

# **AN ANALYSIS OF GRAMMATICAL COHESION OF DESCRIPTIVETEXT FOR THE SEVENTH YEAR STUDENTS OF JUNIOR HIGH SCHOOL**

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**Abstract:** *This research aims to find out the grammatical cohesion of descriptive texts of students' textbook "When English Rings A Bell" for the Seventh Year Students of Junior High School published by Pusat Kurikulum and Perbukuan Kemendikbud. This research uses a descriptive qualitative research. This method was pointed out to obtain clear description of the object base on the actual fact and valid data. The technique of analysis involved agglomerating, identifying, counting and making interpretation. The writer uses M.A.K Halliday and Hasan's theory to analyze the types of grammatical cohesion. Based on the result of investigation that the writer has done, the grammatical cohesion of descriptive texts of English textbook "When English Rings a Bell" is cohesive text in "poor" categorize, since the rate of the percentage is 22.1%. It can be concluded that "When English Rings a Bell" textbook is less of cohesive device. It is suggested that grammatical cohesion in a text has important role as stated by Hasan (1968) cohesion occurs in a text if it has texture. In other words, a text is cohesive when the stretches of language are hung together with ties and give it meaning.*

**Key Words:** *Analysis, Grammatical Cohesion, Descriptive Text*

# ANALISIS KOHESI GRAMATIKAL TEKS DESKRIPTIF PADA BUKU SISWA SMP KELAS TUJUH

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui kohesi gramatikal teks deskriptif buku teks siswa “When English Rings A Bell” untuk Siswa Tahun Ketujuh SMP yang diterbitkan oleh Pusat Kurikulum dan Buku Kementerian Pendidikan dan Kebudayaan. Penelitian ini menggunakan penelitian kualitatif deskriptif. Metode ini bertujuan untuk mendapatkan gambaran yang jelas tentang objek berdasarkan fakta yang sebenarnya dan data yang valid. Teknik analisis meliputi pengumpulan, identifikasi, penghitungan, dan interpretasi. Penulis menggunakan teori M.A.K Halliday dan Hasan untuk menganalisis jenis-jenis kohesi gramatikal. Berdasarkan hasil penelitian yang penulis lakukan, kohesi gramatikal teks deskriptif buku teks bahasa Inggris “When English Rings a Bell” adalah teks kohesif yang masuk dalam kategori “buruk”, karena tingkat persentasenya adalah 22,1%. Dapat disimpulkan bahwa buku teks “When English Rings a Bell” kurang dari perangkat kohesif. Disarankan bahwa kohesi gramatikal didalam sebuah teks memiliki peran penting sebagaimana dikemukakan oleh Hasan (1968) kohesi terjadi dalam suatu teks jika memiliki tekstur. Dengan kata lain, sebuah teks menjadi kohesif ketika bentangan bahasa digantung bersama dengan ikatan dan memberinya makna yang jelas.

**Kata Kunci:** Analisis, Kohesi Gramatikal, Deskriptif Teks

## INTRODUCTION

Based on the 2013 Curriculum, Descriptive text is one of text types that have to be mastered by junior high school students. In learning descriptive text, students can use textbooks, as it plays a key role in teaching and learning process (Mc Grath, 2006; Presnyakova, 2011, p.8). Regarding many textbooks that have been published by the government, many discussions was held by few researchers regarding the content of current textbooks which result the findings on some drawbacks in terms of its content, even though the drafts have gone through a tight selection. On the other hand, English textbook should be provided a good example of descriptive texts for students to get a good understanding of what the descriptive text is.

In many cases, many written texts; a reading passage, essay, or academic writing, are difficult to be understood by readers whereas they need information or news through those writings. Students' capability in understanding descriptive text is influenced by many factors. One of factors is writings' complexity. The factors are grammar, vocabulary, text organization, mechanic, content and others. The factors can be solved in a cohesive device because cohesive device is the way that we use vocabulary and grammatical to make connection or relation between a text whitin the text. Cohesive device is the semantic relation between one element and another in a text (Halliday & Hasan, 1976). A text is cohesive when the elements are tied together and considered meaningful to the reader. Cohesion occurs when the interpretation of one item depends on the other, i.e. one item presupposes the other (Halliday & Hasan, 1976). Cohesive text is the one strategy which has some relevant clauses or components to each other. Therefore, if the text makes sense to the reader, the writer accomplished the use of cohesive devices well. Cohesion can be defined as the links that hold text together and give it meaning. So, it's very important to choose appropriate textbooks in cohesive devicesto guide students' understandings in learning descriptive text.

