

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

The state examination is a formalization process, a setback and degrades the spirit of education. It is nothing more than a theater by the government in the name of state building and is extremely formalistic. But rejecting national exam merely based on the "government's failure" was not enough and not the appropriate way to solve problems related to education,

There are several factors that affect the level of comprehension of each text, such as the level of legibility of text, the level of the choose of topics and levels of choose that sentence can all affect a student's understanding of a text, my assumption in the text UN are always that test every years have a readability level sufficient difficult to understand the level of legibility of text. Can be seen from the level of cohesion. Halliday and Hasan (1976:7) says " the more cohesive devices used in the text the better the text will be." This is one important thing to help students understand the text, furthermore the social context is the choice of topic for the text, because my assumption that context which is general can be help the student in understanding the text compare topic artificial is still unfamiliar for students. So this study was designed to look at the existing level in about the UN and social context that is often applied in that context.

As one of the organizers of the UN in 2013, Chairman BNSP, Djemari Mardapi, asserted no objection if an audit carried out by other state institutions such as the BPK and KPK. He said it was important to improve education,

including the UN. Related to the formulation of a script about the UN, said Djemari depth study has been done and tested by experts and practitioners of education. Then, the UN supervision since a matter of scanning the answer sheets printed until the test results through computer devices. The supervision of the universities involved. Referring to the process Djemari sure of being tested this year had the same quality in each area although there are many variants of the manuscript. Then, when the examination takes place, the organizers already have a scenario that can be done when there obstacles in the implementation of the UN. For example, if there is a shortage about the steps taken as a matter of taking a backup, look for a similar problem at another school or copying questions. To minimize delays in packet about the school, the junior high level UN 2013 which starts on Monday (22/4), the distribution will be given priority to remote areas. "Previous (distribution about the UN high school level) preferred area of the city," he said.

The type of questions that tested in the state examination, especially senior high school was divided into 2 they are for IPA and IPS, for IPA are mathematic, Indonesian, English, biology, physics and chemistry, while for IPS are mathematic, Indonesian, English, economics, geography, sociology from 2 majors senior high school for about English and Indonesian were no differences between the majors IPA matter and IPS, so for question English IPA and IPS are same

This situation depict Indonesian state examination situation in general that the difficulty level of the text in the UN is different in each region of Indonesia implemented to prove the importance of the UN in order to do the mapping of the

central and regional levels of education in order to do the evaluation by government in terms of the quality of education in Indonesia.

However, the reality is contrary to the expectation. The students' reading ability in secondary level, even in university level is still unsatisfactory. Some studies about reading ability were carried out in order to reveal the causative factors of low level of students' reading ability. There are two main factors effect a reader's ability, namely linguistics and non-linguistics factors. linguistics factors constitute grammatical aspects, vocabulary, background knowledge (schema) about the topic being read, ability to comprehend the text as a unity, awareness of the text organization, ability to apply the interactive reading process: top-down and button- up, etc. Non-linguistics factors, on the other hand, are effected by psychological and environmental aspects. The focus given to linguistics a factors in this study.

The success of teaching and learning at school is much endorsed by the use of good teaching materials in class (Nunan, 2003:8). Textbook is one of teaching materials that is used as the main resources of teaching and learning.

Cohesion as the binding component of word, phrase, and sentences in a text is considered to contribute to the quality the text UN Senior High School. A good text must be cohesively connected as to produce meaning. This statement is well explained by Martin (2007: 47) with an argument that the coherence, a clear meaning, is much influenced by cohesive devices and texture. Cohesion has often been neglected in language teaching where sentences have created, manipulated and assessed in isolation. it has been assumed that the students' difficulties arise primary from lack of vocabulary or complexity of grammatical structure at

sentences level: whereas, difficulties can easily arise from problems with cohesion: finding the referent for a pronoun, for example, or recovering a phrase or clause lost through ellipsis.

