CHAPTER I

INTRODUCTION

1.1 Background of the study

In our daily life, language is used to communicate each other. People can convey their ideas and the facts or information to the others by using language. It means that language is an important role in doing interaction. Thousand of language are spoken in this world, and one of them English has the highest position to be used in communication. Language is not only spoken but written also. We can see in many media. Like: novel, textbook, and in daily conversation. According to Halliday and Hasan (1976:1) Text is a unit of language in use. The excellent and systematic text will lead the readers into better comprehension.

Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge. As one of four skills, reading holds important role in our life, especially for students. They are expected to have more skills to explain individual text or passage after their comprehending the text. The purpose of reading not only to get information, but also to get some skills in understanding the text. Most of students are interested in reading of English written material such as; novel, comic, newspaper, article, textbook and etc.

In the text, we can find related sentence in one sentence to another. Related sentence can be called as cohesion. Hasan and Halliday (1976:5) also said that Cohesion is part of the system of a language. The potential of cohesion lies in the synthetic resources of reference, ellipsis, and so on that built into the language itself. Cohesion is expressed through the strata organization of language. Language can be explained as multiple coding system comprising three levels of

coding or strata; the semantic "meaning", lexicogrammatical "forms" and the phonological orthographic "expression". It means that cohesion will make the reader or the listener easily to understand the text in spoken or written.

Cohesion is the most important thing needed in the cohesiveness of a text or discors, including in printed mass media. The tools in cohesion are called as the cohesive devices. They are words, utterances, phrases that exist in the text to correlate one element to the other element. Cohesive devices are the tools of cohesion to create unity of meaning within a text. In the text, cohesive devices are in the form of words, utterances, phrases that exist in the text to correlate one element to the other element Setyowati (2008:20)

The success of teaching and learning at school is much endorsed by the use of good teaching material in class. Textbook is one of teaching materials that is use as the main resources of teaching and learning. Based on observations that writer have done when she was carrying out Teaching Practice Training (PPL) at SMP N 14 Medan, she found many students find difficulties in comprehending English text in their reading. They do not find the real message from the text promptly. It can be cause by lacking of knowledge of the word in English. It has been suggested that effective readers have to able to understand the relationship between the part of the text.

Whether or not the mastery of the remaining reading comprehension depends on learning that is done outside and inside the classroom. but it needs to be realized that the teacher is the main key in the education quality assessment. The teacher must also be able to produce competent areas and be ready to be competent. The teacher should also be actively involved in reading activities, and the teacher must be to find out which book that student can reading and comprehend easily so that the student's interest in reading will arise by themselves

A textbook is one of the instruments of the English teaching at school. It means that reading text presented in the textbook should be meaningful. Although a text is made up of grammatical units such as clauses, phrases, etc, the text is not just a collection of clauses because to be text, there must be texture, created through patterns of cohesion. It is though that students of junior high school, particularly the seventh year, are beginner learner of English. Therefor they need more attention in learning this foreign language, mainly in reading class.

The quality of if the English textbook used by student in junior high school constantly requires improvements. A text of efforts have been done to meet the qulity expected. The writer chooses this textbook because these text in this book contain some organization in cohesion. In the terms of learning materials for intance, the textbook used, the exercises for reading are given more proirity or portioncompared with material or exercises for other language skills. Thus, it is not doubt to say that students' reading comprehension must be much more improved.

1.2 Problem of the Study

The problems of the study are stated in the following questions:

1. What are the types of grammatical cohesion of reading text of "English In Focus" of nineth grade junior high school published by Departemen Pendidikan Nasional?

2. What types of grammatical cohesion are the most dominant occurred of reading text of "English In Focus" of nineth grade junior high school published by Departemen Pendidikan Nasional?

1.3 Scope of the Study

The scope in this research is grammatical cohesion of discourse field and the limitation in this research is the reading text of "English In Focus" of ninth grade junior high school published

by Departemen Pendidikan Nasional. In this textbook there are four kinds of text namely: spoof, narrative, report , and procedure text. But the writer only focus on narrative and report text.

In this research the writer will analyze four narrative text and eight report texts of reading text of "English In Focus" of ninth grade junior high school published by Departemen Pendidikan Nasional special for narrative and report text. In Halliday's book (1976:6) there are two kinds of cohesion namely, lexical cohesion and grammatical cohesion. In this research the writer only focus to grammatical cohesion while in grammatical cohesion has four elements namely references, substitution, ellipsis and conjunction, and these elements will be research of writer in reading textbook *"English In Focus"* of the ninth grade Junior High School published by Departemen Pendidikan Nasional.

