

CHAPTER I

INTRODUCTION

1.1 Background of Study

In learning English, students are demanded to be able to master all the four skills. They are: listening, speaking, reading and writing. By mastering them, the students both can get information through listening and reading and give information through speaking and writing.

In giving written information, a writer should think about the way he or she presents his or her information. The presented information should be well organized. Stated by Eggenschwiler, Biggs, Reinhardt (2011:180) the information should show fine, logical course in the sentences as well. Hence, a reader can understand what a writer wants to say.

Howe (2006:116) gives explanation that information given cannot stand by itself. They need to be put in correct sequence and connected in order to be meaningful and coherent. Davis and Liss (2006:14) define a paragraph coherent when the ideas can suit to one another in a logical course.

Research and Education Association (2003:166) explains to get a coherent text, a writer does not simply arrange the sentences logically. Another way to achieve coherent information is by applying sentence connectors which are also known as logical connectors in a composition.

According to Thewlis (1993:170), these connectors will help a writer to join clauses in a sentence, sentences in a paragraph, even

paragraphs in a text. Bates (1998:45) says that connectors can improve the coherency of a text.

In learning writing, students learn how to compose several texts, and one of them is hortatory exposition text. Hortatory exposition text is a special text. Through this text, a writer tries to persuade the readers through the arguments given and give recommendation.

In order to do so, a writer might add information related to his or her arguments so that they can strengthen the arguments presented. A writer might give condition, or show the effect of an action. A writer also show contrast in their arguments when he or she disagrees with the topic. A writer should also put their arguments in a good order.

In writing hortatory exposition text, a writer must use kinds of logical connectors applied in hortatory exposition text, such as: additive, contrastive, cause and effect, sequence. These connectors will help a writer to tie the arguments which he or she presents in the hortatory exposition text.

In composing an essay, students usually use common logical connectors which they have already known. The students perhaps apply the same logical connectors in every paragraph. Using the same logical connectors too often might make the readers bored. It seems that the essay is monotonous. Some mistakes in applying logical connectors usually also occur. The students might make mistakes in applying logical connectors to join their sentences.

This study is intended to analyze the frequency of using of additive, contrastive, cause and effect, and sequence connectors, and the students' appropriate and inappropriate use of logical connectors

showing additive, contrastive, cause and effect, and sequence in their hortatory exposition text.

1.2 Statements of the Problem

From the background of the study above, the writer draws two statements of the problem:

1. What are the most and least frequently used logical connectors showing additive, contrastive, cause and effect, and sequence?
2. How many logical connectors showing additive, contrastive, cause and effect, and sequence were used appropriately or inappropriately by the students?

1.3 Objectives of the Study

To answer the statements of the problem above, the writer determines that the objectives of this study are:

1. To find out the most and least frequently used logical connectors which show addition, contrast, causes – effects, and sequence
2. To find out how many logical connectors showing additive, contrastive, cause and effect, and sequence were used appropriately or inappropriately by the students.

1.4 Significance of the Study

This study is expected to be able to help the educators to be aware of the students' mastery of logical connectors so that the students later can improve the coherency of their writing. This study is also expected to be able to help the educators to be aware of the students' mistakes in applying the logical connectors in their composition.

1.5 Theoretical Framework

In this thesis, the writer uses two theories – theory of exposition text and theory of logical connectors. The theory of exposition text is used in order to analyze the exposition texts made by Writing III students. Barwick (1998:84) states that exposition text has a purpose to convince a reader or listener by giving one-sided argument.

The theory of logical connectors is used to analyze the connectors (conjunction) applied in Writing III students' exposition text. Thewlis (1993:170) says that logical connectors are used to show logical connection in each clause in a sentence, sentences in paragraphs, or in the longer text.

1.6 Assumptions

Before conducting this study, the writer made two assumptions:

1. The students have known about the theory of hortatory exposition text
2. The students applied the common connectors to show additive, contrastive, cause and effects, and sequence in every paragraph in their essays.

1.7 Limitation and Scope

In this study, the writer only analyzes the hortatory exposition text made by Writing III students in the academic year of 2013 – 2014. She uses the final test result as the data source. She analyzes the logical connectors based on the four meanings (additive, contrastive, cause and effect, and sequence).

1.8 Definition of Key Terms

Exposition text: Barwick (1998:84) states that exposition text has a purpose to convince a reader or listener by giving one-sided argument.

Logical connectors: Thewlis (1993:170) says that logical connectors are used to show logical connection in each clause in a sentence, sentences in paragraphs, or in the longer text.

1.9 Organization of the Thesis

This study is divided into five chapters. The first chapter discusses the introduction. The second chapter discusses the related literature and previous studies. The third chapter discusses the research method. The fourth chapter discusses the findings and the discussions. The last chapter is the conclusion and suggestion.