Based on the researcher's observations in the teaching and learning process of seventh year students of SMPN 9 Pekanbaru, the researcher noted some points. First, two books with the same title published by the same publisher were used for seventh year students of SMPN 9 Pekanbaru. The books entitle "When English Rings A Bell written by Wachidah et al and published by Pusat Kurikulum and Perbukuan Kemendikbud. One of the books is supposed as the main text book used by the students because the students bring the books home. Second, some students still had difficulty in understanding descriptive texts in those books. It is assumed that one of causes is the construction of the texts. Therefore, it is expected that the textbook is needed to be analyzed the grammatical cohesion of descriptive text.

Components of descriptive texts are identification and description (Pardiyono, 2007:34). Identification consists of the statements that describe about an object that will be describing, use of adjectives (adjective) or degree of comparison is helpful. Description gives picture about condition of an object that can be viewed from several aspects: location, means of transport, people, weather, size, etc. Patterns are present tense, present perfect tense, verb; be (am, is, are), have, linking verbs (seems, looks, sounds, like). Adjectives were used as function to describe or illustrate condition an object. A textbook of descriptive text should include these components. Many textbooks published with various contents, especially a descriptive textbook is not appropriate with the rules (Ari et al 2017:89).

The previous research shows Grammatical Cohesion was analyzed for other text type. Hanita (2016) studied "Grammatical Cohesion Found in Recount Texts of "Pathway to English" X Grade Curriculum 2013 General Program by Erlangga". She is from English Education Department UIN Walisongo Semarang. This research is to find out the grammatical cohesion of recount text in Pathway to English; English textbook for the tenth grade of senior high school published by Erlangga. This research uses qualitative as research design. The study found that there are three recount texts in Pathway to English. Text 1 and 3 contained three types of grammatical cohesion (reference, ellipsis, conjunction). Text 2 contained complete grammatical cohesion (reference, substitution, ellipsis, conjunction). This textbook categorizes as fair criteria because the percentage of grammatical cohesion is 33%. The difference of the previous research from this research is the object of the research. The research analyzed recount text, whereas, this current research object is focused on descriptive text. The similarity of the research is that the research uses qualitative descriptive research and concerns on grammatical cohesion.

This research answers a research question "How is the grammatical cohesion of descriptive texts of students' textbook "Bahasa Inggris When English Rings a Bell" for the Seventh Year School of Junior High School?".

## **METHODOLOGY**

This research uses a descriptive qualitative research. Descriptive qualitative research method is a research method that produces descriptive data like words or sentences to explain the research result. This method was pointed out to obtain clear description of the object base on the actual fact and valid data. This study was analyzed qualitatively by (Miles and Huberman, 1984). The procedure of qualitative study included: 1) data reduction, the reduction was begun from data collection until data analysis when the data have been obtained. In this activity, the intended data were tabulated and given codes; 2) data display, data display included organizing and entering the data into matrices. Here, the data which were displayed in the form of table in order to know what types of cohesive devices, the text of themes, the text of generic structure, and the idea of each paragraph were used by the students; and 3) conclusion drawing, conclusion drawing was design in the form of description and explanation in order to answer the problems stated in this study.

## **FINDING AND DISCUSSION**

The percentage of the data analyzed in the form of table, from the table below, the kind of cohesive devices which appears most will obvious.

Tabel 1. The Percentages of Grammatical Cohesion

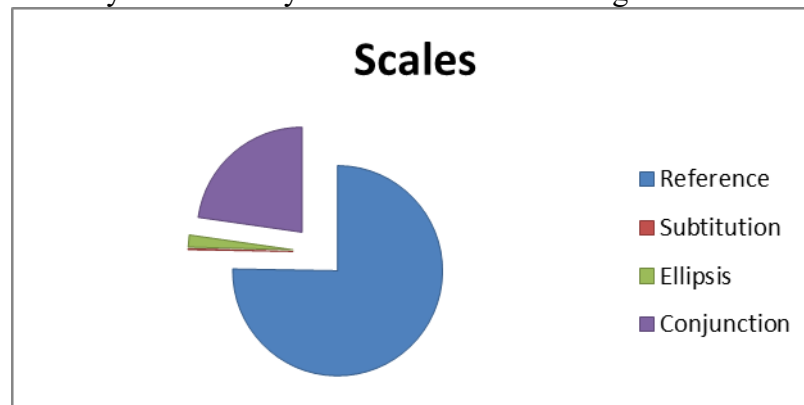
<b>The Percentages of Grammatical Cohesion</b>				
Texts	Reference	Substitution	Ellipsis	Conjunction
Text 1	0.91%	-	-	0.1%
Text 2	1.57%	-	-	-
Text 3	0.86%	-	0.07%	0.07%
Text 4	0.86%	-	-	0.21%
Text 5	0.65%	-	0.05%	0.29%
Text 6	0.76%	-	0.04%	0.2%
Text 7	0.53%	-	-	0.47%
Text 8	0.76%	-	-	0.24%
Text 9	0.76%	-	-	0.23%
Text 10	0.86%	-	-	0.14%
Text 11	0.57%	-	0.07%	0.36%
Text 12	0.62%	-	-	0.38%
Text 13	0.52%	0.02%	0.01%	0.4%
N	10.23%	0.02%	0.25%	3.09%

