students' writing focusing on the use of cohesive tiesis important. It will help knowing that cohesion in a text is one aspect of the

text success. The use of appropriate cohesive ties contributes to a good text. Besides that, the analysis of students' text toward the use of cohesive ties is hoped to show students' struggle in composing a good writing.

To identify the picture of the study, several previous studies were examined and attached as the literature review. The previous studies used the concept of cohesive ties by Halliday and Hasan's (1976). These studies include: students' problems with cohesion and coherence in EFL essay writing in Egypt (Ahmed, 2010), Grammatical cohesion in students' argumentative essay (Alarcon and morales, 2011), coherence structure and lexical cohesion in expository text (Berzlanovich, Egg and Redeker, 2008), The analysis of texture in news article (Crane, 2008), Cohesion in ESL classroom written text (Olateju, 2006), the use of lexical cohesion in reading and writing (Muto, 2007), and the analysis of cohesion in L2 academic text (Hinkel, 2001). These previous studies will be discussed in chapter 2.

However, those studies commonly focus on the use of cohesion in various texts. In addition, the studies that focused on students' ability toward the use of cohesive ties are rarely found and it appears that there has not been found a study focusing on cohesive tie phenomenon in expository text, particularly in research site. Thus, based on the reasons, this study attempts to fill the gap. At the end of the study, the writer wants to give contribution to the development of students' critical thinking through the use of cohesive ties in expository writing.

1.2   Research Questions

Referring to the background of the study, the research problems have been formulated in the following questions:

1. What cohesive ties are found in students' expository writing?
2. How do the cohesive ties contribute to the cohesion of students' expository writing?

3. How are students exposed to the use of cohesive ties?

1.3   Aims of the Research

The aims of the research are:

1.   to find out the cohesive ties use in students' expository writing.
2.   to investigate the contribution of cohesive ties to students' expository writing.
3.   to investigate the way of students are exposed to the use of cohesive ties.

1.4   The significance of the research

This study deals with how EFL students use cohesive ties and how the ties contribute to their expository writing. The issue of text cohesion is the focus of this study. The contribution of cohesive ties to the students' expository writing and how the concept of cohesive ties is understood by the students become the significance of the study.

Theoretically, the research aims to enrich literature on discourse of text cohesion due to cohesive analysis belongs to texture that can make cohesive text. Furthermore, the research is expected to enhance students' textual competence in composing expository writing.

Practically, this research will also contribute to the development of EFL teaching in high school because it helps the teacher knows the ability and the effort of students in composing the text that is readable for the readers. The teachers may view this cohesive analysis as one of tools that can be used to analyze students' writing.

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1.5 Clarification of Key Terms

There are some key terms which are frequently used in the research. In order to avoid misinterpretation, each term will be defined as follows:

a. Systemic Functional Linguistics (SFL)

SFL provides a very useful descriptive and interpretive framework for viewing language as a strategic, meaning-making resource (Eggins, 1994, p.1)

b. Cohesion

Cohesion is the relationship between items in a text such as words, phrases and clauses and other items such as pronouns, nouns, and conjunctions (Paltridge, 2006, p.131).

c. Cohesive Ties

Cohesive ties are linguistic features which can be identified as contributing to make a sequence of sentences a text (Halliday and Hasan, 1976, pp. 1-2). Cohesive devices are classified into five categories: reference, substitution, ellipsis and conjunction (Haliday and Hasan, 1976).

d. Expository Genre

Exposition is genre type which purposes to persuade the reader or listener that something should or should not be the case and it is usually found in the form of essay, editorial, political debate, and commentaries (Emilia, 2012, p.104).

1.6 Organization of the Paper

This research paper consists of five chapters. The first chapter is introduction, which presents the background of conducting the research. The second chapter is literary review, which explains the related theories and the

theories that will be used as framework. The third chapter is Methodology, which gives explanation about the techniques that will be applied to analyze the data.The fourth chapter is findings and discussions, which finds and discusses the data to find out the answers for the statements of the problems. The last chapter is conclusion and suggestion, which concludes the result of the research and give suggestion for further research.