

CHAPTER I

INTRODUCTION

This chapter deals with introduction that consist of background of the study, research problem, objectives of the study, significance of the study, scope and limitation of the study, definition of key terms, and organization of this thesis.

A. Background of The Study

Languages are more to us than systems of thought transference. They are invisible garments that drape themselves about our spirit and give a predetermined form to all its symbolic expression (Bailey, 1965:225).

A language is a system of conversation signal used for communication by a whole community. Language as a means of communication is very important for human beings. They are used not only to talk one and another but also to do any activities such as writing letters, reading a book, listening to the radio and so on (Fromkin, 1990:12).

Susanto (2007:2), "State a language is a signaling system which operates with symbolic vocal sound, and which is used by a group of people for the purposes of communication". According to Longman dictionary, p.196 a language is any particular system of communication and the system of human communication which consist of the structured arrangement of sounds or their written representation info larger unit, e-g morpheme, words, sentences, utterances. Besides, a language is an arbitrary system of articulation sounds

made used by a group of humans as a mean of carrying on the affairs of society (Dardjo Widjojo, 2003:16).

Human communication fulfills many different goals at the personal and social levels. People communicate information, ideas, beliefs, emotions, and attitudes to one another in daily interaction, construct, and maintain the position within various sosial contexts by employing appropriate language form sand performing speech activities to ensure solidarity, harmony and cooperation or to express disagreement or displeasure. When language is used or cummunication, people typically employ one or more skill simultaneously: listening, reading, speaking, or writing. They often switch quickly from one role and skill to another (e.g. from listening to speaking and back to listening again) or they are engaged in a task that involeves carrying out several skills simultaneously (e.g. listening and note taking / writing) the languagea produced interactively by such people is discourse (Marianne, 2000:3).

The above definition give us understanding that language is quite significant for people as a means of communication. There must be closed relationship between people and language that use language. People need language when they are motivated to express their ideas, feeling and thought or when they interect one and another. Beside, language also establishes the sosial relationship among the speakers, shows the identification of speakers, conveys information about speakers either social background of speakers or part of places he speakers come from (Susanto, 2007:3).

English is one the international language. As international language, english has important role. One of them is used by some people in this world

to communicate with other people from other countries. In Indonesia, English is foreign language taught in all school levels from elementary school up to the university level. It is one of the major subjects that must be taught at school in Indonesia. In education context, English has many important roles in developing science and technology and other aspects. For example by knowing and understanding the literature that written in English (Susanto, 2007:1).

Learning English cannot be separated from learning grammar and structure because it is one way how to master English in comprehending language. The English grammar and structure is considered as the important aspect in mastering English as Victoria Fromkin (1990:12) said that the form of a new sentence constitutes grammar and it represent linguistic competence.

Reading is one of the major aspects of language. Teaching student to read is one of the most important responsibilities of education because the studies of reading will not only improve the ability to do effective reading, but also contribute to the learning of other subject. Besides, reading activity is one way to learn foreign language. It is a fact that reading can enrich our knowledge, provide various experiences, and help to organize our thought. So, reading has function as a source of information that can enlarge person's insight.

Structuring the individual utterance, clause and sentence, structuring the larger units of discourse and creating textual coherence are ultimately inseparable (McCarthy, 1991:34). Rengema (199:34) states that discourse is more than a message from sender to receiver and a reader to a listener is

much more than just a receiver who decodes incoming signals, the existence of connections between sentences is an important characteristic of text. The term “connection” is, however, somewhat vague. In Roukema’s book distinguishes seven criteria for textuality; Cohesion, Coherence, Intentionality, Acceptability, Informativeness, Situationality, and Intertextuality.

In discourse studies not all criteria are considered equally important. In discourse studies much attention has been paid to the first criteria: ‘cohesion’, the apparent connection in discourse.

Genre is a particular style or type of art or literature. Recently the attention to genre (kinds of the texts) is raised significantly, especially in discourse analysis both in the first language and the second language. Texts make discourse (Djuharie, 2007:24). A discourse in the text has a purpose communicatively. Based on the communicative purpose, text is classified into twelve genres: Procedure, Recount, Narrative, Description, News Item, Report, Spoof, Exposition, Explanation, Discussion, Review, anecdote. But the writer chooses one of the genres is spoof text.

Spoof text is a text which tells a factual story, happened in the past time with unpredictable and funny ending. This study focuses on analysis of grammatical cohesive devices used in reading text from *New Concept English* by LG Alexander.

New Concept English is a handbook for students’ circles and courses to study grammar in the text. There are many kinds of the text in *New Concept English* by LG Alexander. But the writer chooses one of the texts to analyze grammatical cohesive devices is spoof text.

According to Murcia (2000:53), “ For type of cohesive ties in English that are related to grammar of the text (grammatical cohesion): reference (pronoun, possessive forms, demonstrative and the like); substitution (nominal *one(s)*, verbal *do*, clause *so*); ellipsis (or substitution by zero); and conjunction. Lexical cohesion: reiteration (repetition, synonymy, hyponymy, metonymy, and antonym) and collocation”.

