CHAPTER I

INTRODUCTION

1.1. Background of the Research

Linguistic is usually defined as 'the scientific study of language'. Linguistic is the science of language or the field of study the subject of which is language ". There are three aspets to this study: language form, language meaning, and language in context. Studying linguistics is not a matter ofstudying many languages. Linguists (expert in linguistics) work on specific languages, but their primary goal is to understand the nature of language that is how the mind enablesus to produce and understand utterances; how children acquire language; how and why languages look like and differ from each other; how and why language change over time, and how they are related; how the categories of language relate to the world; how language use varies across different social and cultural contexts; and how to make computers talk and "understand" human languages. The branches of is divided into microlinguistic and macrolinguistic. Microlinguistic are Phonetics, Phonology, Morphology, Syntax, Semantic and Pragmatic. While macrolinguistics are Sociolinguisticsare sociolinguistics, psycholinguistic neurollinguistic, analysis computational linguistics, forensic linguistic and applied linguistics.

Semantic tool and a Discourse analysis is about how sentences combine to fois one of the branches of linguistics, it has much important role in every language in the world whether spoken,written, or verbal and non verbal skills. Semantics, moreover, is also a science that someone studies about not only the meanings of words, specifically, but also in sentences and clauses generally. There are several terms of meanings in semantics there are, lexical meaning, contextual meaning/grammatical meaning, and social meaning / cultural meaning.

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Text that makes sense should have unity with context surrounding it. Before observes the text, the reader have to mastering. Some people are difficult to comprehend or understand a text. When they read a text, they can't easier to correlate word to get the purpose of the text. Its cause the reader do not master in understanding about discourse analysis and the semantic concepts. In discourse analysis there are fundamental thing which studies the relation among a text within the other texts, it is cohesive devices. Cohesive devices devided into two division, that are cohesion and coherence. Cohesion means unity, and coherence means connecting logically. Cohesion in English specifies into two types: grammatical cohesion and lexical cohesion.

Cohesion refers to set of linguistic features for creating a text out of sentence; cohesion is a means fo combining sequences of sentences together two form an integrated whole. For example, the cohesive devices *instead* links the following two sentences together as unit, creating a relationship of contrast between the first and the second sentences: "he showed no pleasure at hearing the news. ***Instead*** he looked even gloomier" Halliday and Hasan (1976:254). Cohesion is created through grammatical and lexical forms which called as cohesive devices. Grammatical cohesion consist of reference, substitution, ellipsis, and conjunction. Meanwhile, reiteration and collocation are the various types of lexical cohesion.

Cohesive devics is the fundamental elements in relations of meaning that exist in the text, and that define it as text. Cohesion occurs where the interpretationof some element in the discourse is depends on one and another. 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 and meaningful. 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. And now, the researcher conducts a research about grammatical cohesion in the textbook.

Textbook is is a book used for the study of a subject. People use a textbook to learns facts and methods about a certain subject. Textbook plays the important stage of education role, its helpful, students can read and get material from textbook. It will be difficult for teachers and students without textbook in teaching and learning process. The language used in the textbook should be comprehensible and has a connection by using connecting word and transition signals as cohesive devices. The researcher realized that is important to know the cohesive devices of reading text which usually read by the students in order to improve the students' comprehension in reading a text.

Based on the explanation above, the researcher is interested in doing a research entitled "**An Analysis of Grammatical Cohesion on Students' English Textbook of "English for SMK" for Grade X Published By Yudhistira at Vocational High School"**.

1.2   Identification of the Problem

Based on the background of the problem, analyzing cohesive devices of the texts actually is very important since it is needed by the students to follow the flowing information of the texts. Therefore, the students have problem in comprehending texts because most of students not mastered well and still got difficulties in making grammatically correct and meaningful sentence especially confuse to use tenses.

The researcher sets the research such as : cohesive devices cohesion is important in a reading text. The reseaercher should use cohesive devices to make his or her own writing cohesion. These cohesive devices can connect every words, sentence and paragraphs at once, so the reading text be easier to understand. Cohesive devices consist of how the way grammatical features are attaced together across sentence boundaries called as grammatical

cohesion. It's consists of reference, ellipsis, substitution, and conjunction. As a result, it is a necessary to anlyze grammatical cohesion in reading texts.

1.3 Focus of the Problem

Based on the identification of the problem, grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion includes reiteration and collocation. And this research will focused on reference, ellipsis, substitution, and conjunction as grammatical cohesion in reading texts. These grammatical can be found in every reading texts. It's known that, most of schools in Indonesia use " English for SMK" text book main source in teaching and learning English.

1.4 Research Question

In this research, the problems are formulated as follows:

1. What types of Grammatical Cohesion on Students' English Textbook of "English for SMK" for Grade X Published By Yudhistira at Vocational High School **?**
2. What are the functions of Grammatical Cohesion are used on Students' English Textbook of "English for SMK" for Grade X Published By Yudhistira at Vocational High School ?

1.5 Objective of the Research

In line with the research question above, the researcher formulates the objectives of the research as follows :

1. To find out the types of grammatical cohesion in reading texts
2. To find out the functions of grammatical cohesion in reading texts

1.6 Significance of the Research

This research is about cohesion which gives contribution to educational field in skill of reading. It is expected to be useful both practically and theoretically for many aspects not only for general, and future researcher but also for aspect of education such as lecture and students.

