

# CHAPTER I

## INTRODUCTION

This chapter discusses the introduction of the study. It consists of the elaboration of the background of the research, the statements of problem, the aims of the study, the scope of the study, the significance of the study and the clarifications of terms. The discussion of the points above is elaborated in the following sections.

### 1.1 Background of the Research

Writing is a process of discovering ideas, arranging thoughts into a proper text, and organizing them into statements and paragraphs (Nunan, 2003). It is in line with Alwasilah (2002; in Alwasilah, 2007) who states that writing is people's competence and ability in converting ideas into a proper text that is aimed to convey a message to readers. Gould *et al.* (1989) also asserts that writing is a system of discovering what our ideas, and even our intentions are. People write and develop their ideas to present their intention within different contexts.

In the EFL learning activity, writing is a significant skill to be mastered. Based on the applied curriculum in Indonesia, the 2013 Curriculum, English has been a required subject to be taught in Junior and Senior High School. It is one of the significant subjects that should help students to develop their ability to think critically. Since providing facilities for students to build written communicative proficiency is one of the EFL learning objectives (Regulation of the Ministry of National Education Number 22 Year 2006), the teaching of writing to the EFL learners requires a particular attention.

Corresponding to the objective of the EFL teaching in the 2013 Curriculum, the National Standard Syllabus 2017 further states that goal of English learning activity is to guide students in order to understand various types of text. Hence, senior high school students in Indonesia are taught how to write various genres in

English that include the types of descriptive, recount, biographical recount, narrative, procedure, report, explanation, news item, and exposition text.

Exposition is one of the text types which refers to a discourse that is aimed to explain, interpret and also deliver more than one argument in a support of a judgment (Martin, 1985). This text requires a writer to provide thesis statement, arguments and recommendation in order to convince and give recommendation regarding the writer's ideas. Derewianka and Jones (2012) further divide Exposition Text into two types, which are Analytical and Hortatory Exposition Text.

Hortatory Exposition Text is a type of written or spoken text that provides a concept or a case comprehensively intending to convince readers to do something. This type of text is important to be mastered by students because "expository writing is such a key genre for success in schooling at advanced levels" (Schleppegrell, 2004, p. 87). It is emphasized in the basic competence written in the National Standard Syllabus 2017 that in the learning activity of Hortatory Exposition Text, the students are expected to be able to create written Hortatory Exposition Texts related to actual issues, considering its social functions, text structures, and appropriate linguistic elements according to its context.

As a matter of fact, to write a suitable Hortatory Exposition essay, a student needs to compose his/her writing to be cohesive and coherent in order to create a logic and understandable discourse. However, writing in a language that is not the students' first language possibly becomes a complicated assignment to be done. (Alwasilah, 2001; El-Gazzar, 1994). It is in line with Renandya and Richards (2002), who state that in writing activity, most ESL or EFL students find it difficult to produce and organize their ideas as well as in putting them into understandable discourse.

In regard to the statements above, several studies have been conducted to reveal EFL students' abilities and difficulties in writing. A study by Fauziah (2014) revealed that students need improvements regarding the ability of elaborating

arguments to make the ideas presented by the writer logically acceptable and more convincing. It was also found that the students need more practice regarding complex clause, and it is significant to do further research regarding students' ability in writing a cohesive text, particularly in the use of Cohesive Devices—that can support the elaboration of argument—that is Cohesive Device Conjunction. It is because conjunction is a cohesive device that can help connect clauses to elaborate arguments in order to make the ideas presented by the writer logically acceptable and more convincing.

Several studies regarding the connection within a discourse have also been conducted. A study by Habibi (2014) investigated the cohesion in six students' Hortatory Exposition writing. The research concluded that students use reference and conjunction in order to create cohesive text. In addition, the elements of schematic structure in the Exposition Text can only be achieved by high- and middle-achievers (Habibi, 2014). Another study by Saudin (2013) was conducted to see how the tie within a discourse was made. This study found that there was a consistent result of a relation between the number of cohesive ties used in a text and its quality. It was along with the fact that the more errors of the use of cohesive devices were made as the learners' proficiency got lower (Saudin, 2013).

Even though there have been many studies regarding the analysis of students' Hortatory Exposition writing using the SFL theory, yet there are limited sources regarding the in-depth analysis concerning the use of Cohesive Device Conjunction along with its writing process. The research about cohesion of students' writings is mostly conducted only on the diagnostic of students' texts. This means that most of them only focus on students' final writing without examining the process of the writing. Hence, further study along with the process to write a cohesive text is needed.

