

CHAPTER I

INTRODUCTION

A. Background of the Research

Basically, text is used by people to enrich information and knowledge. Good and systematic text will lead the readers into better comprehension. From the definition itself, “text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole.”¹

In order to enrich information and knowledge from the text, people should increase their ability in reading. By reading, they get organized information in various object areas and enlargement of experience through text. Allah also said in verse 1-5 of *Surah Al- 'Alaq* that by reading, we will get many science and information in our environment.

اقْرَأْ (1) بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (2) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (3) اقْرَأْ
وَرَبُّكَ الْأَكْرَمُ (4) الَّذِي عَلَّمَ بِالْقَلَمِ (5)

Read! In the name of your Lord and Cherisher, who created. Created man, out of a (mere) clod. Read! And your Lord is the most Bountiful. He who taught (the use

¹Suzanne Eggins, *An Introduction to Systemic Functional Linguistics*, (New York: Continuum International Publishing Group, 2004), p.24.

of) pen. Taught man that which he did not know. (QS. Al. ‘Alaq: 1-5)²

When talking about text, it is divided into spoken and written. A spoken text is any meaningful spoken text. It can be a word, or a phrase, or a sentence, or a discourse. A written text is any meaningful written text. It can be a notice, or a direction, or an advertisement, or a paragraph, or an essay, or an article, or a book, and etc.³

In this study, the writer concerned on written text, especially recount text. The writer chose recount text because it is one of the genres that must be mastered by tenth year students of senior high school as stated in curriculum. Besides that, recount text help us to interpret experience in the context of past. In line with Derewianka’s idea that in a recount, we reconstruct past experience, a recount is the unfolding of sequence of events overtime.⁴ So, it will make students nearer with their daily life context.

The important aspect of a text, whether recount or not is cohesion. It plays a great role in the creation of a text because it can provide continuity that exists between one part of a text and another. The importance of studying cohesion, especially

²Abdallah Yousuf Ali, *The Glorious Qur’an Translation and Commentary*, (Beirut: Darul Fikr, 1998), p. 1761-1762.

³ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1.

⁴Derewianka, *Exploring How Texts Work*, (Australia: Primary English Teaching Association, 1990), p.140.

cohesive device (grammatical and lexical) is to create a good and systematic text, and to make easily understand what information is delivered in it. It can also reduce confusion in understanding the texts because the students will know how sentences or paragraphs are related in reading materials of a textbook.

Actually, a textbook is one of the material references of teaching at school. It is used to run learning process. Most teachers use it as the source and guidance of teaching materials. In order to know the quality of the textbooks, the teachers should be able to analyse the materials contained inside. The selection of the textbooks determines the quality of the materials which will be delivered to the students. For further information, not all of the textbooks have suitable material to be delivered to the students. Some of them have some errors or maybe the material is not suitable with the students' needs.

Phenomenon above as an evidence that materials are very important in running the class. It means that materials presented in the textbook should be meaningful and the language used should be comprehensible. As a result, the reader or hearer is easy to understand the text. So, the cohesion of a text is an importance matter.

For that reason, the writer analysed the grammatical cohesion in the textbooks. In this study, the writer chosen the grammatical cohesion of recount text because it is one of the genres that must be mastered by tenth year students of senior

high school as stated in curriculum. The writer used two books published by Erlangga, namely *Pathway to English* and *English Zone*. *Pathway to English* based on curriculum 2013 and *English zone* based on KTSP. Both of them are the compulsory textbooks in Pati district.

B. Questions of the Research

This study aims at answering the following research question.

1. How is the grammatical cohesion of recount texts in *Pathway to English* textbook for tenth grade of senior high school published by Erlangga?
2. How is the grammatical cohesion of recount texts in *English Zone* textbook for tenth grade of senior high school published by Erlangga?
3. Which book is more recommended from grammatical cohesion side for tenth grade of senior high school?

C. Objectives of the Research

The objectives of this study are as follows.

1. To find out the grammatical cohesion of recount text in *Pathway to English*; English textbook for tenth grade of senior high school published by Erlangga.

2. To find out the the grammatical cohesion of recount text in *English Zone*; English textbook for tenth grade of senior high school published by Erlangga.
3. To find out a better book in grammatical cohesion side for tenth grade of senior high school.

D. Significances of the Research

This study is intended to meet the following significances.

