

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Research

Language is a tool and a system for human communication. Language is essential to share our thoughts and ideas. All of people around the world can communicate because of language. People can succeed in communication when knowing how to make correct sentences. Language in communication is meaningful when it is well arranged and relevant with context surrounding. The scientific study of language is usually called linguistics. Linguistics is the science of language or the field of study the subject of which is language. There are three aspects of this study: language form, language meaning, and language in context. The branches of linguistics are divided into microlinguistics and macrolinguistics. Microlinguistics are Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics. Meanwhile, macrolinguistics are sociolinguistics, psycholinguistics, neurolinguistics, computational linguistics, forensic linguistics and applied linguistics.

Semantic tool and discourse analysis are the study about how sentences combine to form one of the branches of linguistics. Discourse analysis is study about how sentences combined to form text. It concerns with the study of the relationship between language and the context. It describes that language can be accepted differently depending on the situation and context. Besides, Semantics is also a study that not only about the meanings of words, but also in

sentences and clauses generally. According to Bahaziq (2016), discourse is essential in communicating thoughts and ideas. People around the world communicate their ideas through stretches of language. In discourse analysis there are fundamental thing which studies the relation among a text within the other texts, it is cohesive devices. Cohesive devices divided into two division, cohesion and coherence. Cohesion means unity, and coherence means connecting logically.

English cohesion is a part of discourse that has knowledge about how to unite sentences that have meaning and understand easily. Learning to comprehend a text needs a board knowledge, it is not enough only grammar to find the meaning of full in a text. According to Halliday & Hasan (1976:1), cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text. Cohesion occurs when the interpretation of one item depends on the other, i.e. one item presupposes the other. Meanwhile, cohesion is divided into grammatical cohesion and lexical cohesion. Grammatical refers to the structural content and lexical refers to the language content of the piece.

Textbook is a book that used for study of a subject. Textbook is also a teaching tool which guides the teacher in the teaching and learning process and presents the subject defined the curriculum. Textbook plays the important stage of education role. Students can read and get the materials from the textbook. It will be difficult for teachers and students without textbook in teaching and

learning process. This time, the writer conducts a research about device content in student's textbook.

The writer chooses English textbook because some of students learn English by using English textbook. The writer realized that is important to know the English cohesion of reading text which usually read by students in order to help them to understand the text easily by analyzing the English cohesion of the text.

Based on explanation above, the writer is interested in analyzing the cohesion on student's English textbook. The reason is the importance to comprehend the text because it can be useful in understanding the material on the textbook. Besides, the language that used on the textbook should be comprehensible and has connection as cohesive devices. It is important to know the English cohesion on the students' textbook in order to improve the students' comprehension. Because of that, the writer presents the research entitled "AN ANALYSIS OF ENGLISH COHESION OF TEXTS IN *FORWARD AN ENGLISH* TEXTBOOK FOR VOCATIONAL SCHOOL STUDENTS GRADE XI PUBLISHED BY ERLANGGA".

## **1.2 Identification of the Research**

Based on the background of research above, the writer realizes that it is important to know the English cohesion on students' English textbook which is usually used by students when running the class. Because it can connect every words, sentences and paragraphs at once. Furthermore, all of the text on the

textbook will be easier to understand. So, to comprehend the text, people have to master cohesive devices.

In addition, English cohesion consists of the way how that grammatical features are attached together across sentence boundaries called as grammatical cohesion. In addition, the way how vocabulary patterns are attached together above the sentence level called as lexical cohesion, both of them is needed in a text.

Finally, grammatical cohesion consists of reference, ellipsis, substitution and conjunction. While lexical cohesion consists of reiteration and collocation. As a result, it is necessary to analyze English cohesion in students' textbook.

### **1.3 Focus of the Research**

Based on the explanation above, the writer focuses on the types of English cohesion and functions that are used in Forward An English Course For Vocational School Students Grade XI. More specific the writer only focusses on grammatical cohesion. This grammatical cohesion can be found in every reading text in order to make the text is cohesion. It is consist of reference, ellipsis, substitution, and conjunction. The texts are taken from Forward an English Course for Vocational School Students Grade XI English textbook.

### **1.4 Formulation of Research**

In this research, the problems are formulated as follows:

1. What types of grammatical cohesion are used in Forward an English Course for Vocational School Students Grade XI?

2. What are functions of grammatical cohesion that found in the Forward an English Course for Vocational School Students Grade XI?

