CHAPTER I

INTRODUCTION

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1.1 Background of The Problem

Following the development of English teaching in Indonesian SMUs, the foremost and ultimate goal of teaching English at the SMU is to enable students to read English texts. This implies that the teachers should focus their teaching on developing the students' reading ability. This is quite reasonable because the majority of the students of English as a foreign language will have to read English texts in order to complete their university studies.

To develop this ability, SMU students should be trained accordingly during their school years. David E. Eskey (1983:130) states that:

> Being able to read is a skill that every learn-
> er must develop over time and with a great
> deal of practice to read for meaning.

Thus, SMU students should be trained to grasp the meaning of reading texts. To be able to do this, they should know the relationships of words, phrases, sentences, paragraphs, and longer discourses. In doing this, one of the most important things that a teacher should remember

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is to help the students to identify the logical relation-
ships by recognizing cohesive devices and analyzing
cohesive chains. To this point, Yue Mei-yun (1971:15)
states that:

> Cohesion has an important role to play in EFL
> reading, because it can improve students' EFL
> reading by analyzing cohesive chains and using
> cohesive devices as signposts.

Cohesive devices and cohesive chains are important
because they connect words, phrases, sentences, and
paragraphs to one another, so that they make a
meaningfully unified reading text. To this point,
Palmer (1980:16) states that: Within a text there
are several devices that help to give it cohesion. In
other words, Halliday and Hasan (1976:18) state
that: Cohesive devices make a text hang
together. These cohesive devices that are phenomena of
cohesion are often used in a text.

Cohesion holds segments of a text together, making
it semantic edifice. The importance of cohesion lies in
the continuity it expresses between one part of the text.
This continuity is necessary for the interpretation of
text. The continuity that cohesive relations bring about
is a semantic continuity. To this point, Halliday and
Hasan (1976:293) state that:

> A text is best thought of as a unit of a dif-
> ferent kind: a semantic unit. The unity that it
> has is a unity of meaning in context.

To call a sequence of a text is to imply that the
sentences display some kind of mutual dependence or
logical relationships. If we can help students identify
these relationships they will be able to recognize the
internal logical structure of a text and grasp the
textual meaning. In other words, Vivian Horn (1971:20)
says that:

> Students who read word-for -words may end up by
> failing to comprehend the meaning of the sen-
> tences in which the words occur, students may
> read sentence-by sentence and fail to grasp the
> meaning of a paragraph because they do not
> sense the relationships between sentences.

In the observation of the writer, logical
relationships are almost never discussed in reading
classes. What many SMU English teachers usually teach
is structure functions of sentences, tenses, etc,
even reading comprehension is presented and practised
as a service activity intended to reinforce the
grammatical points.

Under these considerations, the writer would like to
present steps and techniques in teaching logical
relationships: recognizing cohesive devices and analyzing
cohesive chains. Without knowing the cohesive devices,
cohesive chains, and the logical relationships that exist
in the text, it is difficult for the students to
comprehend reading text.

1.2 Statement of The Problem

In accordance with the background of the problem, the writer is interested in finding out:

"How can SMU English teachers make their students aware of the presence of logical relationships to help SMU students comprehend reading texts?"

1.3 Objectives of The Study

Derived from the problem stated above, the objectives of this study are:

1. To deal with reading comprehension skills, logical relationships, cohesion and their important roles in a text.

2. To propose the steps and techniques in teaching reading through identifying logical relationships.

1.4 Significance of The Study

Hopefully, with this thesis, SMU English teachers will be able to make their students aware of the presence of logical relationships so their students can comprehend the texts easily.

1.5 Scope and Limitation

This thesis is limited to the discussion of reading comprehension, the logical relationships and cohesion (cohesive chains and cohesive devices), steps and techniques in teaching logical relationships as a means to foster better understanding of the given texts.

1.6 Definition of Key Terms

To make the discussion in the following chapters clearer, the writer would like to give the definitions of some key terms used in this thesis. The key terms are:

1. Cohesion is a process whereby surface elements appear as progressive occurences such that their sequential connectivity is maintained. It's a process connecting words in phrases and in sentences within text so that their sequential connectivity is accepted (Robert de Beaugrande, 1980:19).

    In other words, cohesion is relations of meaning that exist within a text and that define it as a text (Yue Mei-yun, 1993:12).

2. Cohesive devices are components that cause surface elements to show progressive occurences so that their

sequential connectivity is maintained (Robert de Beaugrande, 1980:19).

Cohesive devices are also called connections (Wayne C. Booth and Marshall W. Gregory, 1991:150).

3. Text is the main part of a printed or written works, as distinguished from index, pictures, notes, and the like (Meriam-Webster, 1981:1198). Text contains series of functions which link together to produce a logical train of thought, expressed grammatically (Chris Kennedy and Rod Bolitho, 1984:41). It has a logical queue of thought that is expressed grammatically by words, phrases, sentences, paragraphs, etc which are linked together in the form of printed or written discourse.

4. Logical relationship or meaning relationship. Logical relationship is relationship of each sentence to the sentence preceding it (Vivian Horn, 1971:21).

5. Reading comprehension is viewed as the process of using the cues provided by the author and one's prior knowledge to infer the author's intended meaning (Peter H. Johnston, 1983:9).

6. Signal word is a word or phrase that functions as a connector in a sentence, between sentences, or between paragraphs (Arunee Wiriyachitra, 1982:150).

7. Critical reading is reading critically, or reading "between the lines" by looking for the meaning behind the author's words (Fraida Dubin, 1982:127).

1.7 Research Method

In writing this thesis, the writer does a library research. The material used for writing this thesis are taken from books and articles. In taking the material, the writer chooses the suitable books and articles with her topic, and then reads and analyzes them. If the books and the articles are suitable with her topic, the writer takes and synthesizes them in her thesis. Besides that, the writer also puts her own analysis to support the material taken from books and articles.

1.8 Organization of The Study

This study consists of five chapters. The first chapter is devoted to the introduction of the study which covers the background of the problem, statement of the problem, objectives of the study, significance of the study, scope and limitation, definition of key terms, research method, and organization of the study. Chapter two deals with reading comprehension. Chapter three is about logical relationships. The next chapter talks

about   steps and techniques in   teaching   logical

relationships. Finally, the last chapter   gives   the

conclusion of the study.