

**AN ANALYSIS OF COHESION IN DESCRIPTIVE TEXT OF
ENGLISH TEXTBOOK USED IN TENTH GRADE OF
SMA MUHAMMADIYAH 8 KISARAN**

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This study focused on finding out the cohesiveness and finding out the dominant types of cohesion of descriptive in English textbook used in the tenth grade students of SMA Muhammadiyah 8. In this study, the researcher used qualitative research design. In this study, the source of data is the descriptive text found in English textbook entitled “Bahasa Inggris” for grade X Senior High School published by Ministry of Education and Culture of Indonesia, 2017 written by Utamiwidiati, Zuliati Rohmah, and Furaidah. This study was conducted by finding out the cohesiveness and finding out the dominant types of cohesion of descriptive in English textbook used in the tenth grade students according to Miles & Huberman and Saldana (1994) technique. Miles & Huberman and Saldana elaborate several steps of analyzing data; they are data collection, data reduction, data display, and data verification/conclusion. The technique of collecting data of this study were collected through reading attentively and accurately the Textbook Entitled “Bahasa Inggris” for Grade X published by Ministry of Education and Culture of Indonesia from certain pages that have been chosen by the researcher as the samples. From the data, the researcher discovered 93 cohesions. From the 93 cohesions, the researcher reduced the data which contained only the grammatical and lexical cohesions. In finding out the dominant cohesion, the researcher discovered that the grammatical cohesion dominantly is conjunction. Meanwhile, for the lexical cohesion is collocation dominantly.

Keywords: *cohesion, descriptive text, English textbook.*

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INTRODUCTION

The Background of the Study English teaching is focused on the ability of learners to be capable of mastering the four language skills namely, listening, speaking, reading, and writing. The learners should have abilities in reading and listening to support their speaking and writing.

One of the language skills is reading skill. In order to have good reading skills, the students must be supported by providing them the well-selected reading materials. One of reading material is Descriptive text.

Descriptive text, based on the 2013 Curriculum, is one of the text types that have to be learned by senior high school students. Through learning descriptive text, students can describe particular things (person, tourism attraction, and historical building), use some adjectives, grammatical patterns and some verbs appropriately. In terms of its social function, descriptive text functions to express admiration, to give an introduction, to make an identification and promotion.

Cohesion is the grammatical and lexical relationship within a text or sentence. The realizing a cohesion device in some texts; In this respect, a cohesion device in descriptive text. Either spoken style or written style will give more accessible guide to understand the message of texts especially for the tenth grade students. Halliday and Hasan (1976: 274) stated that cohesion refers to the relation of meaning that exists within the text.

In this study, The researcher chooses cohesion in because it allows readers to read smoothly. It links between the clause and sentence of the text. Cohesion refers to the resources within a language that provides continuity in a text, over

and above that provided by clause structure and clause complexes. The cohesion of a text will lead to better comprehension. A reader will not find any difficulties to build a sense of flow, because all parts within the texts is connected. Considering this information, cohesion might help the reader in understanding the text.

One of the descriptive sources used in the learning process is a textbook. As we know that textbook has a great role in teaching learning. The choice of an English textbook in language schools worldwide is often taken too lightly, which can lead to serious repercussions for both teacher and students. The textbook consists of instructional materials. It provides much information and knowledge. It is used by the teacher in the learning-teaching process as the main source. A textbook can be used as the learning material provider and the guideline of the teaching and learning process to reach its goals. Therefore, no proper transfer of knowledge of the English language can be given to the learners without the right textbooks and teaching aids. The effective process of teaching-learning is incomplete without the right textbook that can mediate and stimulate one's learning process.

Based on the preliminary observation at SMA Muhammadiyah 8 Kisaran, the researcher found failure in students understanding the textbook especially in understanding the reading text. Because, many of them do not understand the reference, conjunction, ellipsis and substitution in a text. Almost all of them do not understand how the cohesive devices work, so it makes the student does not comprehend the content of the textbook.

From this point of view, the researcher is interested in analyzing cohesion used in the textbook “Bahasa Inggris” published by the Ministry of Education and Culture of Indonesia. This view has motivated the researcher to know about what dominant types of cohesion that used in the English textbook. And also the researcher hopes this analysis will be useful to develop English learner knowledge about types of cohesion.

REVIEW OF LITERATURE

1. Cohesion

a. The Definition of Cohesion

The term cohesion is very important in the text. It is a part of the system of a language. Baker (1992:180) supported that cohesion is the network of lexical, grammatical, and other relationship that provide links between various parts of a text.

Cohesion is the resources within a 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 that work to help a text hang together. That is sequences of sentences or utterances which seem to “hang together”. These are words and phrases which enable the writer or speaker to establish relationship across sentence or utterance boundaries, and which help to tie the sentences in a text together.

b. Types of Cohesion

1) Grammatical Cohesion

There are four types of grammatical cohesion. They are reference,

substitution, ellipsis, and conjunction. Every type is elaborated in the following explanation:

a) Reference

Baker (1992:181) stated that the term reference is traditionally used in semantics for the relationships, which hold between a world and what it points to in the real world. Halliday and Hasan (1976: 31) said that reference is the specific nature of the information that is signaled for retrieval. In the case of reference, the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to; the cohesion lies in the continuity of reference, whereby something enters into the discourse a second time.