According to Halliday (1994: 311), cohesion refers to relations within the text that are not subject to limitation; relations that may be of any extent, both smaller and larger than clauses, from single word to lengthy passages of text; and that may hold across gaps of any extent, both within the clause and beyond it, without regard to the nature of whatever intervenes.

There are four cohesive devices in English, namely: by reference, ellipsis, conjunction and lexical organization. Reference is the meaning of a presupposing item, we have to refer to its presupposed item. For example, she is my sister. She refers to a certain person, substitution is the replacement of an element by another element. Reference is built through semantic relation, but in substitution it is through grammar and linguistic form. For example: "who said that?" that is the substitution of "we are going to lose." Ellipsis has the same function as substitution. The difference is in ellipsis the presupposing item is deleted. For example "do you understand?" Andy asked "yes (I understand)" Bobby answered. The sentence "I understand" is omitted. Conjunction differs from the other four types of cohesion in a way that it does not refer to a certain element of presupposed item.

The existence of good text UN for Senior High School is inseparable with students' achievement in their test result by their ability in reading. Reading is an important skill for students to absorb information from a text or a discourse. These skills can be equalized or even more than productive skills, writing and speaking,

with logical thinking that acquisition comes first , then production . a speaker or writer will be stuck when producing a speech or a text without sufficient information through reading .

Considering the fact above, the significance of the receptive skills, especially reading skills, especially reading skill is doubtless. It is reasonable that reading skill be made the core of learning language in English teaching. It is also expected that the learners are able to read a variety of reading texts, to increase mastery of vocabulary and grammatical feature of language as well. This thought is still relevant up to the present demand of learning English in Indonesia, which is based competence.

Thus, this study is an attempt to expose the use of Cohesive Devices which are applied in English reading Text of State Examination (UN), especially in reading section. Because Cohesion indicates the “non-structural text-forming relations” (Halliday and Hasan 1976: 7). It is means that the more cohesive devices used in the text the better the text will be.

1.2. The Problems of Study

This study attempts to expose the types of cohesive relation in the English text used by UN (State Examination) of Senior High School. The intended cohesive relations are those occurred between sentences in the Text. The research problem are stated as following.

1. What are the types of cohesive device found in the in the text UN English (state examination) in senior high school of 2010- 2015?

2. What is the dominant types of cohesive devices realized in the text UN English (state examination) in senior high school of 2010- 2015?
3. In what context is the cohesive devices used in the English reading texts of UN (state examination) in senior high school of 2010-2015?

1.3. The Objectives of the Study

Based on the problem of the study, the objectives of the research are

1. to identify the types of cohesive devices used in relating sentences available in Text UN English (state examination) in senior high school of 2010-2015
2. to find out the dominant types of cohesive devices used in the reading texts available in the text UN English (state examination) in senior high school of 2010- 2015 and
3. to find out the context which the cohesive device are used

1.4 The Scope of study

The study is focused on the analysis of English Subject of UN (States Examination) examination texts that purposefully select the reading sections of the test. The state examination test selection is senior high school from 2010-2015 sessions. The total numbers of reading test sections are 25 texts UN from years 2010-2015 and selected as the scope of the study.

English text is chooses because it has important role as a source of knowledge for the students of Junior High School in learning a language. Since there are a lot of text UN make by government every years.

1.5 The Significance of the Study

The significant of study is generally to give great theoretical and practical contribution to researcher as well as teachers. Theoretically, The findings of this study are expected to be useful theoretically and practically in some respects:

1. Theoretically, the findings are expected to add up more horizons in theories of language evaluation, particularly that related to evaluates in large scale. In addition the findings can be references to further studies Cohesive.
2. Practically, the finding can be beneficial potentially for the student and teachers in Senior High School level, will have knowledge about Cohesion especially in Text in UN and as materials for teachers English. And English teacher are in a good position to teach cohesion to the student for help the student understanding text in UN and help the student to pass the state examination and increase the value of students, especially the value of State Examination English. In additional the Government can improve the quality of the text in the state examination for Student High School, especially the quality of their attention on the matter of State Examination (UN) and the text quality in relation to cohesion use.