

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

A reading text is an integral part of learning process. It should be read by the students who want to understand English as a foreign language. It contains some information that is needed by the students to improve their language skills . One of them is the reading skill that is essential to the accumulation of knowledge and understanding of many issues in life. A descriptive text, for instance, describes a person, an object and an event in details. The details add more knowledge to the students who can read it easily. In other words, without understanding the content of the text, they will get confused about the total information provided. Thus, the text can be analyzed to find out the element that causes the confusion.

It is clear that the author of the text must follow certain rules in composing the text. When he breaks the rules, the text may be confusing or difficult to understand. Then, it is important to know what is needed in composing the descriptive text. It has its own structure such as the introduction, content and conclusion. When an object such as water is described, the author will begin by introducing what water is in daily life. It is consumed by people who want to survive. Further, the author can go into details such as mentioning the chemical elements such as hydrogen and oxygen that form the water in this world. There can be more information given in the text depending on the purpose of reading

and the readers who take it for their analysis. If the students study chemistry, they need more details about the chemical properties of water. The sentences in the text of chemistry will contain special words that express the concepts of the science.

Indeed, many students complain about the descriptive text according to the observation of the present writer. He himself admits that there are certain texts which are more difficult to understand than others. There are questions in the mind of the writer about what causes the difficulties of understanding the text on the part of the students as the readers.

The writer gets interested in the nature of the descriptive text from another perspective. Theoretically, it is said that a descriptive text must be cohesive to make it easy to understand or readable for the higher comprehension. The following three sentences “ *The red apples are on the plate. They are sweet. It is on the table*”, for instance, are cohesive because there is a cohesive device applied. The device is the *pronoun* (they, it) in which *they* refers to *the red apples* and *it* refers to *the plate*. This means that the pronoun produces cohesion in the three sentences because the pronoun *they* for *apples* can avoid the repetition of the subject of the first sentence and clarify the concept of singular form by the use of *it* for the *plate*.

Cohesion is an important component of a text. Its function is to link or relate one sentence with another so that the text has the coherence (sense). Cohesion in essence produces coherence as the text consists of sentences whose meanings are interrelated with one another (Halliday and Hasan, 1996). The cohesion includes linguistic devices such as *anaphora*, *ellipsis*, *conjunction* and lexical relations

such as *reiteration*, *synonymy*, *hypernymy*, and *conjunction*. The devices can be identified in the text so that the text can be analyzed to find out if it contains good cohesion or not.

The writer of this study is interested in this topic because he has experienced reading descriptive texts of various levels of cohesion. He believes that a descriptive text can be evaluated in its cohesion by analyzing the *cohesive devices* used by the author. The author of the texts must meet the requirements to produce a good descriptive text.

Cohesiveness of the text can be evaluated by identifying the presence of the cohesive devices as mentioned in the grammatical theory. The devices can be counted or compared to know if certain devices are dominant or not. The devices can be used to determine the cohesiveness of the descriptive text.

The writer thinks that this study is very important to help the teachers of English and their students to identify the devices and evaluate its level of difficulty. By presenting the results of the analysis, the teachers can check any descriptive text to be evaluated and used as the appropriate reading materials.

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

The problem in this study can be formulated in the following questions:

- 1) What cohesive devices are identified in the descriptive texts for Senior High School students?
- 2) How is the cohesiveness of the texts realized?

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

This study is aimed at identifying the cohesive devices in the descriptive texts for Senior High School students and evaluating the cohesiveness of the texts based on the presence of the cohesive devices.

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

This study is limited to the discussion of cohesive devices that produce cohesiveness and the dominant part in the descriptive texts used by the students of Senior High School.

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

The results of the text analysis based on the theory of cohesion will be useful theoretically and practically for the following people:

1) Theoretically:

- a) the English teachers who want to judge the appropriateness of the descriptive texts as reading materials.
- b) the students who want to develop their grammatical knowledge and composition mechanism to produce a descriptive text.

2) Practically:

- a) the English teachers who want to choose the effective descriptive texts as the reading materials for their students.
- b) the students who want to write or compose descriptive texts that meet the requirements of cohesion that can link one sentence with another to produce good coherence of the text.