CHAPTER I
INTRODUCTION

1.1 Background

Unity, cohesion, and coherence are three factors for writing a good paragraph. Unity refers to how the writer unites the ideas in his writing and links them to the topic. Coherence is about considering the sequences of sentences or utterances to hang together in a text Cohesion relates to the meaning that exists within a text (Halliday and Hasan, 1976, p. 23).

The concept of cohesion can therefore be usefully supplemented by that of register, since the two together effectively define a text. A text is passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation, and therefore consistent in a register; it is coherent with respect to itself, and therefore cohesive (Halliday and Hasan, 1976, p. 23). The text organization can be achieved by forming cohesion. Cohesive devices are words or phrases used to link different ideas in a paragraph. Cohesion is crucial for the semantic system to be effectively activated (Halliday and Hasan, 1976: 27). Many studies on cohesion in students' essays indicated that the frequency of cohesive markers used in their essay is low (Meisuo, 2000; Liu, 2005; Alarcon and Morales, 2011).

Written discourse in particular plays a significant role in an academic context. Science and technology are developed and disseminated through academic writing such as journal articles, scientific reports, theses, and dissertations.

A study by Bahaziq (2016) reported clear evidence of cohesion and use of grammatical and lexical devices in student essays. The most grammatical devices used were reference and conjunction. In contrast, there was little evidence of using lexical devices in the essays. The study revealed that the students demonstrated the overuse of the lexical device reiteration but never used collocation. Repetitions were used very

frequently. It was assumed that the students repeated the same items due to the limited knowledge of vocabulary

Thus, this study was conducted to investigate cohesion in student argumentative essays. It was hoped that this study found several types of grammatical cohesive devices deployed by Polytechnic students, majoring in English, to achieve cohesion in their essays. This study also identifed the least frequent use of grammatical cohesive markers in the students' argument essays. It is hoped that this study can be used as reference material for future research that has the same problem or with the same method.

1.2 Research Questions

This paper hopes to find answers to the following questions.

1. Which grammatical cohesive markers are used by the students in their argumentative essays?
2. What are the least grammatical cohesive markers used by the students in their argumentative essays?

1.3 Aims of this study:

The Aims of the study was to investigate how grammatical cohesive markers establish relationships across sentence boundaries to organize argumentative essays. Grammatical cohesive markers create relations to form the basis for the distribution of information in a text, and thus they construct an academic discourse.

The texts used for the analysis of the grammatical cohesion were taken from essays collected through essay task assignments. The data had been limited to six argumentative essays which present an argument with ideas supporting or opposing an argumentative issue. The selected essays had been written by students who studied in Polsri majoring in English. The number of essays had been restricted to six essays

The model analysis of the current investigation was based on the analyses of sentences in order to figure out how grammatical cohesion enables the creation of a text.

Additionally, the discourse analysis helped present grammatical cohesion in the complete essays. There were several features of the texts chosen for the current analysis.

The argumentative essays are short compositions on the topic of the use of the Internet by young people. Some texts are short and information-oriented. Analysis of grammatical cohesion in each essay was carried out systematically, to display the four types of grammatical cohesion and on giving explanations of how these cohesive relations contribute to the creation of text.

The findings were presented using tables since these could provide the readers with the information introduced in a clear and concise visual form to support the discussion in the essays.

1.4 Benefits

By analyzing the argumentative essays produced by students in English Department, this study could find answers about grammatical cohesive markers are used by the students in their argumentative essays and the least grammatical cohesive markers used by the students in their argumentative essays. Finally, it could be a reference for them to improve the quality of their essays. The results from the study could increase students' awareness that is the importance of using grammatical cohesion in their essays to improve the quality of their essays.