1.4 Objectives of the study

This study is conducted to achieve the following objectives:

1. To identity the types of grammatical cohesion of reading text of "English In Focus" of ninth grade junior high school published by Departemen Pendidikan Nasional?

2. To determine the most dominant type of grammatical cohesion occur of reading text of "English In Focus" of ninth grade junior high school published by Departemen Pendidikan Nasional?

1.5 Significance of the study

There are two kinds of significances in scientific study. The two significances of the study are stated as follow:

1. Theoretically

Theoretically, the result of this study is expected to be useful for the English learner to enrich the horizon of English learning theories and expected to be significant for English reading text by analyzing the grammatical cohesion in reading text and as the reference to the next researcher.

2. Practically

1) For the students: to help their problem and their weakness studying kinds of grammatical cohesion in reading textbook

2) The Writer: The research of can be used as one of the references and information to increase the knowledge of Grammatical Cohesion.

3) The Teachers: it can be used as an additional reference to design better teaching material and improve the achievement of teaching especially in teaching reading text of students in using grammatical cohesion.

4) The Next Researcher: it can be as the reference to the next researcher.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher will analyze about the cohesion in the reading textbook *"English In Focus"*. In this case, the writer would high lighting the cohesion and its organizations and also looking for the most dominant occurred in the reading text of seventh grade Junior High School textbook *"English In Focus"* published by Departemen Pendidikan Nasional.

2.1 Discourse Analysis

The study about discourse or discourse analysis is concerned with who speakers combine sentences into boarder speech units (Fromkin,2003:209). The other side discourse is the way of combining and integrating language, action, interaction, and ways of thinking, believing, valuing, and using various symbol, tools and objects to enact a particular sort of socially recognizable identity (Gee,2005:21).

Cohesion includes in Discourse area because cohesion is part of the written language. As we know, discourse analysis is the study of how the sentence in spoken and written language

from larger meaningful unit such as paragraphs, conversations, interviews. For example, discourse analysis deals with many things. First, the choice of articles, pronouns, and tenses affects the structure of discourse (address forms, cohesion). Second, the relationship between utterances in a discourse (adjacency pairs, coherence), and then the moves made by speaker to introduce a new topic, change the topic or assert a higher role relationship to the other participants (Richards,1985:84).

According to Deborah (2001:11) discourse analysis is a rapidly growing and evolving field. Current research in this field now flows from numerous academic disciplines that are very different from one another. Included, of course, are the disciplines in which models for understanding, and methods for analyzing, discourse first developed, such as linguistics, anthropology, and philosophy. But also included are disciplines that have applied – and thus often extended – such models and methods to problems within their own academic domains, such as communication, cognitive psychology, social psychology, and artificial intelligence.

Besides that, discourse deals with human feelings, ideas, attitudes, and meaning in the context of the situation. In line with David Nunan's idea (1993:20), discourse refers to the piece of communication in context. It means the context in which the language is used is critical. It can influence the interpretation of discourse since it determines whether the discourse is a request, instruction or an exemplification. Discourse analysis also influences the interpretation of discourse or text. So discourse analysis can be useful in interpreting the text.

2.2 Cohesion

Cohesion is the resources within language that provide continuity in a text, over and above that provide by cause structures and clause complexes. In other words, cohesion revers to the range of possibilities that exist for linking something with what has gone before. Since this

linking is achieved through relation in meaning. And the other point, according to Bex (1996:91) considers cohesion as residing in the semantic and grammatical properties of language

The term cohesion is familiar with the study of language. It is part of the system of language. It is defined as the resources within language that provides continuity in the text, over and above that provided by clause structure and clause complex. Hence, cohesive relations are non-structural relations which work to help text hang together (Nunan,1985:25).

Richards (1985:45) stated that cohesion is the grammatical and lexical relationship between the different elements of a text. This may be the relationship between different sentences or between different parts of sentence.

Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by resources to it. Moreover, in English reading, the use of cohesion in connecting in sentence into a good reading is something difficult by student. According to Taboada (2004:159) stated that "cohesion is part of the system of a language, and like other semantic relations, it is expressed through the strata organization of language".