As it is shown in the table above, all items of grammatical cohesion are realized in the descriptive texts of English textbook “When English Rings a Bell”. They are reference, substitution, ellipsis, and conjunction. All the descriptive texts in this textbook of “When English Rings a Bell” analyzed apply reference. Moreover, the occurrence of reference appeared to be the most in textbook and the percentage of reference is the higher than another. Reference was the most dominant grammatical cohesion in the thirteen descriptive texts. The highest percentage of reference was in the text number two. It was 1.57%. After reference, second position was conjunction. The highest percentage of conjunction was the seventh text. It was 0.47%. The first text was the lowest percentage of conjunction, it was 0.01%.

The percentage of substitution and ellipsis are less than the other. The highest percentage of ellipsis was in the text number three and eleven. We only can found the form of substitution in the text number eleven with its percentage was 0.02%. For ellipsis, the highest percentage is 0.07% for the third text, then 0.07% for the eleventh text.

The summary of the used of cohesive devices in student’s textbook “When English Rings a Bell” by the seventh year students of Junior High School can be seen in the following figure.

Figure 1. The use of Cohesive Devices in student's textbook "When English Rings a Bell" by the seventh year students of Junior High School



Tabel 2. The grammatical cohesion found in When English Rings a Bell.

	Reference	Substitution	Ellipsis	Conjunction
<b>1.</b>	197	2	5	83
287				

$$m = Fx/N \times 100\%$$

Fx = sum of total grammatical cohesion found in the texts

N = amount of the text

m = mean

$$\begin{aligned} \text{So, } m &= 287/13 \times 100\% \\ &= 22.1\% \end{aligned}$$

To categorize whether or not descriptive texts are cohesively, the writer used certain criterion based on Halliday and Hasan, the data criterion as follows.

Tabel 3. The Number of Categories of Cohesive Devices In Percentage

Categories	Number of Cohesive Devices In Percentage
Poor	0-25
Fair	26-50
Good	51-75
Excellent	76-100

We can see from the table that the grammatical cohesion of descriptive texts of English textbook "When English Rings a Bell" is cohesive text in "poor" categories, since the rate of the percentage is 22.1% based on Halliday and Hasan's theory. From

the result, the writer concludes that “When English Rings a Bell” textbook is less of cohesive device which has important role as stated by Hasan (1968) cohesion occurs in a text if it has texture. In other words, a text is cohesive when the stretches of language are hung together with ties. According to Halliday and Hasan (1976), these ties could be grammatical or lexical. Therefore, if the text makes sense to the reader, then it is clear that the writer accomplished the use of cohesive devices well and cohesion can be defined as the links that hold text together and give it meaning.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

This research had proved that all items of grammatical cohesion were realized in the descriptive text of English textbook “When English Rings a Bell”. They are reference, substitution, ellipsis, and conjunction. The grammatical cohesion analysis of the textbook shows in the percentage: reference (10.23%), substitution (0.02%), Ellipsis (0.25%), and Conjunction (3.09%). Moreover, the occurrence of reference appeared to be the most in textbook and reference is the higher than another. “When English Rings a Bell” textbook is less of cohesive device which has important role as stated by Hasan (1968) cohesion occurs in a text if it has texture. In other words, a text is cohesive when the stretches of language are hung together with ties. According to Halliday and Hasan (1976), these ties could be grammatical or lexical. Therefore, if the text makes sense to the reader, then it is clear that the writer accomplished the use of cohesive devices well and cohesion can be defined as the links that hold text together and give it meaning.

### **Suggestions**

After drawing the conclusion, then the writer presents some recommendations as follow:

1. The readers can enrich their knowledge and more concern about grammatical cohesion.
2. For the author of the textbooks. They can use the findings as a consideration in arranging good textbook.
3. For the researcher. The writer recommends to other researchers that they may do some related researches in another object and in deeper, and better techniques.

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