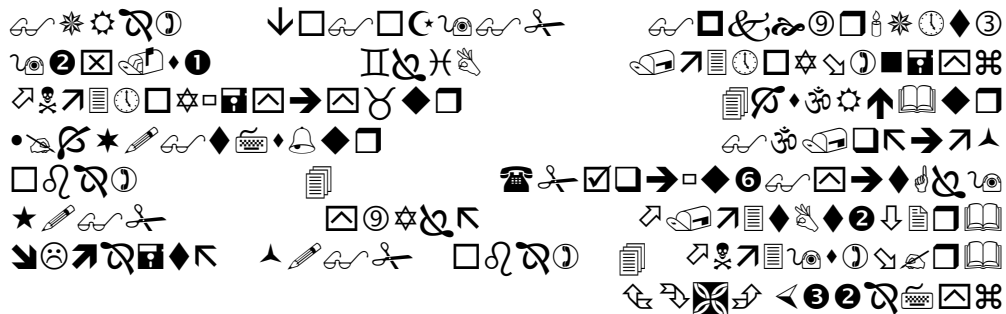


CHAPTER I

INTRODUCTION

A. Background of The Study

Communication is very important in human life. It is used by human in order to know and understand between each other. As we know that Allah created human in different condition and character, so they need to be interact between people that make them understand each other. Allah has explaining this instruction in the Koran at Surah Al-Hujarrat 14:



O mankind, We have created you from a male and female; and We have divided you into tribes and sub-tribes for greater facility of intercourse. Verily, the most honoured among you in the sight of Allah is he who is the most righteous among you. Surely, Allah is All-knowing, All-aware.¹

From that statement above, it is shown that people have been instructed by Allah to be a friendship or it is understand between each other, although they have a different in sex, tribe, country, and language. Communication is a basic human activity, and basic of all human communication is language.

At the present, there are many languages which is used in the world. But, English is one of the international languages to communicate between each country at around world. It means that language as means of communication has important role position in global era. People can not do anything by themselves; It is because we need to communicate with other for doing business. English commonly used in many field such as science, business and education. Many

¹ Muhammad Zafrulla Khan, *The Quran*, (London: Curzon Press, 1985), 3rd Ed. p. 518.

books about those fields, generally from other countries, are written in English. To conquer those fields, we have to master English. Therefore Indonesian people need to create an intellectual society.

In Indonesian government, English is a must as the first foreign language which is taught to the students from elementary school up to university. Even, some of kindergarten schools taught English for their students. By using English, the students are able to know the other country. In Junior High School and Senior High School, English is one of foreign language which is demanded to graduate in standard of national exam.

The English syllabus currently used in the formal education system is text-based syllabus. According to Feez and Joyce "A text-based syllabus is concerned with units of discourse called text."² Text-based syllabus design is based on an approach to teaching language which involves: teaching explicitly about the structure and grammatical features of spoken and written texts, linking spoken and written texts to the social and cultural contexts of their use, designing units of work which texts to the social and cultural contexts of their use, designing units of work which focus on developing skills in relation to whole texts, and providing students with guided practice as they develop language skills for meaningful communication through whole texts.

Text is any stretch of language which is held together cohesively through meaning.³ In 2006 curriculum there are twelve text types taught at Senior High School. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.

As we know that textbook has a great role in teaching learning, it is like a guidance for teacher in teaching and it can be a reference for student in studying. The choice of an English text book in language schools worldwide is often taken too lightly, which can lead to serious repercussions for both teachers and students. The selection of an inappropriate textbook is likely to act as a straightjacket,

² Feez and Joyce, *Text Based Syllabus Design*, (Sydney: Macquire University, 2002), p. 4

³ *Ibid.*

forcing teachers to grapple with material that is too difficult or irrelevant and fails to engage learners.

Look Ahead an English course for Senior High School is the compulsory textbook for tenth graders in teaching learning process in Semarang District. *Look Ahead* published by Erlangga, consist of three volumes, *Look Ahead; an English course for Senior High School* for tenth graders, *Look Ahead: an English course for Senior High School* for eleventh graders, and *Look Ahead; an English course for Senior High School* for twelfth graders, the researcher analyze *Look Ahead; an English course for Senior High School* for tenth graders because tenth graders are the first grade of Secondary School after Junior High School.