According to Halliday and Hasan (1976:5), cohesion is expressed partly through the grammar and partly to the vocabulary. Related sentence in one sentence to another is called cohesion. It can make the reader understand and clear the way of the text talking about.

2.3 Grammatical Cohesion

Grammatical cohesion is a semantic element connection that marked by grammatical tools. Halliday and Hasan et all, (1976:6-8) defined that grammatical cohesion is established by

use of the grammatical element of the text that expresses the semantics links within and between the sentences, it includes reference, substitution, ellipsis and conjunction.

2.3.1 Reference

According to Hasan and Halliday (1976:31), 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. Identity of the particular thing or class of thing that is being referred to; and the cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time.

Reference is divided into two parts, exophora (situational) and endophora (textual). Setyowati (2008:24) exophora is the interpretation of an element in a text by referring to a thing as identified in the context of situation (outside the text or the knowledge of the world). An example of exophoric reference is like in the personal reference such *as I, you, we, my, etc.* Endophoric reference (textual reference) is the interpretation of an element in a text by referring to a thing as identified in the surrounding text. Endophoric reference is divided into two parts; they are anaphoric (to preceding text) and cataphoric (to following text) reference. Anaphoric is when a relation presupposes something that has gone before, while cataphoric is happened when a relation presupposed by something in the following part.

Brown and Yule (1993:28) also said that reference is treated as an action on the part of the speaker or writer. According to Hasan and Halliday (1976:37) there are three types of reference such as personal, demonstrative, and comparative.

1. Personal Reference

According to Hasan and Halliday (1976:37) Personal reference is reference by means of function in the speech situation, through the category of person. Such as I, me,

you, we, us, him, etc. the category personal includes the three classes of personal pronoun, possessive pronouns (mine, yours, ours, etc) for example:

1) Cathy is the new student from Australia

2) She is next to me

In the second sentence <u>she</u> refers <u>chaty</u> to in the preceding sentence. The word she is personal reference. It is called pronoun of the third person singular which is grammatically function as a head.

2. Demonstrative References

According to Hasan and Halliday (1976:37) Demonstrative reference is reference by means of location, on a scale of proximity, the words this, these, and here implies proximity to the speaker, that, those, and there imply distance from the speaker. The use of demonstrative reference is shown the example below:

1) There seems to have been a great deal of sheer carelessness. <u>This</u> is what I can't understand.

2) There seems to have been a great deal of sheer carelessness. Yes, <u>that</u> what I can't understand.

The basic sense of this is one proximity, this refers to something as being near, that refers to something as being not near. That term tends to be more inclusive, through the two are more evenly balanced in English than their equivalents in some other languages. Proximity is typically from the point od view of the speaker, so this means 'near me'.

3. Comparative References

According to Hasan and Halliday (1976:37) Comparative reference is indirect reference by means of identity or similarity. In comparative references, the references items

still signal you know which, not because the same entity is being refers to which what I am now talking about it is same or different, like or unlike, equal or unequal, more or less. Example:

1) It's the same cat as the one way yesterday;

2) It's a similar cat as the one we saw yesterday; and

3) It's a different cat from the one we saw yesterday.

The referent was the one we saw yesterday, and the comparative same, similar and different were pointing forward to it.

2.3.2 Substitution

According to Hasan and Halliday (1976:88-89), Substitution is a relation in the wording rather than in the meaning. It is between linguistic items, such as words, phrases, and clauses. There are three types of substitution, they are: nominal (one, ones, same), verbal (do), and clausal (so, not) substitution.

1. Nominal Substitution

According to Hasan and Halliday (1976:91) The substitute one / ones in nominal always functions as a Head of a nominal group.

Example: there are some new tennis balls in the bag. These <u>ones</u> have lost their bounce.

The underlined in the second sentence above, this is one, is the substitution of tennis ball in the preceding sentence. And so the word one in the second sentences illustrates cohesion based on substitution.

2. Verbal Substitution

According to Hasan and Halliday (1976:113) In verbal group, the lexical 'Thing' is substitutable by an empty substitution counter that always function of head. In the verbal group it is *do,* with the usual morphological scatter *do, does, did, doing, done.* Example:

He never really succeeded in his ambitions. He might have <u>done</u>, one felt, had it not been for the restlessness of his nature.