1. The Teacher
 - a. The teacher can use the finding as a consideration in selecting appropriate textbook in teaching learning process.
 - b. 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. The Students
 - a. To increase the students' critical thinking in selecting English reading materials as their references.
 - b. To improve the students' ability in arranging sentences cohesively.
3. The Writer

It will be useful for the writer to increase writer's knowledge about grammatical cohesion and practice in arranging sentences cohesively.

4. Erlangga Publisher

The result of this study will help Erlangga Publisher in arranging good textbook.

E. Limitation of the Research

There are two kinds of cohesion, grammatical cohesion and lexical cohesion. In this study, I limit the discussion on the analysis of grammatical cohesion in recount texts. Here, the sources of the data are taken from senior high school textbooks, namely *English Zone* and *Pathway to English*.

F. Previous Research

This research is not the first research. The researcher found some researches related to this research. Then, the researcher chose some literatures as references and comparisons of the research authenticity.

1. Undergraduate thesis entitled “*The Grammatical Cohesion of Reading Text of Year Seven Junior High School Textbook ‘Smart Steps’ Published by Ganeca Exact*” by Rini Susanti from English Department Languages and Arts Faculty, Semarang State University 2007. In this study, the analysed object is grammatical cohesion found in reading text of ‘*Smart Steps*’ textbook, published by Ganeca Exact in 2006. The objective of this study is to explain the realization of grammatical cohesion in each reading text. The study used

library research. The conclusion of this study is the kinds of grammatical cohesion found in the texts comprises reference, ellipsis and conjunction. But, the dominant kind of grammatical cohesion in the reading texts is reference. This can be seen by considering the percentage calculation of reference used in the reading texts which is the highest compared to the other types of grammatical cohesion in every analysed text.⁵

However this research is different with the previous research above. The object of research above is ‘*Smart Steps*’ textbook, published by Ganeca Exact. Whereas, the object of this research is ‘*Pathway to English*’ and ‘*English Zone*’ published by Erlangga. The similarity to the research above, the researcher used library research and both of them concerned on grammatical cohesion..

2. “*Lexical Cohesion in Oral English*”, Journal of Language Teaching and Research written by Shuxuan Wu from English Department, Qingdao University of Science and Technology, Qingdao, China. This study intends to explore the relationship between lexical cohesion and oral English quality. The author makes comparisons between High Quality Discourse (HQDs) and Low Quality Discourse (LQDs) from the perspective of

⁵Rini Susanti, “The Grammatical Cohesion of Reading Text of Year Seven Junior High School Textbook ‘Smart Steps’ Published by Ganeca Exact”. English Department Languages and Arts Faculty, Semarang State University, 2007.

lexical cohesion. The aim of this study is to find out the differences between HQDs and LQDs in respect of lexical cohesion. And also to know the relationship between lexical cohesion and oral English quality. The author concludes that English major students should improve their use of cohesive devices to make coherent and tightly organized oral discourses. The author also finds that the overuse of repetition and general nouns is a common phenomenon in their oral English, and the use of other types of lexical devices is far from satisfactory.⁶

The similarity between the research above and the writer's is on the case which is focused on cohesion. But, the research above limit their case only in lexical cohesion. Meanwhile, this research only concerned on grammatical cohesin. The differences both of the researches are the object of each research. The object of research above is oral language. Whereas, the object of this research is written language, especially recount texts.

3. Another previous research related with this research is "*Cohesion of reading texts used in English textbooks for the students of State Institute for Islamic Studies (IAIN) Walisongo Semarang*" written by Sayyidatul Fadlilah from Education and Teacher Training Faculty, Walisongo State Islamic University Semarang, 2012. The aim of this study are

⁶Shuxuan Wu, "*Lexical Cohesion in Oral English*", *Journal of Language Teaching and Research*, (Vol. 1, No. 1, January/2010).

(1) to find out the types of grammatical and lexical cohesive devices of reading texts, (2) to find out the level of cohesiveness of those reading texts. Based on the characteristics of the study, this research is qualitative and descriptive approach in nature. Qualitative approach is used to unfold the types of grammatical and lexical cohesive devices of reading texts. It is also descriptive in the sense that this study is intended to describe the realization of cohesiveness of those reading texts. The conclusion of this research is all of these books are considered to be good textbooks because all texts having all kinds of cohesive ties, such as cohesive ties co-referentiality, co-classification, and co-extension. The most cohesive reading text is A.3 text. The title of the text is Fasting taken from Walisongo Press.⁷

The similarity is clear up that the case focuses on cohesion in reading. But, this research limit the discussion only in recount text and grammatical cohesion. The differences both of the researches are the object of each research. The object of research above is reading texts of English textbooks designed for the students of UIN Walisongo. Whereas, the object of this research is recount text of English textbooks namely '*Pathway to English*' and '*English Zone*' published by Erlangga.