There are three types of reference: personal, demonstrative, and comparative reference.

(1) Personal Reference

Halliday and Hasan (1976: 37) stated a personal reference is a reference using a function in the speech situation, thought the category of person. It means personal reference refers to the person or something. The categorise of personal reference can be seen as the following.

Table 2.1. Categories of Personal Reference

Person	Personal pronoun		Possessive determiners	Possessive Pronoun
	Subject	Object		
First	I	Me	My	Mine
	We	Us	Our	Ours
Second	You	You	Your	Yours

	He	Him	His	His
	She	Her	Her	Hers
	They	Them	Their	Theirs
Third	It	It	Its	Its

Example:

(1). My husband and I are leaving. We have seen quite enough of this unpleasant.

(HallidayandHasan,1976:50)

(2) Demonstrative reference

A demonstrative reference is a reference using location on a scale of proximity. It is essentially a form of verbal pointing, as said before the speaker identifies the referent by locating it on a scale of proximity (Halliday and Hasan, 1976: 37). Its meaning refers to the place or location that the people identify.

(3) Comparative reference

Comparative reference is an indirect reference using identity or similarity (Halliday & Hasan, 1976:37). Comparative reference is expressed through adjectives and adverbs and serves to compare items within a text in terms of identity or similarity (Nunan, 1993: 24). There are two kinds of comparative reference: General and Particular comparison.

b) Substitution

A substitute is a sort of counter, which is used in place of the repetition of a particular item (Halliday&Hasan, 1976: 88-89). There are three types of

substitution. They are nominal, verbal, and clausal substitution.

c) Ellipsis

Ellipsis is the omission of a word or a part of the sentence (Jan Renkema, 1993: 38). Halliday and Hasan's concerned on ellipsis and substitution are very close because the ellipsis is the replacement of elements within a text by nothing. On the other hand, the ellipsis presented by Evelyn Hatch is Ellipsis can be thought of as a "zero" tie because the tie is not said (Hatch, 1992: 225).

d) Conjunction

Jan Renkema (1993: 26), Conjunction is the relationship that indicates how the subsequent sentence or clause should be linked to the preceding or the following (part of the) sentence. Also, the relationship in conjunction can be hypotactic (have two main clauses).

2) Lexical Cohesion

Lexical cohesion is the cohesive effect achieved by the selection of vocabulary. The buildup of discourse is not merely due to grammatical factors, but rather lexical choice significantly contributes as well. It means that the connection among sentences could be built through the word/lexical choices. (Chojimah, 2014: 12)

There are two major categories of lexical cohesion are reiteration and collocation.

2. Reading

a. The Definition of Reading

Reading is an active skill which is proved with eyes movement to recognize written symbols and sometimes in pronouncing or loudly reading (Grellet, 2010:

8). Rayner (in Sahab 2012) explained that reading is a complicated cognitive process of finding out symbols for the intention of drawing up or deriving meaning.

3. Descriptive Text

a. The Definition of Descriptive Text

Pardiyono (2007) stated that Descriptive text is a text which describes living or non-living things. Kane (2000) defined that description is the sensory experience of how something looks, sounds, tastes. Mostly, it is about visual experience, but the description also deals with other kinds of perceptions.

4. Textbook

a. The Definition of Textbook

The textbook is a coherent body of teaching materials which may consist of not only the course but also a learning package consisting of several parts (Browsers & Brumfit, 1991: 298). Chambliss and Calfee as cited by Masnur Muslich (2010) stated textbook are considered at the heart of educational activities, as they provide students “a rich array of new and potentially interesting facts, and open the door to a world of a fantastic experience.

5. Curriculum

a. Definition of Curriculum

The curriculum is set of planning and setting of the objectives, contents, and the material of the teaching and learning process that is used as content, and the material of the teaching and learning process that is used as a guideline in the realization of the teaching to achieve the goal of the certain education (UU No. 20 Th. 2003 Tentang Sistem Pendidikan Nasional).Feez (2002: 9) stated that

curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of a program within an educational institution.

6. The English Textbook Relevance to The 2013 Curriculum

A good textbook can be one of the factors determining the success of teaching and learning process. Dharma (2018) stated textbook is the heart of teaching and is also a crucial part in the curriculum. The textbook should hold a main instrument to do the curriculum which has been arranged before. Automatically, the textbooks should be suitable with the syllabus.

Furthermore, Sholihah (2016) stated the implementation of the 2013 Curriculum is applied by giving textbook from the government. The function of textbook, especially English textbook, is very important. Beside it provides information of knowledge and skills, the textbook also consists of learning guiding in the form of activities which guide the students to achieve the competency.

RESEARCH METHODOLOGY

This research employed a qualitative method. Lodico, et al (2010:143) mention that qualitative research is a means of giving voice to the participants' feelings and perceptions. This is based on the idea that knowledge is derived from the social setting and understanding it is considered as a legitimate scientific process.

