

CHAPTER I

INTRODUCTION

A. Background Of The Study

In learning English, we have known about language skill. The language skill is the performance of the speakers of a language as a tool of the communication in their daily life. The language skills are four: 1) Speaking is the spoken productive language skill. It is the skill of a speaker to communicate information to a listener or a group of a listener. 2) Writing is the written productive language skill. It is the skill of a writer to communicate information to a reader or group of readers. 3) Listening is the receptive spoken language skill. It is the skill of a listener to interpret information transferred by a speaker. 4) Reading the receptive written language skill. It is the skill of a reader or a group of a reader to interpret information transferred by a writer.¹

Then we can conclude that the speaking and writing are the productive language skill and the listening and reading are the receptive language skill. Sentence can become a paragraph and also text. Paragraph is the basic unit of writing in English² and text is the concept of writing as a skill.³

Text can be classified into several types. These types of text are: Analytical exposition, anecdote, descriptive, narrative, procedure, news item, discussion,

¹ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), 1-3.

² Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate Paragraph and Essays* Third Edition (Pearson Education, 2008), 3.

³ Sanggam, *The*, 3.

explanation, hortatory exposition, report, spoof, recount and review text.⁴ Every text there is the definition and the generic structure.

Based on the statement above, the writer only focus on expository text. There are two kinds of expository text: 1) Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. The generic structures of analytical exposition are: Thesis (introducing the topic and indicating the writer's position), argument (explaining the argument to support the writer's position), argument 2 (explaining the other arguments support the writer's position more) and reiteration (restating the writer's position). 2) Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. The generic structures of hortatory exposition are: Thesis, arguments and recommendation.⁵

Besides, if we want to compose we must know and understand about the characteristic of good writing. The characteristics of good writing, there are: unity, coherence and cohesive. Unity is all the supporting sentences should relate to the topic sentence⁶ or in other opinion, unity will contain only sentences that explain or support the general statement made in the topic sentence.⁷ Coherence, when the supporting sentences are ordered according to a principle. The sentences are put in

⁴ Nofri Anten, Discussion Materials Of Genre (Solok), 5.

⁵ Ibid, 5-31.

⁶ Cynthia, Writing, 25.

⁷ Joy M. Reid, The Process Of Composition (USA: Prentice-Hall, 1982), 14.

order so that the reader can understand the ideas easily. The principle of ordering on the type of paragraph, cohesive/cohesion is all the supporting sentences connect to each other in their support of the topic sentence.⁸ Then, all characteristics of good writing have the function to help the writer can compose a good writing because not all people can write well.

Writing is not easy for the person who doesn't like writing and doesn't know the certain of writing like, the characteristics, the process and so on. Usually, the people get some mistakes/errors in making a good writing. Mistakes/errors are something wrong⁹ that is made by the learner. To know the mistakes/errors, we should have analysis that usually called error analysis.

Error analysis involves studying samples of learners' spoken and written language to identify the errors that they make. This analysis can be used as the basis for providing feedback to learners, or for tabulating and keeping a record of their errors.¹⁰

Based on statements above, the researcher intents to give solution to the fourth semester of STAIN Ponorogo by giving correction in order they know how to write well by using the three characteristics of good writing especially in writing expository text. The researcher uses error analysis to do it. Then, the researcher want to conduct research entitled "Error Analysis On Unity, Coherence And Cohesiveness Of

⁸ Cynthia, Writing, 18-23.

⁹ Penny Ur, A Course In Language Teaching Practice And Theory (New York: Cambridge University Press, 1996), 85.

¹⁰ David Nunan, Practical English Language teaching Grammar (Singapore: International Edition, 2005), 31.

Expository Text Of The Fourth Semester Of Stain Ponorogo In Academic Year 2014 / 2015”.

B. Research Focus

To avoid ranging discussion, this study focuses on error analysis on unity, coherence and cohesiveness of expository text of the fourth semester of STAIN Ponorogo in academic year 2014 / 2015.

C. Statement of The Problem

According to the background of the study, the writer formulates problem as the following: how are the unity, coherence and cohesiveness of expository text of the fourth semester of STAIN Ponorogo in academic year 2014 / 2015?

D. Objective of Study

Concerning with the problem statements, this study has some objectives described as the following: to identify how is the unity, coherence and cohesiveness of expository text of the fourth semester of STAIN Ponorogo in academic year 2014 / 2015.

E. Significance of The Study

After completing all research activities, this study is expected to give significances presented as follows:

1. For teachers
 - a. In theoretical: by reading the result of this study, they can improve their writing by three characteristics there are: unity, coherence and cohesiveness.
 - b. In practical: they can teach writing especially in expository text as good as possible by using the characteristics of good writing.
2. For students
 - a. In theoretical: For the students, by reading this result of this study they can improve their ability in writing sentences, paragraph or text by three characteristics of good writing there are unity, coherence and cohesiveness especially in expository text.
 - b. In practical: they can compose or make expository text well by using the three characteristics of good writing
- c. For readers
 - a. In theoretical: this study is expected to give information to the readers about the unity, coherence and cohesiveness of expository text.
 - b. In practical: the reader can make the expository text well by using three characteristics of good writing.