3. Clausal Substitution

According to Hasan and Halliday (1976:130) in clausal substitution the entire clause   is presupposed, and the contrasting element is outside the clause. For example:

<u>Is there going to be an earthquake</u>? – it says **so**. Here the word "*so"* is substitute *there's going to be an earthquake.*

2.3.3 Ellipsis

According to Hasan and Halliday (1976:144) ellipsis is a relation within the text, and in the great majority of instances the presupposed item is in the preceding text. Ellipsis occurs when something that is structurally necessary is left unsaid. There are three kinds of ellipsis, they are: Nominal, Clausal, and Verbal.

1. Nominal Ellipsis

According to Hasan and Halliday (1976:147) by nominal ellipsis we mean ellipsis within the nominal group. On the logical dimension the structure is that of a head with optional modification; the modifying elements include some which precede the head and some which follow it, referred to here as Premodifier and Postmodifier respectively.

The modifier is combined with another structure, on the experiential dimension, which consist of elements Deictic (d), Numerative (n), Epithet (e), Classifier (c), Qualifier (q). the Deictic is normally a determiner, the Numerative a numeral or other quantifier, the Epithet an adjective and the Classifier a no un; but these correspondences are by no means exact. There maybe submodifiers at various places; these are usually adverbs like so, very, and too. The quantifier is normaly a relative clause or prepositional phrase. The noun in this structure has the function referred to as the Thing. Most elements may occure more than once, and the tendency for this to happen increased as one moves towards the later elements of the structure. Example: Four other Oysters followed them, and yet another four. (Hasan and Halliday, 1976:148) In the second line *four,* which is a Numerative and therefore normally acts as modifier, is upgraded to function as Head.

2. Verbal Ellipsis

According to Hasan and Halliday (1976:192) the final element in verbal group, the lexical verb, is omitted, and preceding elements may be omitted. Example:

1) Have you been swimming? – Yes, I have.

2) What have you been doing? – Swimming

From those examples, in *a* It should be Yes, I have been swim, and in *b* it should be I have been swimming.

3. Clausal Ellipsis

According Nariswari in her thesis (2010:19) Clausal ellipsis is the omission of an item within clausal. Example:

1) We went on the river yesterday. We had dinner too.

2) Can you read the print without your glasses? – No, but I can look at the picture.

Where the second sentence in (a) also refers to 'yesterday' and the response in (b) refers to "without my glasses"

2.3.4 Conjunction

According to Hasan and Halliday (1976:303) Is on the border-line of the grammatical and the lexical. There are five categories: additive, adversative, causal, temporal, and other conjunction.

1. Additive Conjunction

   Expressed by the words *and, and also, nor, and...not, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, on the other hand, by contrast, etc.*

   Example: "To be able to see Nobody! And at that distance, too!"

   From the example above, we got the word "and" as additive conjunction. The word "end" is a tool for connecting the first sentence and the second sentence.

2. Adversative Conjunction

   Relation which means contrary to expectation covers some words include *yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a mater of fact, at the same time, instead, rather, on the contrary, at least, rather, I mean, in any case, in either case, whichever way it is, anyhow, at any rate, however it is, etc.*

   Example: An external adversative relation is expressed in its simple Form by the

word *yet* occurring initially in this sentence: All the figures were correct; they'd been checked. <u>Yet</u> the total came out wrong. (Hasan and Halliday, 1976:250)

From the example above the word "yet" is connect between two sentences. It shows us about the result but it does not suitable with the real.

3. Causal Conjunction

Relation consists of the words *so, then, hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequence, for this purpose, with this in mind, for, because, it follows, on this basis, arising out of this, to this end, in that case, in such an event, that being so, under the circumstances, otherwise, under other circumstances, in this respect, in this regard, with reference to this, otherwise, in the other respect, aside from this,*

Example:

The next morning she was glad and proud that she had not yielded to a scare. <u>For</u> he was most strangely and obviously better. (Hasan and Halliday, 1976 : 258).

From the example above, the word "for" is categories as one of other words that consist in the causal conjunction. The word "for" is a result of the strangely man who make the woman feel scare but the real now is the woman feel glad and proud to him.