⁷Sayyidatul Fadlilah, "Cohesion of reading texts used in English textbooks for the students of State Institute for Islamic Studies (IAIN) Walisongo Semarang", Education and Teacher Training Faculty, Walisongo State Islamic University Semarang, 2012.

G. Research Design

The main point of this chapter is focused on the methodology of the research used in this study. It is divided into several sub chapters. They are research approach, source of data, technique of collecting data and procedure of analyzing data.

Before doing the research, the researcher arranged a research design. There are two kinds of research: qualitative and quantitative research. One of the differences between both of them is in qualitative research, the data are analysed using sentence, and in quantitative research, the data are analysed using number. In conducting the research, the researcher used descriptive qualitative research.

1. Research Approach

Most of all research method need a resource of a book (library) to combine their research. There is a little difficult to distinguish between library research and field research, both of them need a literature. The main differences are based on the purposes, functions and the position of the each research. In the field research, literature is needed as a basic theory to prepare the research design. While in the library research, literature is not only used as the preparing of research design

but also more than it. It is used to get data collection of the research.⁸

The Purpose of this research is to analyse the grammatical cohesion of recount texts in *Pathway to English* and *English Zone*, English textbook for Senior High School grade X years. The writer used a library research approach because in this research, the writer analysed the grammatical cohesion of recount text in *Pathway to English* and *English Zone*. *Pathway to English* based on curriculum 2013, whereas *English Zone* based on KTSP.

2. Source of Data

Arikunto stated that the data resource were the subject from which the data can be found.⁹ In this study, the source of data were recount texts found in *Pathway to English* and *English Zone*, English textbook for senior high school grade X years published by Erlangga.

There are two kinds of data, primary data and secondary data. Primary data were the main data that has direct relation to the research. In this research, primary data were English textbooks for Senior High School grade X years published by Erlangga, namely *Pathway to English* and

⁸Mestika Zed, *Metode Penelitian Kepustakaan*, (Jakarta: Yayasan Obor Indonesia, 2004), p. 1

⁹Suharsimi, Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2006), 6th Ed., p. 129.

English Zone. Secondary data were data that support the main data. For example, journals, thesis, findings of research, articles, internet resource, and etc.

3. Technique of Data Collection

In doing this research, the researcher used content analysis by using two steps as follows.

a. Selecting textbooks

There are so many textbooks found in the bookstore. In this research, the writer selected two textbooks to be studied: *Pathway to English* written by Sudarwati and Grace¹⁰ and *English Zone* written by Astuti.¹¹ Both of them are good English textbooks based on curriculum 2013 and KTSP published by Erlangga. Both of them are compulsory textbook in Pati district.

b. Deciding recount texts

After selecting textbooks, the writer decided recount texts in the textbooks chosen. Then, the writer continued in doing analysis.

¹⁰Th. M. Sudarwati and Eudia Grace, *Pathway to English*, (Jakarta:Erlangga.2013).

¹¹Eka Mulya Astuti, *English Zone*, (Jakarta:Erlangga, 2006)

4. Technique of Data Analysis

The writer analysed the data based on Halliday and Hasan (1989) theory. The analysis of data were done in the following steps.

- a. Dividing and numbering sentences into clauses

The chosen sentences of recount texts divided into clauses, and then the clauses found were numbered in order to find the grammatical cohesion items within the clauses.

- b. Putting the number of grammatical cohesive devices into tables based on its types

In this step, the data showed in the form of tables. So, we knew the grammatical cohesive devices clearly.

- c. Counting the number of grammatical cohesive devices in the form of percentages

The purpose of this section is to know what kind of cohesive devices perform mostly used in recount texts in English textbooks. Furthermore, the writer counted the grammatical cohesion into percentages. In this analysis, the writer used a simple formula:

$$X = \frac{N}{\Sigma N} \times 100 \%$$

Where;

X : the percentage of grammatical cohesion in recount texts found in the textbook

N : the number of each type of grammatical cohesion in recount texts found in the textbook

N : The total number of the grammatical cohesion items found in recount texts in the textbook

d. Interpreting the result

It was the process of interpreting the findings by consulting it to the theories. The result of recount texts analysis would be interpreted based on the number of grammatical cohesive devices. The grammatical cohesion of recount texts would be clear after the writer did the interpretation.