This study focuses on the analysis of students' improvements in writing Hortatory Exposition Text in terms of the conjunction use in the students' draft and final draft. By conducting this research, it is hoped that this research will be able to bring a contribution to the literature on the application of Systemic Functional

Linguistics in analyzing students' writing and can be useful as an example for teachers to identify students' ability in writing a Hortatory Exposition Text.

## **1.2 Statements of Problem**

Related to the previous discussion, the study is intended to answer:

1. What is the use of conjunction in order to build cohesion in the students' draft and final draft of their Hortatory Exposition Text?
2. Upon receiving feedback, how does the students' use of conjunction improve the cohesion of the final draft of their Hortatory Exposition Text?

## **1.3 Aims of the Study**

Based on the statements of problem above, the study is aimed to pursue two purposes. The first aim is to examine the use of conjunctions in the students' draft and final draft of their Hortatory Exposition writing, and the second aim is to reveal the improvements of the use of conjunction in the final draft of students' Hortatory Exposition writing in order to create cohesive text.

## **1.4 Scope of the Study**

Given the statements of problem and the aims of the study, this study focuses on the analysis of students' two versions of Hortatory Exposition writing specifically in the use of conjunction. According to the 2013 Curriculum, Hortatory Exposition Text is taught in the 11<sup>th</sup> grade of senior high school; therefore, the study was conducted in the 11<sup>th</sup> grade in one of the senior high schools in Bandung.

## **1.5 Significance of the Study**

It is expected that this research is beneficial and can give theoretical and practical contributions. In terms of theory, the research is expected to bring a contribution to the literature on the application of Systemic Functional Linguistics

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in analyzing the students' two versions of writing, specifically Hortatory Exposition Text. In terms of practice, the research is expected to be useful for teachers to identify students' ability in writing Hortatory Exposition Text, particularly in the use of conjunction.

## 1.6 Clarifications of Terms

The terms below will be frequently used in this research; therefore, to avoid misinterpretation, below are the clarifications of the terms used in the research:

### 1) Writing process

Writing process is the progression a writer goes through in creating a text. "It includes the process of planning, drafting, editing (reflecting and revising), until it achieves the final revision." (Harmer, 2004, p. 63)

### 2) Hortatory Exposition Text

Exposition is a piece of text that intends to persuade readers or listeners by presenting arguments from a single point of view (Anderson & Anderson, 1997). Furthermore, an Exposition Text consists of two kinds, those are Analytical and Hortatory Exposition (Derewianka & Jones, 2012). Coffin (2006) explained that a Hortatory Exposition Text is a text that presents the writer's argument and persuasion in order to persuade readers to do some sort of action.

### 3) Cohesion

According to Halliday (1976, as cited in Halliday, 2004), "cohesion is the lexico grammatical systems originate in the textual meta-function" (p.254). It is further explained by Derewianka (2011) that grammatically, cohesion refers to the devices termed cohesive devices that is used to link materials in writing and helps a writer to create the flow of the text.

### 4) Conjunction

Conjunction refers to the items that lie in between clauses (Halliday & Matthiessen, 2004) Conjunction "tell us how one clause is linked to another by expressing the relationship between ideas" (Droga & Humphrey, 2003, cited in Emilia, 2014, p. 102)

## 5) Coherence

Halliday and Hasan (1976, cited in Eggins, 2004) state that coherence refers to the system a group of clauses or sentences that makes sense and relates to its context. Coherence of a text is “where the reader/ listener be able to interpret the message in a relation to its context” (Emilia, 2014, p. 125).

### **1.7 Organization of the Paper**

This paper is divided into five chapters. The first chapter is the introduction which contains the ideas and concept of the study regarding the writer’s motivation to analyze the selected texts, the statements of problem, the writer’s aim in writing the study and the significance of the study regarding the contribution of the study to the society. The second chapter is literature review. This chapter examines the fundamental theories utilized in the study along with the relation between this study with other research that have been conducted. The third chapter is the research methodology which explains how the research was conducted, including how the data was collected and analyzed by using the theories presented in the literature review. The fourth chapter presents the findings of the study. The findings were analyzed and discussed to answer the statements of problem. And the last is the conclusion of all the chapters and the suggestions for further research.

### **1.8 Concluding Remark**

This chapter has explained the background of the research, the research questions, the aims of the study, the significance of the study, the clarifications of terms, and the organization of the paper. The next chapter will present the theoretical framework of the study.