4. Temporal conjunction

It is include *then, next, after that, just then, at the same time, previously, before that, finally, at last, first…then, at first…in the end, at once, thereupon, soon, after a time, next time, on other occasion, next day, an hour later, meanwhile, until then, at this moment, up to now.* Examples: <u>Finally</u> we should record that the

influence of the humanist contributed a good deal towards the final decay of the plainsong tradition (Hasan and Halliday, 1976: 264)

From the example above, there is a word "<u>finally</u>" in this sentence. The word "<u>finally</u>" is one of temporal conjunction's word. The word "<u>finally</u>" means the last sequence of the action that the character will do - record that the influence of the humanist contributed a good deal towards the final decay of the plainsong tradition.

2.4 Textbook

2.4.1 Definition of Textbook

English textbook plays important role in the teaching learning process of English lesson. Nowadays, people can find textbooks easily at bookstores and library. Although most textbooks are published in printed formal, now, some can also be viewed online. According to Hornby (1995:897) "textbook means a book giving instruction in a branch of learning".

Textbook is the most frequently used of all printed educational materials. In the hands of knowledgeable practitioners, the textbook becomes one of many aids to assist students in acquiring clear concepts of subject matter. According to Richards (2001:254) textbooks are used in different ways in language program. For example, a reading textbook might be the basis for a course on reading skill, providing both set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking text might provide passages for students to read and discuss. A listening text together with audio cassettes or CDs might serve as the primary listening input in a listening course. A textbook is usually seen an aid to

teaching. It is simply one of many possible materials of learning because it helps the teachers and students to achieve the goal of learning. It is used if it can do a better job that any of the other available materials of instruction. Teachers find significant advantages in the textbook which are important to be learned. It usually summarizes a great quantity of valuable information traditionally associated with a particular course. The text can provide a common resource since a copy is commonly in the possession of each student.

Based on the definitions above, it is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purposes

2.4.2   The Functional of Textbook

A textbook has many functions. According to Thomson (2000:176), the textbook has many functions as follows:

1. Individualization of instruction

    A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2. Organization of instruction

    A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

3. Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4. Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching. From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

2.5 Text

2.5.1 Definition of Text

A text is very important in our life. We need texts to communicate with others. In addition, Halliday and Hasan (1985:6) mention that text is meant any connected stretch of language that is doing job in some contexts. He also said "text is something that happens, in the form of talking or writing, listening or reading".

From the explanation above, any instance of living language that is playing some parts in context of situation we shall call a text. It may be either spoken or written. Based on the participant there are spoken and written texts. Spoken refers to language interaction, including a conversation orally between two persons or more which their text has a purpose and the written text refers to language text, including abstract reflection on causes and effects of distance events.

2.5.2   Kinds of Text

According to Eriyanto (2001:2) text is a series of related sentences, which connect one proposition with the other propositions, which form one unit so that harmonious meanings are formed between the sentences, and text is the most complete and highest unit of language above sentences or clauses with continuous cohesion and coherence, delivered orally or in writing. he also shared texts in several types, namely narrative, recount, spoof, descriptive, descriptive, etc. But in this study, the writer only discusses the grammatical cohesion that should be taught to the seventh year of Junior High School students in English textbook "English In Focus" published by Departemen Pendidikan Nasional namely; procedure, narrative, and descriptive.

1. Procedure Text

    The social function of procedure text is to help us do task or make something. They can be set of instructions or directions. The generic structure that should be followed when we write a procedure text are goal (goal states the final purpose of doing the instructions), materials (materials includes ingredients, utensils, equipment to do the instructions), steps (a set of instructions to achieve the final purpose). The lexicogrammatical features of the procedure text are focus on generalized human agents, the use of simple present tense and imperative sentence, the use of action verbs, the use mainly of temporal conjunction (or numbering to indicate sequence), and the use of adverbial phrases.

2. Narrative text

    The purpose of this text is to relate an amusing or unusual experience in an entertaining way. The social function of narrative text is to amuse, to entertain, and to deal with problematic events which lead to a crisis point of some kinds, which in turn find a resolution

The generic structure of the narrative consists of:

1) orientation: sets the scene and introduces the participants

2) evaluation: a stepping back to evaluate the plight

3) complication: a crisis arises

4) resolution: the crisis is resolved, for better or for worse

5) re-orientation: optional

Narrative text focuses on specific and individualized participant. It usually uses material (behavioral and verbal) processes. It also uses relational processes, mental processes, temporal conjunction, and temporal circumstance. Relational processes involve states of being and having. For example:

(1) she was an old boy.