1. General

For general, it is expected that this research is theoretically very significant for better understanding about basic principles of cohesive devices.

1) Future Researcher

This analysis is theoretically also expected to be useful as one reference for the readers who are interested in analysing cohesive devices.

2) Lecture

This research is theoretically useful for the lecture to get more understanding about the essay writing .

3) Students

Analysis of these cohesive links within a text gives the students some insight into how researcher structure what they want to say and shows how one sentence or paragraph relates with another sentence or paragraph.

1.7 Assumption of the Research

Discourse is describing the context of sentences. This research explains with the relation within the surrounding context and it related the content to the paragraph. Cohesive devices is part of discourse, it discusses the relation meaning of a text. Discourse and cohesive devices unite every sentence of the text, then serve the significanct information to the readers to understand a texts as good as possible. The researcher assumes that grammatical cohesion are used in the student's English textbook because this book is already revised by editor.

1.8 Definition of the Key Terms

To avoid misunderstanding to the terms in this study, it is better to describe the meaning of term:

1. **An analysis**

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

2. **Grammatical Cohesion**

   Grammatical cohesion refers to the connection of terms sentences through the form are of grammatical aspect. (Halliday and Hasan 1976:28)

3. **Reading Text**

   A text of story and information in various types of text that used by students to improve reading comprehension and get the information.

4. **Textbook**

   The textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning.

1.9 Grand Theories

The researcher uses some authors' theories to review the related literature. The authors such as McCarthy (2000), Osisanwo (cited by aknipar. 2012), Halliday and Hasan (1976) discuss about grammatical cohesion. And lexical cohesion is discussed by Liu (2000) and also Halliday and Hasan (1976).

1.10 Research Methodology

The research methodology is a process that used by the researcher for the purpose. In this research, the researcher wants to find out cohesive devices that used in the essay writing and its functions in the texts. Consequently, the research methodology of this research include the design of research, the source of data that used in this research, technique that used by the researcher in collecting the data, and technique that used by the researcher in anlysing the data. So, the researcher presents the explanations of method of research, source of data, data collection technique and data analysis technique.

1.10.1 Method of the Research

The design of the research is qualitative research. According to Rugaiyah (2016:1) *" penelitian kualitatif adalah penelitian tentang riset yang bersifat deskrptif dan cenderung menggunakan analisis "*. It means that, this research is to describe and analyse the data. Additionally Rugaiyah (2016:1) states that " *Descriptive kulitatif merupakan metode yang digunakan untuk membedah suatu fenomena di lapangan, penelitian deskriptif kulitatif adalah metode yang menggambarkan dan menjabarkan temuan di lapangan*.

1.10.2. Source Data

Based on Silalahi (2016: 17) in Rugaiyah :

"Data dalam penelitian kualitatif bersifat deskriptif bukan angka. Data dapat berupa gejala-gejala, kejadian dan peristiwa yang kemudian dianalisis dalam bentuk kategori-kategori".

The data source of this research is a textbook of vocational high school entitled " English for SMK" English textbook published by Yudhistira, it's a first print on march 2012, there are 151 pages The textbook consist of eight chapters, whereas every chapter contains some reading texts with different genres.

1.10.3 Instrument of the Research

To collect the data, the researcher use instrument of the research. The instrument of the research is documentation.

1.10.3.1 Documentation

The researcher used a documentation as the instrument of the research. Documentation is an instrument of the research to help the researcher to collect the data. Based on Rugaiyah (2016:23) :

" kajian dokumen merupakan sarana pembantu peneliti dalam mengumpulkan data atau informasi dengan cara membaca surat-surat, pengumuman, iktisar rapat, paernyataan tertulis kebijakan tertentu dan bahan-bahan lainnya. Penggunaan dokumen ini berkaitan dengan apa yang di sebut analisis isi. Cara menganalisis isi dokumen ialah dengan memeriksa dokumen secara sistematik bentuk-bentuk komunikasi yang di tuangkan secara tertulis dalam bentuk dokumenn secara obyektif".

Based on quotation above, it is clear that the documentation is usually used by the researcher in order to gather the data and information of the research through reading and comprehending.

1.10.4 Data Collection Technique

The data researcher uses documentation in collecting the data. In this research the researcher follows several kinds of step to gather the data as follow:

1. Library techniques which is used to find the source data that is " English for SMK" English textbook published by Yudhistira.

2. Observation the source of data is used in order to find out the particular data that will be analyzed. It was be reading texts in the " English for SMK" English textbook published by Yudhistira.

1.10.5   Data Analysis Technique

Analysis is used to discuss a large topic into the specific or smaller one. The analysis of cohesive devices is divided into two parts, grammatical cohesion and lexical cohesion. In this research the researcher analyzed what kind of grammatical cohesion in the students' English textbook " English for SMK" for grade X of Vocational High School ".

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

1. First, reading and collecting text in the students English textbook " English for SMK" for grade X of Vocational High School ".

2. Making the fragment of the sentence by giving chronological number for each other sentence.

3. Analyzing the types of grammatical cohesion in the text of textbook.

4. Analyzing the function of grammatical cohesion in the text by using cohesion theory.

5. After analyzing, the researcher summarized the conclusion.