

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing ability is very important for everyone especially students of the English Department (Arifin & Farida, 2020). In doing the writing, the writer needs time to think, write, edit, and rewrite (Creswell, 2009; Dania, 2012). Academic writing will be used to assess students' mastery of writing skills at the university level. In the end of their study, students in tertiary level have to perform their writing skill in the form of research paper or thesis (Dania, 2018).

Every student should complete a thesis as part of their academic work. The ability to create a thesis in a proper structure is the most significant need. An abstract is one of the most crucial parts of a thesis (Emilia, 2012). The objective of the abstract is to give the reader a summary of the thesis (Thomas, 2000 as cited in Emilia, 2012). Furthermore, according to Pearce (2005, as referenced in Emilia, 2012), the abstract is the most crucial portion of the entire thesis. Students should be able to compose a well-written abstract because it plays such a vital function in the thesis.

Writing in English also has some characteristics (Arifin, I., 2020). They are cohesion and coherence. Cohesion and coherence are important properties in the writing text because it will complete the sentences among the paragraph (Wachidah, 2016). Cohesion defines as all the supporting sentences connect to

each other in their support of topic sentence (Boardman, 2008). The ways of connecting sentences to each other are called cohesive devices. Cohesive devices have four important things. They are connectors, definite articles, personal pronouns, and demonstrative pronouns. In addition, cohesion is the tie and connection that exist within the text (Wali & Madani, 2020).

However, a well-written abstract is rather difficult to be written because of three reasons. The first one, an abstract is usually written at the end of the thesis writing process. The second one, an abstract is a concise summary of the whole thesis. Meanwhile, students need to write every element that should be written in the abstract. However, they have limited space for it. About this, choosing the best sentences to put in the abstract will be difficult. The last one, since the abstract is a summary of the whole thesis, should cover all parts of the thesis and should be written in limited sentences. Therefore, the abstract must be written as a cohesive text, not just a collection of unrelated sentences. A text is cohesive, according to Emilia (2014, see Normant, 1994; Palmer, 1999; Norman, 2002; Ahmed, 2010; Hameed, 2008; Salmani, 2007; Tankengsirisin, 2010; Wahby, 2014), if the phrases are semantically linked and constant throughout. In other words, students must produce a unified abstract that is easy to grasp by readers.

## **B. Formulation of Problem**

This study particularly aimed at finding the answers to the following research questions:

1. What types of cohesive devices were used by the students in their abstract?
2. How do the cohesive devices contribute to the cohesion of students' abstracts?

### **C. Objective of the Study**

From this study the researcher wants to achieve some objectives:

1. To describe the students' competence in producing cohesion in their writing texts.
2. Investigating the contributions of the cohesive devices used by the students in their abstract.

### **D. Focus of the Study**

In line with the topic, this study focuses on analyzing the cohesion abstracts of theses written by undergraduate students. Furthermore, the researcher only adopts the correct sentences and reduces the wrong sentences that involve grammatical errors. Nevertheless, there is no reduction of grammatical errors in a logical order because to interpret a logical order in the text, it should be from the whole text. The text's understanding has suffered as a result of the elimination of incorrect sentences.

### **E. Significance of the Study**

The use of cohesive devices in students' text has not been fully explored. Only a few researchers have explored cohesiveness when doing text analysis.

Based on that idea, this research will help to broaden the scope of coherence research in order to present a more complete view of students' writing abilities. Additionally, this research is relevant in three ways.

1. This research will theoretically contribute to the literature on conceptions of cohesion, academic writing, and thesis supervision. It will also aid in expanding the scope of research in the subject of systemic functional grammar, particularly in the area of cohesion.
2. In terms of application, this research stressed the need of comprehending how to write cohesive texts. As a result, it is envisaged that students will get an understanding of how to use cohesive devices to establish cohesion in their abstract and thesis as a whole.
3. From a pedagogically, it is expected that this study will give enough information on the difficulties of academic writing, especially thesis writing, faced by students. It is hoped that the knowledge of cohesion revealed in this study will motivate writing skill educators, particularly thesis writing lecturers, to teach writing more effectively and explicitly. This research is also expected to highlight the specific issues that students writing.

#### **F. Operational Definition**

1. A nonfiction text that explains a process is known as an explanation text. "Explanation writing is intended to explain how and why something in the world happens," according to Barwick (1999:50). It's more about what you

do than what you own. Explanation is crucial in the development and storage of our knowledge. This is a common format for technical and scientific writing." This means that an explanatory text comprises processes related to natural phenomena, society, science, culture, and other topics.

2. Writing is an effective way to communicate and express your thoughts, feelings and opinions to others (Andayani et al., 2013).
3. The abstract is usually written in the end of the writing process but it has an important role in the thesis (Emilia, 2012). The main function of the abstract is to give a summary about the whole thesis to the reader (Thomas, 2000 as cited in Emilia, 2012). In order to fulfil the function, the abstract should provide a brief but complete overview of the thesis to inform the objective, the context, and the findings of the study (Clare and Hamilton, 2007). A good abstract uses well-developed paragraphs that are concise and cohesive (Dania, 2018). It should be able to stand alone as a unit of information and should always be written as clearly understandable texts.
4. Cohesion "Cohesion is a surface phenomenon; it refers to the grammatical and lexical elements that connect sentences, particularly lexical repetition, pronoun use, and link words. A jagged and disjointed style is the outcome of a lack of cohesiveness" (Blanpain, 2006:25). It can be informed that cohesion is used to connect the sentences so that the text should not be wavy and it can be understood by the readers.