(2) he has a good job.

There are many verbs which refer to mental processes, they are thinking, imagining, liking, wanting, seeing, etc. The verbs that are used in narrative text type are past tense.

3. Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The generic structure of descriptive text:

1. identification: Identifies phenomenon (person, place, or thing) that will be described.

2. Description: Describes parts, qualities, characteristics.

2.6 Previous Study

The first research is done by Astri Ollivia Kuncahya. (2015) *Cohesion in Narrative Texts Presented in The Electronic Textbook on Senior High School Grade X Entitled: Developing English Competence*. This study applied qualitative method. The data were in the form of sentences and were collected by note taking. The data were analyzed using the categorization of cohesion, namely grammatical and lexical cohesion proposed by Halliday and Hasan (1976) and Bloor and Bloor
(1995). Trustworthiness was achieved by employing investigator triangulation. The findings showed that reiteration appeared to be the most frequent types of all subcategories of cohesion. Based on the findings, it could be concluded that the narrative texts analyzed in this research contain dense lexical cohesion and thus are compatible as language inputs.

Based on the findings and discussions from the previous chapter, the researcher draws conclusions as follows: the first is in the 16 narrative texts presented in the electronic textbook for senior high school grade X entitled "Developing English Competence", reiteration appears as the first rank among all subcategories of lexical and grammatical cohesion.
It means that the narrative texts in the textbook mostly use vocabulary rather than structure to carry semantic relation; and the second is 16 narrative texts analyzed in this research are considered as highly cohesive texts because they contain dense lexical cohesion that make coherent discourse and facilitate comprehension. Finally, the narrative texts presented in the textbook are compatible as language inputs.

There are two implications of this research to the language teaching. The details are as follows: the first is from the findings of this research, it is implied that the analysis of cohesion can be a means of analyzing the compatibility of texts as language inputs. Thus, in order to be

able to select the teaching material, the teachers should know and master the cohesion analysis. Besides selecting the texts, teachers are expected to be able to adapt the material provided in textbook using inferences analysis to explicitly show the semantic relation in the texts and the second is reading comprehension involves interactive processing that combines top down and bottom up processing. Besides giving scaffolding about the difficult words, the teachers should be able to facilitate the students" comprehension by telling the socio-cultural background of the stories and the purposes of having the texts if it is necessary, in order to make students easily relate to their prior knowledge.

The second, Himmatur Rofi'ah. (2015) *Grammatical Cohesion in "The Miracle Worker" movie*. This study is to investigate the frequent of grammatical cohesion in movie script and the function. The methodology of this research is descriptive method. The result is all types of grammatical cohesion used by four main characters in this movie except nominal ellipsis. The last verbal substitution and verbal ellipsis, and clausal substitution appears twice, whereas nominal substitution and clausal ellipsis appear a time. The entire cohesive element that mention above has contributed to clarify the overall meaning of the text.

For the function of grammatical cohesion found within the movie are expressed by some divisions. First reference has three important function are to avoid repeating the same word, to point out a scale proximity, and to compare something or situation. Second, substitution and ellipsis simplify and accurate the utterance. The last is conjunction, it has six functions are to relate the similar or identical words, to coordinate sentences which have the same context, to support previous sentence, to opposite the preceding statement, to connect between cause and effect in a sentence, and to connect chronology. Beside the function are mentioned above, the

general and the basic function of grammatical cohesion is to relate words, clauses, phrases, or sentence in order to make the sentence meaningful.

Those researchers have differences with the researcher's research. It is about the focus, the object, and method. First if we talk about focus, from the first until the second researches have the different focus those are grammatical cohesion and lexical cohesion while the writer only focus on grammatical cohesion. Then the first research use the English textbook of junior high school but only focus on narrative text. After that the second research used Movie and I will use all the story in reading text of "English In Focus" of senior high school published by Departemen Pendidikan Nasional as my object of the study. Then the last difference is about method. If the first research used mixed qualitative and quantitative method, the second used qualitative method, and I will use descriptive qualitative method. All at all the previous researches are very different with the researcher will do.

