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THE REFERENCE ANALYSIS OF HORTATORY TEXT IN PATHWAY TO ENGLISH

A THESIS

Submitted to the English Education Department of Faculty of *Tarbiyah* and Teaching Science of *IAIN Syekh Nurjati Cirebon* in Partial Fulfillment of the Requirements of Islamic Scholar Degree in English Education



Arranged By:
ADAH PUADAH
Reg. Number 1410130199

**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY
AND TEACHING SCIENCE OF SYEKH NURJATI STATE INSTITUTE
FOR ISLAMIC STUDIES
CIREBON
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RATIFICATION

This thesis entitled: **“THE REFERENCE ANALYSIS OF HORTATORY TEXT IN PATHWAY TO ENGLISH”** written by Adah Puadah. Reg. Number: 1410130199 has been examined on 11th July 2014. It has been recognized as one of the requirements for Graduate Degree in English Education Department of Faculty of *Tarbiyah* and Teaching Science Faculty of *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.

	Date	Signature
Chairman of English Education Department <u>Dr. Muslihudin, M.Ag</u> NIP. 19700116 200312 1 001	15 - 09 - 2014	
Secretary of English Education Department <u>Sumadi, SS, M. Hum</u> NIP. 19701005 200003 1 002	15 - 09 - 2014	
First Examiner <u>Tedi Rohedi, M.Pd., SE., Dipl.TEFL</u> NIP. 19680309 200801 1 017	11 - 09 - 2014	
Second Examiner <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	11 - 09 - 2014	
First Supervisor <u>Dr. Hj Huriyah Saleh, M.Pd</u> NIP. 19610112 198903 2 005	11 - 09 - 2014	
Second Supervisor <u>Mustopa, M.Ag</u> NIP. 19660815 200501 1 003	11 - 09 - 2014	

Acknowledge by,
 The Dean of *Tarbiyah* and Teaching Science
 Faculty of *Syekh Nurjati* State Institute for
 Islamic Studies (IAIN) Cirebon



Dr. Saefudin Zuhri, M.Ag
 NIP. 19710302 199803 1 002



ABSTRACT

Adah Puadah. 1410130199. The Reference Analysis of Hortatory Text in Pathway to English.

This research has two aims (1) to find out the common reference which used at hortatory text in Pathway to English, (2) to know the reference contribution in meaning construction.

Textbook is one of instrument in teaching and learning progress. It has a great role in teaching learning, it is like guidance for teacher in teaching and it can be a reference for student in studying. Textbook is also any stretch of language which is held together cohesively in meaning (Feez & Joyce, 2002: 4). Pathway to English textbook for the tenth grade is one of book which in newest curriculum that is 2013's curriculum which used as the student's book which has many activities and kinds of text on it. The hortatory is one text that students grade X should be mastery of it. Hortatory text is one of text which often we meet in public information such as magazines and newspapers (Sudarwari & Grace, 2013: 199). Hortatory text is reader's analysis from popular issues that has become his concern. Hortatory text is always send by reader to editor for publication, it may also be written as a support or opposition to the publication stand on a particular issues or as a commentary to another letter to editor. Meanwhile reference is defined as a type of linguistic expression that can be used to refer in a definable context for a particular purpose (Yoshida. E, 2011:15). So, reference used to analyze the context of text.

This research method is discourse analysis research. It means that analyze the data(language) deeply by the cultural, context and situation (Brown and Yule, 1983).

For the first question, 'how does the common types of reference which found in hortatory text?'. Based on the feature that have been found in the hortatory text, there are three feature; anaphoric, homophoric, and cataphoric. For the types of reference, the researcher found 38 (thirty-eight) reference which divide into three, those are; 11 (eleven) or (29%) personal reference, 17 (seventeen) or (44%) demonstrative reference, and 10 (ten) or (27%) demonstrative reference. It is indicate that the commonly reference type which found the hortatory text is demonstrative reference type.

For the second question that is 'how does selection reference contribute in meaning construction?'. Here the researcher analyzed one hortatory text only which found in Pathway to English by the title " Earthquakes don't Kill People, Poorly Constructed and Buildings do! " that written by Iwan Gunawan in December, 3th 2009. The contribution of reference means to know the feature of the hortatory text by the feature of reference that found of it. It can be explain as 25 (twenty-five) of anaphoric reference feature, 18 (eighteen) of homophoric reference feature, and 5 (five) of cataphoric reference feature. Eggins (2004:334) stated that if there is anaphoric as the common feature in a text and homophoric happened in many times, it indicates the text is spoken mode. By those view, the researcher got the conclusion that the hortatory text is spoken mode.

Key words: *Hortatory text, Reference*



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CHAPTER I INTRODUCTION

1.1 Research Background

Reference is the new term in the researcher's ear whereas it always found in every text. Reference is also one of component which cannot be separated of text. Hence, learning reference is one of the important things in reading or writing activity. In every single text there are so many references that have been found when we are reading or writing. They need identification for each single so that the main idea of the text is clear. To do that, we need an understanding what is reference exactly? Well, Finegan (2008:192) stated reference concerns the ability of linguistic expression to refer to real world entities".