The Technique of Analyzing Data

In analyzing the types of cohesion in Textbook Entitled "Bahasa Inggris" for Grade X published by Ministry of Education and Culture of Indonesia, the

researcher used Miles & Huberman and Saldana (1994) technique. Miles & Huberman and Saldana elaborate several steps of analyzing data; they are data collection, data reduction, data display, and data verification/conclusion.

DATA ANALYSIS, FINDINGS AND DISCUSSION

Research Finding

After collecting of the descriptive text that was found in English textbook at grade X, identifying the grammatical cohesion and lexical cohesion, there are three descriptive texts inside of the book. The problem and objective the study it can be summarized the data analysis show that several findings were found as follows:

1. The explained that there are two kinds of cohesion that occur in descriptive text inside of grade X textbook, they are grammatical cohesion, 65 total number of cohesion from reference (17), Substitution (0), Ellipsis (7), and Conjunction (41); lexical cohesion, there are 28 total number of cohesion from reiteration (13) and collocation (15).
2. From the data, the researcher discovered 93 cohesions. From the 93 cohesions, the researcher reduced the data which contained only the grammatical and lexical cohesions.

The whole types of cohesion occurred in three descriptive text inside of grade X textbook, and the dominant of cohesion is grammatical cohesion with total number 65 items.

Discussion

The descriptive text that was found in English textbook at grade X, identifying

Grammatical Cohesion and Lexical Cohesion. The total number of cohesion were 93, they came from grammatical cohesion, 65 (69%) and lexical cohesion, 28 (31%). Every cohesion were found in the paragraph of descriptive text.

The cohesion was used to make sure the clause and paragraph in each text were coherence and continue. The whole type of cohesion and their subtype did not automatically occur in every descriptive text, in some case, only a few of cohesion occurred inside of text. It can be some subtype occurred text, for instance only some subtype of grammatical and lexical cohesion occur in descriptive text. But in this study, whole kinds of cohesion and their part were occur as cohesion in descriptive text on grade X textbook. The connection with research problems, theories, and findings the research comes to a discussion such as the following: The Grammatical Cohesion consists of several parts, namely: Reference for example *Her* :TajMahal, an epitome of love, is actually a mausoleum; *It* : TajMahal standing majestically on the banks of River Yamuna. Substitution Verbal for *Like* :one. Then Elipsis, namely for nominal *73 meters, Four smaller domes, Four slender towers*. The example of Conjunction; Addictive :*and,Withand Or*. Lexical Cohesion can be classified into two (a) Reiteration; Repetiton :Tajmahal, Mausoleum, And Love At Moon When The, then Synonim: An epitome of love, A mausoleum, Love and romance. (b) Collocation in this text descriptive is an epitome of love, standing majestically on the banks of River Yamuna, crown of palaces, in the memory of his beloved wife and queen, of white pure marbles, the white marble is inlaid with semi-precious stones, four smaller domes, the false tomb of MumtazMahal, at different time during the day, At dawn when the first rays of the sun, a heavenly pinkish palace,

and At daytime, when the sky is bright and clear.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The research objective was to find out the cohesiveness and find out the dominant types of cohesion of descriptive text in the English textbook used in the Tenth Grade of Senior High School of SMA Muhammadiyah 8 Kisaran. After collecting of the descriptive text that was found in English textbook at grade X, identifying the grammatical cohesion and lexical cohesion, there are three descriptive texts inside of the book. The problem and objective the study it can be summarized the data analysis show that several findings were found as follows.

1. The explained that there are two kinds of cohesion that occur in descriptive text inside of grade X textbook, they are grammatical cohesion, 65 total number of cohesion from reference (17), Substitution (0), Ellipsis (7), and Conjunction (41); lexical cohesion, there are 28 total number of cohesion from reiteration (13) and collocation (15). The whole types of cohesion occurred in three descriptive text inside of grade X textbook, and the dominant of cohesion is grammatical cohesion with total number 65 items.
2. The total number of cohesion were 93, they came from the percentage in grammatical cohesion devices are; 65 (69%) and lexical cohesion, 28 (31%). Every cohesion were found in the paragraph of descriptive text except substitution. It can be conclude that, the grammatical cohesion dominantly is conjunction, in particular is personal and demonstrative reference. Meanwhile, for the lexical cohesion is collocation dominantly.

Suggestions

This research tried to analyze the cohesion of descriptive text in English textbook used in Tenth grade of SMAS Muhammadiyah Kisaran. Based on the result of analysis, grammatical and lexical used dominantly are reference (grammatical cohesion) and repetition (lexical cohesion). then it can be concluded there are several suggestion as follow:

1. For the readers, hopefully the readers can get extensive knowledge about cohesion devices, for grammatical and lexical.
2. For the teachers, this thesis can be a reference to improve knowledge about cohesion devices, for grammatical and lexical.
3. For the researcher, as a guidance to do a related research in another type of genre text and another text book.
4. For Authors of the text books, the finding can be used as a consideration to arrange a good content for a good text book.

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