

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

Language has an important role in human life that cannot be separated from human being. With language, we can communicate with each other, with Language, we can learn science. And with Language, we can also deepen the science that we have. Studying knowledge that may not exist in our own Language but in other languages.

Therefore, learning the Language is very important for us today. Especially English language, the International language that most widely spoken in the world. Lack of the mastery of English is a backwardness that must be pursued. Because nowadays we use English in every single aspect of our lives.

In Indonesia, Learning English as a foreign language has started from elementary school to university level. In practice at school, learning English requires an English textbook. The textbook covers the curriculum adapted to the student's level. Many learning materials found on textbook, one of them is reading text or article. Reading text usually used as material to test the ability of Students in reading and comprehend the meaning of the text.

The relationship between language and text is the consideration that language can create the meaning in the text. A text may be realized in word, phrase, clause, sentences, or paragraph. A text form in unity or ones indeed one of the

features of being a text is the unity meaning. The unity of meaning in a text called cohesion.

Cohesion helps the process of understanding by using its connective. Connective are words of phrases making the information effective in the language, so that the information will be easy to understand. If we read a text, rarely happens that the people sometimes repeat what the previous already stated in order to avoid misunderstanding. But it will be boring and odd to see the same word for several times. And to avoid such things we need the cohesive devices to make information effective in the language so that the information easy to understand.

As stated by Halliday and Hasan (1976:4) the concept of cohesive is semantic one, it refers to relation of meaning that exist within the text It means that cohesion related to the making meaning in text. There are four types of cohesion. They are Reference, Substitution, Ellipsis and Conjunction. Reference is a word which substitutes for other words. In reference, there are personal reference, demonstrative reference and comparative reference. Substitution is the replacement of one item by another. Substitution divide into three; nominal, verbal and clausal. Ellipsis is type of cohesion which occurs in conversation where speaker omits the sentence. Conjunction is a word that joins words, phrases and clauses. Additive, adversative, causal and temporal are the kinds of conjunction.

Despite years of practice in reading, many people find difficulties in making sense of texts they want to read in textbook. Most people especially students are not familiar with cohesion. They do not realize that in each sentence they write or speak

with friends they use cohesion, that is why knowing cohesion and the types of cohesion is necessary so that people will know and understand the text they read.

Olda Xhepa, (2016) in his journal entitled "The importance of Accurate Cohesion and Coherence in the Text" states that Text linguistic studies and defines cohesion as crucial elements for the Text. Without these a Text would suffer for continuity and clarity and cannot be called a text.

In textbook, they will find so many cohesive devices which sometimes do not appropriate or is difficult to know the meaning because they do not use it in daily language. If the student doesn't have the linguistic comprehension they will find the difficulties in understanding the words and the whole text also. This will give impacts in student learning process.

During the PPL in SMAN 1 Berastagi, the researcher found failure in student understanding the textbook especially in understanding the reading text. Because, many of them do not understand the reference, conjunction, ellipsis and substitution in a text. Almost all of them do not understand about how the cohesive devices work, so it makes the student does not comprehend the content of the textbook.

By this point of view the researcher interested in analyzing cohesive devices used in textbook "Pathway to English" published by Erlangga. This view has motivated the researcher to know about what dominant types of cohesive devices that used in the English textbook. And also, the researcher hopes this analyzing will be useful to develop English learner knowledge about types of cohesive devices, especially when they want to write an article in English

The researcher chooses the book entitled "Pathway to English" by Erlangga because it has the standard competence and one of the most used English textbook in Indonesia which must be written cohesively so the readers will get the information clearly. There will be five reading texts that will be analyzed; all of them are taken from the reading text of "Pathway to English" textbook for grade XI. Considering the reasons above, the researcher presents the study entitled "Cohesive Devices Used in English Textbook for Grade XI in The Senior High School".

### **B. The Problem of the Study**

Based on the background of study above, the researcher would like to analyze the following problems:

1. What are the types of cohesive devices used in the English Textbook for grade XI published by Erlangga?
2. What types of cohesive device are dominantly used in the English Textbook for grade XI published by Erlangga?
3. Why is the dominant type of cohesion used in the English Textbook for grade XI published by Erlangga?

### **C. The Objectives of the Study**

Based on the problem of study above the objectives of the study are follows:

1. To identify the types of cohesive devices used in the English Textbook for grade XI in published by Erlangga.
2. To derive the type of cohesive devices dominantly used in the English Textbook for grade XI published by Erlangga.
3. To determine why the dominant type is used in the English Textbook for grade XI published by Erlangga.

### **D. The Scope of the Study**

In relation to making this study stayed focus, the limitation of the study is needed. This research focuses on analyzing the used of grammatical cohesion from the textbook. The researcher will not analyze its lexical cohesion, because the researcher has not enough competence on that types of cohesion.

In this study, the researcher would like to analyze the types and the most dominant of cohesion used in the reading text in English textbook for grade XI published by Erlangga. There are four types of grammatical cohesion based on the typological approach advocated by Halliday (1976), They are the reference, substitution ellipsis, and conjunction. The data are taken from the English textbook for grade XI in the senior high school entitled "Pathway to English" published by Erlangga.

### **E. The Significant of the Study**

The significance of the study is expected to be relevant practically and theoretically as:

#### 1. Theoretically significance

- This research is expected to broaden and widen the horizon in English specifically in discourse analysis.
- Students can reach their understanding of discourse analysis and also the cohesion.

#### 2. Practically significance

- This study is expected to be useful for the lecturers and the students of State University of Medan especially in English and Literature Department.
- Hopefully this study is also expected to be useful for other researchers who are interested in conducting further research related to cohesion and discourse analysis in textbook or other text.