2.7. conceptual Framework

Figure 1.1 Kinds of Grammatical Cohesion
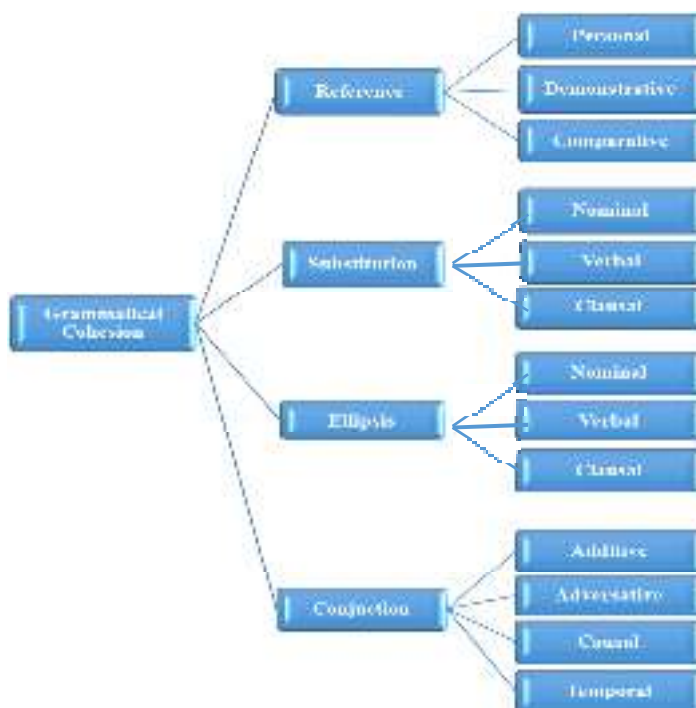
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design which is used in this research is descriptive qualitative because the result of this study identify and analyze grammatical cohesion in textbook. According to Litosseliti (2010:52) qualitative research is concerned with structures and patterns and how something is, it also the theory will derive from textual (data). The work way of descriptive qualitative is collecting the data, arranging the data and interpreting the data. Qualitative research concerns with the description. The analysis is based on the data taken from the English textbook.

3.2 Data Source

The source of data was tough from reading text of nineth grade junior high school textbook "English In Focus" published by Departemen Pendidikan Nasional, specially narrative and report text. The data of this study is the text that is related with grammatical cohesion – reference, substitution, ellipsis and conjunction. Meanwhile the data were words, phrases, clauses, and sentences.

3.3 Instrument of Collecting Data

Research instrument was important to obtain the data of this study for it is a set of method which is used to collect the data. The main instrument of research will be the researcher herself to interpret the data (Moleong, 2001:121).

3.4 Technique of Collecting Data

To collect the data, the following steps are process:

1) The writer will go to the library of SMP N 14 Medan.

2) The writer will take the textbook *"English In Focus"* of nineth grade junior school published by Departemen Pendidikan Nasional and find the text in that textbook.

3) After that the writer choose the narrative and repoet text to read carefully or by close reading in the textbook *"English In Focus"* of the nineth grade junior high school published by Departemen Pendidikan Nasional to get the main data related with grammatical cohesion.

4) The next steps the writer will classify into four aspects in the grammatical cohesion – references, substitution, ellipsis, and conjunction. Beside that the researcher also will make the underline.

5) Then the writer will explain and interpret all the grammatical cohesion used in the story that find from this textbook.

6) After that the writer count manually all the data and make it in a table. How many references get in the text from textbook *"English In Focus"* of the nineth grade junior high school published by Departemen Pendidikan Nasional, will continue by count substitution, ellipsis, and conjunction.

7) Then the writer will continue to make a statistical table.

No	Grammatical cohesion			
	Reference	Substitution	Ellipsis	conjunction

Total				
All Total				

8) After that the researcher continue to count the percentage through Scinto formula by following this concept.

The number of cohesion devices
-------------------------------------- x 100%
The number of topic units

9) After do the techniques, the writer would to know which aspect that mostly use in these texts.

3.5 Technique of Analyzing Data

In analyzing data, firstly the writer will read the text in the textbook *"English In Focus"* of the nineth grade junior high school published by Departemen Pendidikan Nasional to get the meaning from each sentence itself. After that the writer analyze the words, phrases, clauses, and sentences to get the detail from the aspects of grammatical cohesion and classify it. Then identifying the kinds of grammatical cohesion that are found in the text of the story from that book. After that the writer will give explanation on each kind of grammatical cohesion found in the text by using the theory from Hasan and Halliday. Then will be continued by counting manually and present the result of data into a table