

CHAPTER I

A. Background of the Study

Writing is complex skill for some lower secondary school students because they must be aware of things like content, grammar, vocabulary, capitalization, and punctuation (Rass, 2015). English writing is quite different from writing in the first language, Bahasa Indonesia. EFL students usually write an essay using their first language style, it means that the language is in English but the style or the structure in their first language. The fact faced by the students in writing an English essay is reported by Rass (2015) in which Arab students must be given some opportunities for practicing writing essays using English style to help the students overcome the difficulties and creating good essays as English native speakers writing in English.

In addition, the problem faced by the students in writing an essay in English is how to use the cohesive markers to relate the elements in their essay. Degrisi (2010) states that good writing is not only about grammatical categories but also is about cohesiveness and coherence in the text. Cohesive markers is an important part of writing an essay to connect elements in the text. These elements such as pronouns, demonstrative, conjunctions, reiteration / repetition, comparative and etc. Cohesive markers help repair the quality of the text and make easy the reader comprehend the main idea between a sentence to another sentence.

Degrasi states into paragraph above, good essays are also about the coherent in the text. This issue has been discussed by A. Crossley & S. McNamara (2016) cite in 2010 - 2011, that coherent text is the strongest factor in essay quality, and coherent text can be predict based on the using of cohesive features. According to Zheng (2009), the coherent text is a fluency of sense of combining concepts into the main idea in the text. This concludes towards the process of comprehending the text is running smoothly. In creating coherent text, the students have to pay attention to the coherent rule, as Tsui defined, quoted by Mey (2001 :154) , the students have to fulfill the illocutionary of the latter in the text.

In this context, creating effective writing is not only about the coherent text but also about the cohesive text. Some students face the problem of using cohesive markers. The use of cohesive markers is not as easy as one thinks because cohesive markers are factors that make their essay good. It is revealed by Villar Revello, Fuerte Tapia, Vertiz Osoreo, Gálvez Suárez, & Arévalo Tuesta (2018), that several students do not understand the basic knowledge to use the cohesive markers, so that their writing is not cohesive and coherent. A different study, Al-Khazraji (2019) asserts that there is a strong connection between cohesive markers and the quality of essay writing because cohesive markers facilitate comprehension ideas in the text. In other word cohesive markers give an impact on the essay writing students. In Yunus & Haris (2014) study, they found several reasons why essay writing students are not effective, such as misusing of discourse markers, overusing of discourse markers and advance use of discourse markers.

From some researches above, several students commonly have a problem with using cohesive markers in writing text. Hence, the researcher investigated the using of cohesive markers in EFL students writing descriptive text in junior high school students.

B. Limitation of the Study

The scope of this research is about cohesive texts which is a part of discourse analysis. To simplify the discussion of this research, the researcher limits the problem on the use of cohesive markers in descriptive text.

C. Statements of the Problem

According to the background of the study, cohesive markers constitute the problem faced by students. Therefore research questions are formulated as follows:

1. What types of cohesive markers are used by lower secondary school students' in writing descriptive text?
2. How are cohesive markers used by lower secondary school students' in writing descriptive text?

D. Purpose of the Study

Following from the statements of the problem, the purpose of the study can be stated as follows:

1. To know what kind of cohesive markers used by lower secondary school students' in writing descriptive text.
2. To describe how the cohesive markers used by lower secondary school students' in writing descriptive text.

E. Significance of the Study

For teachers:

Theoretically, this research can give more knowledge for teachers in teaching cohesive and coherent text. Teachers can lead the students to write an essay appropriately.

For researcher and another researcher:

From this study, the researcher gets much knowledge about cohesive and coherent texts. Therefore the researcher can understand more about cohesive markers used in lower secondary school students. And for future researcher, the research findings are expected can be used as references in conducting further research about cohesive markers.

F. Definition of Key Terms

This part to avoid misunderstanding the reader in reading this research. The definition of a key terms based on the context of this research. There are some definitions to understand :

1. Cohesive marker is a cohesive sign like pronouns, demonstrative, conjunctions, reiteration / repetition, comparative, etc to connect elements in the text.
2. Coherent text is a text contains logical links between sentences in the text.

3. Cohesive text is grammatical and lexical linking in a sentence that holds the sentence and gives it meaning.
4. Descriptive text is a text describes someone or something clearly.