In this study, the writer choose 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. Recount has structure or elements which consist of orientation, events, and reorientation.⁴

Recount is one type used as the material in reading. It should be meaningful and not just a collection of clauses.⁵ In written text we can see how the structuring of the sentences has implications for units such as paragraph and for the progression of the whole texts. Cohesion allows readers to read smoothly because it links between the clause and sentence of the text. Cohesion refers to the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes.

Cohesion of a text will lead to a better comprehension. A reader will not find any difficulties to build sense of flow, because all part within the texts are connected. Considering this information, cohesion might help the reader in understanding the text easily. So, the cohesion of a text is an importance matter.

B. Reason for Choosing Topic

The reason that motivated the writer to choose the topic as follows:

⁴ Gerot and Wignel, *Making Sense Of Functional Grammar*, (NSW: AEE, 1994),p. 194.

⁵ Eggins, *An Introduction to Systemic Functional Linguistics*, (London: Pinter Publisher, 1994), p. 112.

1. Teaching foreign language is not easy for teacher. It is based on fact that the result of teaching and learning has not satisfied yet, many factors influence the success of teaching learning foreign language. One of the factors that affect it is the teaching materials including textbook.
2. English is a foreign language; it is understandable that most students face difficulties in understanding reading text.
3. Cohesion is the most important criteria of discourse or text because it can help the reader to associate the previous sentences with next ones in a text, in this case recount texts.
4. The textbook of Look Ahead that will be analyzed is compulsory book used for teaching English to tenth grade students in Semarang. Therefore, it is important to know the most appropriate textbook for the students as a reading material.

C. Question of The Study

This study will attempt to answer the following question:

How is the cohesiveness of recount texts in *Look Ahead* English textbook for tenth grade of Senior High School published by Erlangga?

D. Objectives of The Study

The objective of the study is to find out the cohesiveness of recount texts in *Look Ahead* English textbook for tenth grade of Senior High School published by Erlangga.

E. Significances of The Study

The writer hopes that this research will be useful for:

1. The Teacher
 - a. The teacher can select the textbook which is most suitable 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

To improve the students' knowledge and ability in English reading materials, so that the students are able to understand the meaning of recount text.

3. The writer

It would be useful for the writer because it can improve the writer's knowledge about cohesion.

F. Limitation of The Study

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

G. Definition of Key Terms

In this proposal project, the writer would like clarify the meaning of the term used as follow:

1. Cohesion

Cohesion is the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes. Hence, cohesive relations are non-structural relations which work to help a text hang together.⁶ Nunan stated that "cohesion is a textual phenomenon which points to the features of the discourse",⁷ Unity of a discourse is achieved through it in form. Thus, cohesion is one of criteria for textually. If there are words and phrases which enable the writer or speaker to establish relationships across sentence or utterance boundaries, and which help to tie the sentences in a together is called cohesion.

2. Recount text

⁶ Gerot and Wignell, *Making Sense Of Functional Grammar*, (Australia: Antipodean Educational Enter Press, 1994), p. 170

⁷ David Nunan, *Introducing Discourse Analysis*, (London: Penguin Group, 1993), p. 5.

According to Anderson, “recount is a piece of texts that retells past events, usually in the order in which they happened.”⁸

3. Textbook

A textbook means a book giving instruction in a branch of learning.⁹

4. Look Ahead 1, an English course for Student year X

An English course for Senior High School year X, it is arranged by Th. M Sudarwati and Eudia Grace. It published by Erlangga.

H. Organization of Thesis

This thesis consists of five chapters. They are as follow:

The first chapter presents the introduction of the research concerning its background of the study, reason for choosing the topic, question of the study, objectives of the study, significances of the study, limitation of the study and definition of key terms.

The second chapter presents review of related literature. It discusses the theories which are used as the bases of the research. It consists of general concept of cohesion, grammatical cohesion, lexical cohesion, general concept of discourse and text, general concept of recount text, and textbook.

The third chapter presents of method investigation. It explains technique in gathering the data and technique in analyzing the data.

The fourth chapter describes analysis of the data and interpretation of the result.

The fifth chapter presents conclusion and suggestion.

⁸ Anderson, *Text Types in English 1 & 2*, (South Yarra: McMillan Education Australia, 1997), p. 48.

⁹ Hornby, *Oxford Advance Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1995), p. 330.