



CHAPTER 1

INTRODUCTION

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1.1 Background of the Study

Writing is one of the important skills in English. which needs patience, consistency, and careful attention. Through writing students can develop strong arguments, express their ideas in detail, and deliver messages in a more convincingly. In addition, the writing process helps students to think critically, explore new information, and found new ideas which can enhance creativity and analytical thinking. For EFL (English as a Foreign Language) students, it is important to understand the different types of writing. These include descriptive writing, narrative writing, academic writing, expository writing, and creative writing. By learning these various types of writing, EFL students can improve not only their language skills but also their ability to communicate effectively in different contexts. Among these type, descriptive writing is particularly significant because it involves explaining ideas, events, or processes in a way that makes sense to the reader (Trinka, 2025). Since it focuses on showing relationships between ideas such as causes, effects, or comparisons. It naturally requires the use conjunctions. That's why descriptive writing is a great context for analyzing how students use conjunctions in their writing it also reflects the kind of writing often expected in academic settings, so the result of this study can give useful insight into students writing skills (Amayreh & Abdullah, 2022, Alraddadi, 2024).

One important aspect that plays a key role in supporting coherence in descriptive writing is the use of conjunctions, conjunctions are an important part of writing because they connect ideas and make a text easier to follow. However, many EFL students tend to rely too much on simple conjunctions such as and, but, or because, and they do not use a wider variety (Riadi et al, 2023). This research focuses on conjunctions to explore how well students understand and use various connectors to express complex ideas clearly. It also aims to assess whether students are developing smoother and more logical writing skills in English (Sanosi, 2024) in addition, understanding the use of conjunctions can give insights into their writing development especially in terms of clarity, fluency, and cohesion. studying conjunctions is not only about grammar but also about improving the quality and depth of students written communication in English.

This study uses a corpus-based approach because it allows the analysis to be based on students writing corpora. Instead of just looking at a few samples, corpus analysis involves a large collection of texts, which helps to see patterns more clearly Al-Qahtani (2021). It can show which conjunctions are used most often, how they are used, and whether they are used correctly. Tools like Antconc can also help to organize and examine the data more efficiently. So, this corpus method makes the research more reliable and gives a clearer picture of how EFL students actually use conjunctions in their writing. The use of corpus analysis contributes to the objectivity of the study by relying on data driven evidence rather than subjective interpretations, which can strengthen validity of the findings. As noted by Salazar (2020) corpus-based studies are very helpful for finding out how students use cohesive devices like conjunctions and reveal that patterns are hard to see with traditional manual methods.

This study focuses on descriptive writing by eleventh grade students because this type of text is taught in grade XI based on the current Indonesian curriculum, *Kurikulum Merdeka*. In this curriculum, students are expected to develop their ability to express ideas clearly and write organized texts. Descriptive writing is chosen because it helps students describe people, places, or objects in detail and use correct grammar and vocabulary. Eleventh grade is also considered the right level because students already have basic writing skills and are expected to improve their cohesion (Satria & Handayani, 2018). One interesting phenomenon observed in the classroom is that many students still struggle to use conjunctions properly in their writing, which can affect the flow and clarity of their texts. This makes it important to analyze how they actually use conjunctions in their descriptive writing.

Many studies have discussed the use of conjunctions in EFL students writing, but there are still some gaps that need to be filled. Sanosi (2023) used a corpus-based approach to analyze conjunction use in academic writing by EFL students. The study found that students tend to use fewer types of conjunctions and sometime make mistakes compared to native speaker. However, this research did not focus specifically on descriptive writing, which is important for academic contexts. Juhansar et al. (2023) examined errors in conjunction use by Indonesian EFL students, but their research focused on recount writing text which is different from descriptive writing. Zewitra et al. (2023) investigated the types of conjunctions used by Diploma III students in their final reports and found that students mostly use simple additive conjunctions and have

limited variety. But these studying did not focus on specific descriptive writing genre.

Based on the gaps identified in previous research, the purpose of the study is to analyze the use of conjunctions in descriptive writing in EFL (English as a foreign language) students using a corpus-based approach. specifically, this research aims to identify the types of conjunctions used by students, to find out how frequently each types of conjunctions appears in their writing, and to analyze how accurately these conjunctions are used in students writing. By achieving these goals, this study is expected to provide a clearer understanding of Indonesian EFL students cohesion skills in writing expository texts. It is also expected to give useful input for improving how writing skills are taught in academic contexts.

1.2 Research Question

1. Which conjunctions are most commonly used by EFL students in their descriptive writing?
2. How do additive, adversative, causal, and temporal conjunctions contribute to the cohesion of EFL student's descriptive texts?

1.3 Research Purpose

1. To identify the types and frequency of conjunctions used by EFL students in their descriptive writing.
2. To examine how additive, adversative, causal, and temporal conjunctions function in creating cohesion within EFL student's descriptive texts.

1.4 Significance of the Research

This research is expected to give benefits to several people especially those who are involved in teaching and learning English.

1. For students, this research can help them become more aware of they use conjunctions in their writing. By understanding which conjunctions are used correctly or incorretcly students can learn how to write better, especially when they need to write essay in academic texts.
2. For teachers, this research can be useful reference to understand how students usually use conjunctions. Teachers can use the results of this study to make better lesson plans or create exercises that help students improve their writing skills, especially in using a wider variety of conjunctions.

3. For lecturers or researchers, this study adds more data and knowledge about how Indonesian students who learn English use conjunctions in descriptive writing. This can be useful for future studies and also for improving how writing is taught in universities.

1.5 Scope and limitation

This study analyzes the writing of Indonesian EFL students, focusing on how they use conjunctions in descriptive texts. It aims to explore how conjunctions help students organize their sentences and create cohesive writing. A corpus-based approach is used to examine the patterns of conjunctions use in students' texts.

This study specifically focuses on descriptive writing and the use of conjunctions by eleventh grade EFL at SMA Muhammadiyah 10 Surabaya. The research is limited to analyzing the types, frequency, and accuracy of conjunctions use in their texts. Other aspects of writing such as grammar and vocabulary are not included in this study.

1.6 Definition of Key Terms

1. Conjunctions
Conjunctions are words or phrases that have function to connect words, phrases, clauses, or sentences. They play an essential role in creating coherence and cohesion in writing by linking ideas and showing relationship such as and, but, because, although, yet, since, and while.
2. EFL (English as a foreign language) students
EFL is a student who learn English in a non-English speaking country such as Indonesia, where English is not the primary language of communication. These students typically learn English as a foreign language in formal education settings.
3. Descriptive writing
Descriptive writing is a type of writing that aims to present a clear and detailed picture of a person, place, object, or event using expressive language. It helps readers visualize the subject by focusing on details such as appearance, sound, smell, or feeling. In academic contexts, descriptive writing is often used to explain ideas or concepts in a structured and organized way.
4. Corpus based analysis
A research method that involves studying language through a large and structured collection of texts. This approach allows researchers to observe real language use and identify patterns, frequencies, and errors based on actual data.