### **1.5 The Objective of Research**

The writer formulates the objectives of the research as follows:

1. To find out the types of grammatical cohesion are used in Forward an English Course for Vocational School Students Grade XI
2. To find out the functions of grammatical cohesion are found in Forward an English Course for Vocational School Students Grade XI

### **1.6 Significance of the Research**

The results of this study are expected to give worthy contribution and will be useful for:

1. General

For general, it is expected that this research is theoritically very significant for better understanding about basic principles of English cohesion. So the reader will understand the context of the text.

2. Teachers

It is also useful for the teacher to get more understanding about comprehend the text of the textbook which used in the classroom. Because the object of this research is English textbook.

3. Students

This research also useful for the students to help them to comprehend the text. When the students can comprehend the text well, they will can understand and mastering the material on the textbook.

## 1.7 Definition of Key Terms

In this discussion the writer defines the key term used in this research to make the reader easier to understand the content of this research as follow:

An analysis : The process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.

English cohesion : Refers to the relation of obtaining among sentences of a text. Every single word or sentence that appear in a text have interrelated with the context and every paragraph support each other to make a good text. Cohesive relation between and within the sentence in text that expressed partly though the grammar as grammatical cohesion and vocabulary as lexical cohesion (Halliday and Hasan 1976:5).

Text : Kind of passage which is more than on sentences in length, which is connected to every event of sentences.

Textbook : A tool of teaching and learning process in the education activities and system, it helps to explore the subject to add more knowledge.

## 1.8 Grand Theories

The writer uses some authors' theories to review the related literature. The authors such as McCarthy (2000) and Halliday and Hasan (1976) discuss about grammatical cohesion. This research analyzes English cohesion in

Forward An English Course For Vocational School Students Grade XI based on Halliday and Hasan's Theory.

## **1.9 Research Methodology**

### **1.9.1 Method of the research**

The design of this research is qualitative research. According to Rugaiyah (2016:1) "the qualitative research is a study of the research that is descriptively and tend using analysis ". It means that, this research is to describe and analyze the data. Besides, Rugaiyah (2016:6) stated that "Descriptive qualitative is method that used to analyze and explain phenomenon and situation".

It means, qualitative descriptive research is a method to discuss what the writer found in analyze the data, and then describe the data in order to find answers to research question based on the field. This qualitative research is used in this research to build complex understanding in analyzing the detail of some informations views.

### **1.9.2 Source of Data**

The data of this research is taken from students' English textbook entitled Forward an English Course for Vocational School Students Grade XI. This book is published by Erlangga. The writer will collect and analyze the texts that found on this textbook in doing this research. This book has nine chapters. The writer will analyze one text every chapter.

### 1.9.3 Instrument of the Research

The writer uses a documentation technique as the instrument of the research. Documentation is an instrument of the research to help the researcher to collect the data. According to Rugaiyah (2016:23)

*“Kajian dokumen merupakan sarana pembantu peneliti dalam mengumpulkan data atau informasi dengan cara membaca surat-surat, pengumuman, iktisar rapat, pernyataan tertulis suatu kebijakan tertentu dan bahan-bahan tulisan lainnya. Penggunaan dokumen ini berkaitan dengan apa yang disebut analisis isi. Cara menganalisis isi dokumen ialah dengan memeriksa dokumen secara sistematis bentuk-bentuk komunikasi yang dituangkan secara tertulis dalam bentuk dokumen secara obyektif.”*

Based on quotation above, documentation is usually used by the writer in order to gather the data and information of the research through reading and comprehending. The writer analyzed the English cohesion that used in Forward An English Course For Vocational School Students Grade XI.

### 1.10 The Data Collection Technique

The writer uses documentation technique in collecting the data. The writer read the Forward An English Course For Vocational School Students Grade XI textbook as the source of data, then identifying and classifying English cohesion that found in that book. The writer will collect one text every



chapter. So, the writer analyzed the types and function of English cohesion specifically grammatical cohesion.

### **1.11 The Data Analysis Technique**

Analysis is used to discuss a large topic into the specific or smaller one. Analysis is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it. The writer uses descriptive qualitative technique in doing this research.

The process of analysis in this research are explained in the following steps:

1. Reading and collecting texts in Forward An English Course For Vocational School Students Grade XI.
2. Making the fragment of the sentence by giving chronological number for each sentence
3. Identifying the types of English cohesion in the texts of the textbook.
4. Classifying the types of English cohesion on the texts of the textbook.
5. Analyzing the function of English cohesion in the texts by using cohesion theory.
6. Elaborate the conclusion of English cohesion in the texts of the textbook.