- d. For researcher
 - a. In theoretical: this research hopefully will add the researcher's knowledge about the unity, coherence and cohesiveness of expository text.
 - b. In practical: the researcher can compose well than before.

F. Research Methodology

1. Research Design

The researcher uses the qualitative design/approach to describe, discuss, and analyze the problem of the study. Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied. Such inquiry is conducted in settings where people naturally interact, as opposed to specially designed laboratories or clinical / experimental settings. Qualitative research seeks to understand the what, how, when, and where of an event or an action in order to establish its meanings, concepts, and definitions, characteristics, metaphors, symbols, and descriptions.¹¹

The researcher also uses case study of qualitative research to attempts to shed light on phenomena by studying in-depth a single case example of the

¹¹ Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction* (Malang: UM Press, 2013), 75-76.

phenomena. The case can be an individual person, an event, a group, or an institution.¹²

2. Researcher's Role

In qualitative research, the researcher as key instrument. The researcher is a primary data collection instrument.¹³ Because the researcher manages all about the research.

3. Research Location

This research was conducted at STAIN Ponorogo located at jln. Pramuka 156 Ponorogo. The researcher chooses this institution because this material found in this place and this research is interesting to examine.

4. Data Source

The data source in this research is non human. The researcher got the data as objective as possible. In this research, the researcher used documentation order to get the student's expository texts of the fourth semester of STAIN Ponorogo in academic year 2014/2015.

¹² Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta Selatan: Salemba Empat, 2012), 11.

¹³ Quantitative, Qualitative, and mixed research, pdf.

5. Technique of Data Collection

The technique of data collection that is used by the researcher is documentation. Bogdan and Biklen stated that the term of document refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records, and memorabilia of all sorts that can be used as supplemental information as part of a case study whose main data source is participant observation or interviewing.¹⁴

6. Data Analysis

Data analysis mean the process of systematically searching and arranging the interview transcripts, field notes, and other materials that researcher accumulate to enable researcher to come with findings.

In analyzing the data, the researcher uses error analysis method. According to Corder, the steps of error analysis are: (1) Collecting the sample of learner language, collect several sample of language use. (2) Identifying the errors, identify the errors by underlying the errors of the learner made. (3) Describing the errors, describe/classify the errors into types. (4) Explaining the errors, explain the errors by establishing the source of the errors and calculating

¹⁴ Nur Khasanah, *Error Analysis On The pronunciation of Second Semester of English Department Students of UNMUH Ponorogo in Academic Year 2012/2013* (Thesis: STAIN Press Ponorogo, 2013), 10.

how often the errors appear (5) Evaluating the errors, evaluate the errors step involves by using table and drawing conclusion.¹⁵

Referring to the steps of error analysis method above, the data will be analyzed as follows:

a. Data collection

In this step, the researcher submits or collects the data from the students' expository text of the fourth semester of STAIN Ponorogo.

b. Error Identification

After submitting/collecting the data, the researcher identifies the errors on unity, coherence and cohesiveness of expository text made by the fourth semester of STAIN Ponorogo.

c. Error Description

After identifying, the researcher describes or classifies the errors on unity, coherence and cohesiveness of expository text.

d. Error Explanation

After describing, the researcher explains the errors on unity, coherence and cohesiveness of expository text.

¹⁵ http://www.scielo.org.co/scielo.php?pid=S1657-07902008000200008&script=sci_arttext

e. Error Evaluation

After explaining the errors, the researcher evaluates the types of error on unity, coherent and cohesiveness of expository text made by the fourth semester of stain Ponorogo.

7. Research Procedure

In this research, there are some procedures of research which must be done. They are planning, applicating and reporting.

a. Planning

Before doing the research activity, the researcher must prepare the research material. The preparation in this research activities are: getting permission letter from the institution, getting permission letter and approval from the school that it will be researched, arranging the plan of the research, and arranging the research instrument.

b. Applicating

The researcher collects and analyzes the data. Then, making the conclusion.

c. Reporting

The researcher arranges the report format and then the final report.

G. Organization of The Thesis

In organization of the thesis, it has purposes to ease understanding the thesis.

The thesis is divided into five chapters as follows:

CHAPTER I : This chapter discuss about, introduction it contains of background of the, research focus, statements of the problem, objectives of study, significance of the study, research methodology which contains research design, researcher's role, research location, data sources, technique of data collection, data analysis, research procedure and organization of the thesis.

CHAPTER II : This chapter discuss about review of related literature that covers the theory of error analysis, errors in student writing, writing, unity, coherence, cohesive, cohesiveness, expository text and previous research finding.

CHAPTER III : This chapter discuss about data description; general data and specific of error analysis on unity, coherent and cohesiveness of the fourth semester of STAIN Ponorogo in academic year 2014 / 2015.

CHAPTER IV : This chapter is result and discussion of data analysis of error analysis on unity, coherent and cohesiveness of expository text of the fourth semester of STAIN Ponorogo in academic year 2014 / 2015.

CHAPTER V : This chapter is closing, concluding section that will give the conclusion and suggestion.