

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is very important as a part of human beings that could differentiate human beings and other creatures on earth. Through language people all over the world can communicate with each other. Also, language is the main tool to help people to be able to communicate their thoughts, feelings, and opinions. Since globalization emerged, English has become a global language that people over the world use to communicate. Particularly in Indonesia, English is one foreign language. English has a great influence in all fields, one of them is in education. In education, English also strongly affected the formation of the curriculum. Curriculum 2013 requires each level of education to teach English as a compulsory subject taught from elementary school to senior high school and vocational high school.

English teaching is focused on the ability of learners to be capable of mastering the four language skills namely, listening, speaking, reading, and writing. The learners should have abilities in reading and listening to support their speaking and writing.

One of the language skills is reading skill. Nunan (2016) stated that reading as one of the influential factors in EFL teaching and learning affords considerable contribution toward EFL learners language development on contextual vocabulary, grammatical pattern, and cultural expose.

In order to have good reading skills, the students must be supported by providing them the well-selected reading materials. One of reading material is Descriptive text.

Descriptive text, based on the 2013 Curriculum, is one of the text types that have to be learned by senior high school students. Through learning descriptive text, students can describe particular things (person, tourism attraction, and historical building), use some adjectives, grammatical patterns and some verbs appropriately. In terms of its social function, descriptive text functions to express admiration, to give an introduction, to make an identification and promotion.

Cohesion is the grammatical and lexical relationship within a text or sentence. The realizing a cohesion device in some texts; In this respect, a cohesion device in descriptive text. Either spoken style or written style will give more accessible guide to understand the message of texts especially for the tenth grade students. Halliday and Hasan (1976: 274) stated that cohesion refers to the relation of meaning that exists within the text.

Furthermore, Halliday and Hasan (1976) described there are four types of cohesion. They are Reference, Substitution, Ellipsis, and Conjunction. Reference is a word that substitutes for other words. In reference, there are personal references, demonstrative references, and comparative references. Substitution is the replacement of one item with another. Substitution divide into three; nominal, verbal, and clausal. Ellipsis is a type of cohesion that occurs in conversation where the speaker omits the sentence. A conjunction is a word that joins words, phrases, and clauses. Additive, causal, and temporal is the kinds of conjunction.

In this study, The researcher chooses cohesion in because it allows readers to read smoothly. It links between the clause and sentence of the text. Cohesion refers to the resources within a language that provides continuity in a text, over and above that provided by clause structure and clause complexes. The cohesion of a text will lead to better comprehension. A reader will not find any difficulties to build a sense of flow, because all parts within the texts is connected. Considering this information, cohesion might help the reader in understanding the text easily. So, the cohesion of a text is an important matter.

In this study, the researcher chooses descriptive text because it is one of the genres that must be mastered by tenth-year students of Senior High School as stated in the curriculum. Descriptive is one of the types that used as the material in reading. It should be meaningful and not just a collection of clauses. In descriptive text, we can see how the structuring of the sentences have implications for units such as paragraph and it is used for the progression of the whole texts.

One of the descriptive sources used in the learning process is a textbook. As we know that textbook has a great role in teaching learning. The choice of an English textbook in language schools worldwide is often taken too lightly, which can lead to serious repercussions for both teacher and students. The textbook consists of instructional materials. It provides much information and knowledge. It is used by the teacher in the learning-teaching process as the main source. A textbook can be used as the learning material provider and the guideline of the teaching and learning process to reach its goals. Therefore, no proper transfer of knowledge of the English language can be given to the learners without the right textbooks and teaching aids. The effective process of teaching-learning is

incomplete without the right textbook that can mediate and stimulate one's learning process. The Webster Encyclopedia Dictionary defines a textbook as "A book used by a student in some branch of study". It contains the teaching material primarily for the cognitive elements and techniques to necessary knowledge and skills in a learner that usually based on the current curriculum. It is a complete body of knowledge and has its course to run.

Based on the preliminary observation at SMA Muhammadiyah 8 Kisaran, the researcher found failure in students 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 how the cohesive devices work, so it makes the student does not comprehend the content of the textbook.

There were some previous researches related to this research such as Normah (2013), Nurfitri Habibi (2014). Normah researched grammatical cohesion in Stephanie Meyer's Novel "The Second Life of Bree Tanner". The result is there are two types of reference that are used in the novel (personal reference and demonstrative reference), the reference as most of the novel is a personal reference. Another research, Habibi (2014) focuses on the investigation of cohesion of senior high school students' exposition texts. The result of the study shows that the students can create cohesive text seen from the employment of cohesive devices and theme progression pattern.

Olda Xhepa (2016) claimed 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. Frequently foreign language students may face problems of understanding and decoding a text if it is not clear and lacks the accuracy of cohesion and coherence.

In the textbook, they will find so many cohesive devices that sometimes do not appropriate or is difficult to know the meaning because they do not use it in daily language.

From this point of view, the researcher is interested in analyzing cohesion used in the textbook “Bahasa Inggris” published by the Ministry of Education and Culture of Indonesia. This view has motivated the researcher to know about what dominant types of cohesion that used in the English textbook. And also the researcher hopes this analysis will be useful to develop English learner knowledge about types of cohesion.

B. The Problem of the Study

1. What are the types of cohesion in the descriptive texts presented in the English textbook of SMA Muhammadiyah 8 Kisaran grade X?
2. How is the cohesion employed in the English textbook of SMA Muhammadiyah 8 Kisaran grade X?

C. The Objectives of the Study

The objectives of the study are to find out the cohesiveness and find out the dominant types of cohesion of descriptive text in English textbook used in the Tenth Grade of Senior High School of SMA Muhammadiyah 8 Kisaran.

D. The Scopes of the Study

There are many kinds of reading texts which are available in the textbook such as procedure, descriptive, recount, narrative, report, etc. In this study, the researcher will limit the discussion on the analysis of cohesion in descriptive text, especially in grammatical and lexical cohesion.

E. The Significances of the Study

The researcher hopes that this research will be useful for:

1. Teacher

The teacher can apply the result of this study as feedback on their teaching activities; improve their knowledge and experience in choosing appropriate book, so that the students are better in reading skill.

2. Students

The students can improve their motivation to read, because the teachers will have already known about how to choose an interesting textbook for the teaching learning process.

3. Other researchers

This research also hopefully will be useful as a reference for other researchers who are interested in developing a similar study.