I. INTRODUCTION

This chapter discussed the followings points: introduction dealing with background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, and uses of the research.

1.1 Background of the Problems

English as a foreign language in Indonesia is taught as a compulsory subject, which is learned from junior high school through university level. The students are taught the four language skills that are, listening, speaking, writing and reading. When one learned a language, it means that he/she learned to communicate with other people using that language. Learning how to communicate is not only through listening and speaking but also through reading and writing. Reading is seen as a way of communication through printed materials. That material might contain information about science, technology, and knowledge. Because of that, one of the languages skilled that should be mastered by the students after following a set of teaching learning process at SMA is reading.

Reading itself is the process of understanding the printed text. Reading always came along with comprehension. In order words, no reading occurs without

comprehension. Keeping up with the demand stated above, particularly in education, the Indonesian government has declared that English is the first foreign language taught at schools. The purpose of teaching learning process in classroom was to develop students' knowledge. Among the skills, reading is the most important activity in any language class to consolidate and extend students' knowledge.

Most students of junior high school and senior high school have learnt English, but they were poor in reading. They did not know about the cohesive materials in reading, and they were not able to understand texts in reading comprehension. This indicated what the condition of students' reading comprehension was. And most students of senior high school were not able to identify and classify the words in written material into reference, substitution, ellipsis, lexical cohesion, and conjunction. That was why; perhaps they could not understand the content of a text. This process, which combines sentences to a meaningful unit, was called cohesion and could be subdivided into the categories: reference, substitution, ellipsis, conjunction and lexical cohesion. That was teaching the recognition of cohesive ties.

When the researcher did pre-observation, she faced that every student was able to read, but they were not able to identify and classify of cohesive ties. It might have been caused by the fact the students only had little vocabulary and felt afraid of making mistakes. For example, they could not express their idea when their teacher asked them to come in front of class. Therefore the researcher would try to improve their reading ability of letting the students identify cohesive ties.

Based on the background above, the researcher purposed a study to find out whether mastering cohesive ties could make the students understand about English texts and improve the students' reading ability through her research entitles "Problem of Cohesive Ties Identification in Understanding Reading Texts at The Second Year of SMA Muhammadyah Gisting"

1.2 Identification of the problems

Based on the background of the problems above, the writer identifying the following problems:

1. The students got difficulties in comprehending text. For example, they got difficulties in getting information from the text, finding ideas, finding details, making reference words, answer to questions based on the text and making inference from the text.

2. The students were not able to identify and classify the words in written material into reference, substitution, ellipsis, lexical cohesion, and conjunction in reading comprehension.

3. They could not tell their idea when their teacher ask them about materials. There were many aspects that caused their difficulties such as shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words.

4. The students did not know how to identify the cohesive ties in understanding reading texts and some factors which cause problems in comprehension a text.

5. Students' motivation was low when they were learning about reading. Students were not motivated when they learned English because they just

thought that English was just a subject for national examination. Besides, students felt bored when they were learning English.

1.3 Limitation of the Problem

Based on the identification of the problems above, the focus of the research was problems of cohesive ties in understanding reading texts and investigating the fact that most second year at SMA Muhammadyah Gisting.

1.4 Formulation of the Problems

Based on the background, some problems were formulated as follows:

1. What problems that arose during teaching the recognition of cohesive ties that faced by students?
2. What were the problems that arose while students worked on texts in group of two or three to identify the cohesive ties?
3. How were the students' opinion and feelings on the teaching of identification of cohesive ties in texts?

1.5 Objectives of the Research

1. To identify the problems that arose during the teaching of cohesive ties in reading text that faced by students.
2. To identify the problems that arose while students worked on texts.
3. To find out students' opinion and feeling toward teaching the recognition of cohesive ties.

1.6 Uses of the Research

The results of this research might have the following significances:

1. Theoretically, the results in this research were expected to support existing theories on cohesive ties.

2. Practically, it might be used as information to English teacher about the process of teaching the recognition of cohesive ties at to second year students and whether teaching the recognition of cohesive ties could be implemented in reading class at the second year.

1.7 Scope of the Research

This research was qualitative research. The research was conducted to the second year of SMA Muhammadyah Gisting. The research was focused on the students' problems that arose during teaching the recognition of cohesive ties, those that arose while students work on the texts in group to identify the cohesive ties, and the students' opinion and feelings toward teaching the recognition of cohesive ties. The students were expected to be able to identify and classify the elements of cohesive ties: reference, substitution, ellipsis, lexical cohesion, and conjunction used in the texts. To approach the elements and understanding cohesive ties, the concepts proposed by Halliday and Hasan (1994) were used while the text is defined using concept by narrative text.