

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language can be expressed in spoken and written. When two people speaking it is easy for them to deliver their thought and ideas because it supported by gestures. On the other hand, in written form, the text should be coherence in order to make the readers understand what the writer means. Both of spoken and written deal with communication instead. Communication deals with transferring information between people. Thompson states that communication covered all of human language into their daily activity.

“Communication is such a well-integrated part of our day to day existence that people tend to take it for granted, rarely passing to consider what it involves or just how important it is. Communication concerns to share and deliver a message between people. People are able to gain the information by reading (Thompson: 2003)”

When people read a magazine, a book, an article, they need to find out the meaning and the goal of the text. Generally, in a text, the readers try to find out the ties between sentences to get the point of the text. The term cohesion is sometimes confused with coherence which has to do with sense. Osisanwo (2005) explains that cohesion differs from coherence. He illustrates with these sentences:

- (a) *He phoned the police*
- (b) *The midnight guests had come*
- (c) *He phoned the police because the midnight guests had come*

The sentences (a) and (b) are coherent but not cohesive. The sentence (c) is cohesive and coherent. The cohesive device used in the sentence is *because*. It gives the reason why the police was phoned. Thus, this makes a complete text. The parts are well connected and its meaningful. Conjunction acts as a cohesive

tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them, though conjunctive relations are not tied to any particular sequence in the expression. Therefore, among the cohesion forming devices within text, conjunction is the least directly identifiable relation. Conjunctions can be classified according to four main categories: additive, adversative, causal and temporal. Additive conjunctions act to structurally coordinate or link by adding to the presupposed item and are signaled through *and, also, too, furthermore, additionally*, etc. Additive conjunctions may also act to negate the presupposed item and are signaled by *nor, and...not, either, neither*, etc. Adversative conjunctions act to indicate contrary to expectation and are signaled by *yet, though, only, but, in fact, rather*, etc. Causal conjunction expresses result, reason and purpose and is signaled by *so, then, for, because, for this reason, as a result, in this respect*, etc. The last most common conjunctive category is temporal and links by signaling sequence or time. Some sample temporal conjunctive signals are *then, next, after that, next day, until then, at the same time, at this point*, etc. The use of a conjunction is not the only device for expressing a temporal or causal relation. For instance, in English a temporal relation may be expressed by means of a verb such as follow or precede, and a causal relation by verbs such as cause and lead. Moreover, temporal relations are not restricted to sequence in real time; they may also reflect stages in the text (expressed by first, second, third, etc.) Examples: time-sequence:

After the battle, there was a snowstorm.
They fought a battle. Afterwards, it snowed.
The battle was followed by a snowstorm.

Cohesion covered text, texture and tie. The connection between one sentence and the others are related by conjunction. The texture deals with coherency and sequences to build cohesion. A text has texture, and this is what distinguishes it from something that is not a text. Text in narrative has its own language features such as using past tense, action verb, thinking verb, conjunction such as after, so, and so forth. Texture in science text and social text are different. Social texts describe language clearly, but in science especially math, symbolic also exist. It usually use the word plus symbolized by +, equal symbolized by = and so forth. For example *integers are the numbers which consist of whole numbers and negative numbers (the opposite of natural numbers) such as -3, -2, -1, 0, 1, 2, 3.....*

The words on bracket refer to negative numbers in the sentence. The explanation of the word in bracket available in order to tie the explanation previously about natural number in integers. The concept of tie makes it possible to analyze a text in terms of its cohesive properties and gives a systematic account of its patterns of texture. Tie can further show the relationship between cohesion and the organization of written texts into sentences and paragraphs. However, cohesion occurs in texts where the interpretation of some elements in the discourse is dependent on that of another. The relation between clause *the integers* and *consist of whole numbers and negative numbers...* related by using *which* known as conjunction.

Bilingual lessons are a promising opportunity to enable pupils to acquire greater foreign language competence within the school context. Bilingual covered some subjects in school teaching learning process such as Biology, Geography,

Math, etc. The phenomenon is take place in the text of bilingual text book which has strong relationship to the sociocultural context. Even though any discussion on mathematics lessons cannot really ignore the sociocultural context of this school subject, this is even more the case for bilingual mathematics lessons. The language used in the textbook should be comprehensible. One of the language functions, as mentioned by Halliday (1994) is needed to attain cohesion and coherence in arranging text, as a result, the reader or hearer is easy to understand the text. It is hoped that reading texts in the text book serve a good cohesive ties. In a text, there is relationship between one sentence to the other sentences or one clause to the other clauses which build coherency.

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. Many students find difficulties in comprehending English text in their reading. They do not find the real message from the text promptly. It can be caused by lacking of knowledge of the world in English. It has been suggested that effective readers have to be able to understand the relationship between the parts of a text.

The quality of the English textbooks used by students in secondary schools constantly requires improvement. A number of efforts have been done to meet the quality expected. In terms of learning materials, for instance, the compulsory textbooks used, the exercises for reading are given more priority or portion compared with materials or exercises for other language skills. Thus, it is no doubt to say that students reading ability in English written texts must be much more improved.

In this study the writer would like to find out the cohesive device in Math bilingual textbook. Understanding the lesson from text book especially for bilingual students is depend on cohesion. In this case, the writer choose math bilingual book because the writer interest in studying the language of math which often used symbols. Therefore, the writer would like to study about cohesion especially to analyze pattern of lexical cohesion in the textbook of the seventh grade student. It was chosen because the process of understanding bilingual text book is begun from here.

1.2 The Focus of the Study

The study focuses on lexical cohesion. The pattern covers the type of lexical cohesion. Lexical cohesion covered reiteration and collocation. The text will be taken from Math Bilingual text book at the seventh grade.

1.3 The Problems of the Study

As Math bilingual textbook that will be analyzed of its cohesive, the writer presents some problems as follow:

- 1) What is the pattern lexical cohesion in math bilingual textbook?
- 2) Why is the pattern employed in math bilingual textbook?

1.4 The Objectives of the Study

The objectives of the study are formulated as follows:

- (1) to derive the pattern of cohesive relation in math bilingual textbook
- (2) to reason for the contextual elements encapsulating the pattern

1.5 The Significance of the Study

- (1) The researchers will have foundation, reference, or alternative view of research on the realization of cohesion in text or specifically English textbooks.
- (2) The students/researchers who study about cohesion can add up more horizons in theories of cohesion.
- (3) The students and teachers, especially in junior higher level, will have good understanding of a good book viewed from cohesive devices and their uses in right context.
- (4) English teachers will be selective to decide which textbook will be used in class by considering the cohesive devices used in the textbook.
- (5) The government can improve the quality of textbooks by especially paying attention to the text quality in relation to cohesion use.