

# CHAPTER I INTRODUCTION

## A. The Background of The Study

The word “text” is used in linguistic to refer to any passage, spoken or written of whatever length that formed a unified whole. A text can be defined as a unit of language in use, it means that language was contextual, the whole system of language lives in the context where the language can be accepted in spoken or written.

Nowadays, the English language learning concerns with discourse competence that had a deal with language and context to make the text accepted in daily life. According to Curriculum of KTSP, one of the objectives of learning English in Senior high school is to develop the students’ ability in communicate in spoken or written language with the more formal and complicated language seen from the structure and the linguistics used, so the students will use the acceptable language according to the context of the language itself.

Context consists of three systems, they are context of situation (register), context of culture (genre) and context of ideology. Context of cultures creates many kinds of text that we called genre. There are thirteen kinds of academic texts (genre) that senior high school students should understand. They are: descriptive spoof, recount, procedure, report, news item, anecdote, analytical exposition, hortatory, narrative, explanation, discussion and review. every text has its own

characteristics, different communicative objective and used certain structure and linguistics and linguistics element.

All those genre are covered in textbook and those are arranged in the form of structure. Textbook takes important rule in teaching and learning process so every school provides textbook to revise the students' ability especially in English. It is designed based on curriculum and it fulfilled the students' needs in teaching and learning process. Textbook covers various of topics in learning, one of them was conjunction. Conjunction can be seen in the written text in the textbook. Moreover, conjunction is important to be studied because it is a very important means in a language that makes sentences or clauses cohesively related. As a result, it makes the sentences or clauses clearly interpreted and easy to be understood especially in the text.

But when the writer was in the research in field (PPL) in SMA, the writer found that the students have difficulty with conjunction in writing activity and even in comprehending the text. They did not use good variation of the types of conjunction in their writing text. They only used one or two kinds of conjunction, e.g: and, or, but, because. Although, there were many kinds of conjunction that they could use in writing, they also couldn't understand the meaning of conjunction in reading text, because they didn't understand it clearly. It made them difficult in comprehending a reading text. So, that's why the writer wanted to analyze the use of conjunction in reading text especially in discussion text as the input for the students in developing and improving their knowledge in reading a text.

Discussion texts in the textbook was analyzed. The writer analyzed the 3<sup>rd</sup> year of senior high school English textbook published by Grafindo Media Pratama entitled *Advance Learning English 3*. As we know that the 3<sup>rd</sup> year of senior high school students will face the national examination, so they need information and need to understand the reading text in English textbook easily in order to enable them to understand text in the exam.

This study hopefully could build the students' willingness in developing their habit of reading preparation before the examination and also made them think critically about the text given. Furthermore, this study had the implication for teaching, especially for teacher. Teacher could explore creatively the types and functions of conjunction as a material discussion and teaching with the students.

The study of analyzing conjunction in textbook has been done by Philip (2012) who conducted research entitled, "Conjunctions in Malaysian Secondary School English Language Textbooks" using Celce-Murcia and Larsen-Freeman theory. The result showed that coordinating conjunctions were the most frequent conjunctions that occurred in the five textbooks followed by subordinating and correlative conjunctions. The ranking of the different types of conjunctions in the Textbook Corpus was similar to that of the reference corpus. The next research was conducted by Ketabi (2012) entitled, "A Corpus-based Study of Conjunction Devices in English International Law Texts and its Farsi Translation" using Halliday and Hasan Theory. The result showed that both ELTs and FTTs share more similarities than differences in the use of cohesive device of conjunction because of the informative function and stylistic features of law texts. The

majority of cohesive devices are maintained in Farsi translation for precision, clarity and logicity. The next research was conducted by Huyen (2012) entitled “Analysis of cohesive devices in the esp textbook on accounting at university of labor and social affairs” using Halliday and Hasan Theory. The result showed that lexical cohesive devices are used more often in the textbooks than grammatical cohesive devices.

In order to have an understandable research, the writer gave an underlying theory that explained the types and functions of conjunction based on what was proposed by Halliday and Hassan theory that explained conjunctions clearly. In addition the writer also used Wren and Martin theory. This research aimed at analyzing “Conjunctions in Senior High School English Textbook”.

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

The problems in this study were formulated as follows.

1. What types of conjunction used in discussion texts of the English textbook?
2. What were the functions of the conjunction used in discussion texts of the English textbook?
3. How were conjunctions developed in discussion texts of the English textbook?

### **C. The Objective of The Study**

This research was aimed at analyzing conjunctions in the English textbook. And the objectives were stated as follows.

1. To find out the types of conjunction used in discussion texts of the English textbook.
2. To describe the functions of conjunction used in discussion texts of the English textbook.
3. To explain how conjunctions were developed in discussion texts of the English textbook.

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

Cohesion consist of two main parts, grammatical cohesion and lexical cohesion. This research was limited to the study of grammatical cohesion, which was conjunction. Grammatical cohesion could be exposed to the people through some media such as textbook, news paper, magazine, etc. This study was limited to the study of conjunctions in the 3<sup>rd</sup> year of senior high school English textbook published by Grafindo Media Pratama entitled *Advance Learning English 3*. In English textbook, there were some reading texts including narrative, explanation, discussion and review. Only five discussion texts were taken into analysis based on Halliday and Hasan (1984) Theory since they provided more detail explanations about the types of conjunction than other linguists.

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

This research was expected to have both theoretical and practical perspective:

1. Theoretical perspective.
  - a. For teaching materials designers, it could be used as an alternative information to design the teaching materials especially conjunctions.
2. Practical perspectives.
  - a. For the English teachers, it could be inspiring to give more explanations about conjunctions clearly.
  - b. For the English students, it could be used to study about conjunctions.
  - c. For those who interested in conducting further study about conjunctions.