Murcia (2000:3) states that discourse analysis is useful for drawing attention to the language skill, which put user’ knowledge of phonological, grammatical and lexical resources into action whenever language users achieve successful communication. In English, nominalization is a grammatical process that enable the writer to compact a great deal of information into one noun phrase.

Mastery on the type of cohesive devices, it will be able to help us to decode the message by recognizing the writing signs. In short, the writer has much time to think about what to say in the written discourse. In case the importance of grammatical cohesive devices in written text, the writer focuses his study on title AN ANALYSIS OF GRAMMATICAL COHESIVE DEVICES IN SPOOF TEXT ON NEW CONCEPT ENGLISH BY LG ALEXANDER.

B. Research Problem

Based on the description of the background, the problems of the text study can be formulated as follow:

1. What are the types of grammatical cohesive devices found in New Concept English by LG Alexander?
2. What types of grammatical cohesive devices are frequency used in New Concept English by LG Alexander?

C. Objectives of the Study

The main aim of this study is to analyze the grammatical cohesive devices used in New Concept English by LG Alexander. In accordance with the research of the problems previously, this study intend to:

1. To find describe the grammatical cohesive device used New Concept English By LG Alexander.
2. To identify the type of grammatical cohesive devices are frequency used in New Concept English By LG Alexander.

D. Significance of the Study

The result of this study answered the research problems concerning grammatical cohesive devices used in reading text from New Concept EnglishBy LG Alexander. It is expected that the result of this studied be useful for:

- a. The Learners

As a valuable input to improve strategy and theory of reading.

- b. The Teachers

As an input to improve materials, methods, and technique of teaching reading.

c. The Writer

To have good understanding of grammatical cohesive devices in reading text.

E. Scope and Limitation of the Study

This study is conducted to analyze cohesive devices use in New Concept English By Alexander. There are two types of cohesive devices: Grammatical Cohesive Devices (Reference, Substitution, Ellipsis, and Conjunction) And Lexical Cohesive Devices, the writer choose grammatical cohesive devices because the writer wants to analyze the data grammatically. The other fieds of study within discourse analysis (lexical cohesive, presentation of information detivation of information) are not studied.

There are twelve genre: Prosedure, Recount, Narrative, Description, News Item, Report, Spoof, Exposition, Explanation, Discussion, Review, anecdote. But the writer choose one of genre is spoof text.

F. Definition of Key Terms

To avoid misunderstanding and misinterpretation of the key term used the writer defined some term as follows:

a. Cohesion

Cohesion always deals with connections evidents in the discourse (Renkema, 1993:40). So grammatical cohesion is the interconnection among sentence because of internal factors. Internal factor, it means “language factor”. In internal factor any grammatical factor, so the

contain of language factor is grammatical factor, those are: reference, ellipsis, conjunction, and substitution.

b. Cohesive Device

Cohesive devices is cohesion elements used to create link between utterance and sentence in written discourse. “Since cohesion is relies heavily on grammatical and lexical cohesion, it relates to the reader’s linguistic competence” (Marcia and Marriance, 2000:126).

c. Grammatical cohesive devices

The grammatical relationship that exist within the text which build the stability of the text and is established through the use of reference, substitution, ellipsis, and conjunction (Chaer, 1994:269).

d. Text

Texts are always produced in a context. While texts are produced by individuals, individuals always produce those texts as social subjects;in particular, social environments. (Knepp, 2005:18). In other words, texts are neverc ompletely individual or original; they always relate to a social environment and to other texts. A piece of written language in which the part of text are organized and releted to one.

e. Genre

The term ‘genre’ has been around for a long time. It has been theorised from a range of perspectives, including literary studies, popular culture, linguistics, pedagogy and more recently, English/literacy education (Knepp, 2005:18). In other word, genre is A particular style of type of art or literature.

f. Spoof Text

A text which tells factual story, happened in the past time with unpredictable and funny ending. This study focuses on analysis grammatical cohesive devices (reference, substitution, ellipsis, and conjunction) used in reading text from New Concept English by LG Alexander.

G. The Organization of This Thesis

This thesis contain five chapters, they are :

Chapter I (Introduction) includes the background of the study, research problem, objectives of the study, significance of the study, scope and limitation of the study, definition of key terms, and the organization of this thesis.

Chapter II (Review of Related Literature) it reveals some ideas and opinions related to and supporting the analysis topic. The review of related literature covers the description of cohesion, grammatical cohesive devices and description of the text.

Chapter III (Reserch Methodology) discusses the objects of the study consists of research design, subject of study, data and source of data, data collection method, and data analysis.

Chapter IV The fourth chapter is research finding and analysis.

Chapter V The last chapter is conclusion and suggestion.