Other cases, found in listening and reading session in final examination, final national examination, Toefl, and another test that consist of it. In listening test, always asked to indicate the dialog by its pronoun, its degree, modifier, and determiner. Meanwhile in reading test, always used reference as question such as; "it in paragraph 3 line 2 refer to...". It makes dizzy if we don't understand about reference.

Here, in this research conducted to analyze reference at hortatory text in Pathway to English textbook for senior high school which supposed to find out the common reference that used in that text and how can the reference contribute in meaning construction of text.

Reference is part of cohesion which can't be separated from text and it also as the marker whether the text can be understood clearly or not. Halliday and Hasan (1976:4) state that cohesion refers to relation of meaning that exist within the text and that defines it as a text. Furthermore they explained cohesion is a semantic relation between an element in the text and some other elements that are crucial to the interpretation of it, elements here called presupposing (a pronoun) and presupposed (its referent) which are depend on each other.

Definition of reference stated by Gerot and Wignell (1994)" reference refer to systems which introduce and track the identity of participants through text and it is related to textual meaning". By referring will not find any difficulties in build a sense, because the sentences connect to each other. Here some example that given a description of reference in a text :



- (1) Three amazing black cat ! see how they run !
- (2) The doctor gives medicines to the patient after he had checked him.

From the examples above, we can see that between texts (1) and (2) constitute two or more clauses. They use cohesion mark to connect each other. The cohesion mark that used is reference exactly personal reference which realized with the word *they* in sentence (1) which has function to preceding text and describing *three amazing black cat*. In sentence (2) the reference marker are *he* and *him*. They also have function to preceding text and describing more clearly the word *the doctor*. How if don't use reference ? the text will redundant and not effective. Besides that, the reader will confuse when read it because so many repetitions that have been found.

Reference as the particular types of cohesion has contribution to point the text is good writing or not because cohesion is also one of the characteristics of good writing. Boardman (2008:18) stated that writing in English must have the characteristics of cohesive, coherence and unity. A sentence called cohesive if found cohesive marker on it, such as conjunction, reference and so on. Meanwhile Boardman and Frdenberg (2008:18) state that a sentence called coherence when had the supporting sentences in order to the reader understand the writer's idea easily. Then unity, is supporting idea of the sentence which directly explain the main idea of the sentence. Oshima and Hogue (2006:18-19) state that unity is a paragraph which discusses one and the only one main idea from beginning until the end. Here are example of sentence are cohesive, coherence and unity

Hana is a clever girl in the class. She always got the best score in examination and got many appreciations in all of competition that followed such debate competition, speech competition, writing poem competition until traditional dancing many other competitions. She always works hard to get all of dream. she always used her part time to study and study, it proved when she is back to her home after school she always reads and understand more the material that have been discussing in the class. In the night she always search other reference that supporting with the lesson tomorrow. In the morning before she go to school or after prayer subuh she always reread the sources that have been search.

From the text above, we can see that cohesive, coherence and unity by each mark. Cohesive because it found cohesive mark that is reference by the word *she*. Then it also cohesive



because it has supporting sentence which makes clear main idea. Next unity, of course it is unity because every supporting sentence directly explain and related the main idea.

Another that, a text cannot separated with the context in order to find out the writer's message on it. Halliday and Hasan (1989:10) state that the context itself includes field which is realized by ideational, tenor which realized by interpersonal, and mode is realized by textual.

One ways for knowing the context of the text understands the reference. The reference help the reader in knowing the text. Halliday and Hasan in their book "Cohesion in English" divide reference in two three types; personal reference, demonstrative reference, and comparative reference.

The use of reference can found in texts as the result of writing activity. Writing is the activity in exploring idea as the reflection in language knowledge in form of written text, it can be descriptive, argumentative, assay or narrative. Every writer hope their writing can be understand easily by reader and they will try maximally for it. As Toby Fulwiler (2002) cited in Richard and Miller (2005:39) stated writers must believe in what they write and then through language they must persuade readers that what they say is true. It proved in argumentative writing such in hortatory text, the writer try to persuade reader hardly.

In the newest Indonesian curriculum exactly 2013's curriculum, it found any differences with the last curriculum. In the last curriculum exactly for the tenth grades of senior high school, it was yet to teach hortatory text and now the students of it should be mastery in writing hortatory text.

It is an amazing lesson that students with multiple background have to mastery in writing hortatory text. It also the crucial issues more over as the researcher experienced in teaching them have yet understood about reference furthermore the structure of hortatory text and make it. Whereas all of texts consist of reference.

By those phenomenon that reference has a big contribution in a good writing, the researcher wants to find out the reference at hortatory text in Pathway to English course book for senior high school tenth grades and takes the title " The Reference Analysis of Hortatory Text in Pathway to English". It will analyzed the common reference which found in the text and how can reference contribute to meaning construction?.



1.2 Research Formulation

1.2.1 The Identification of Problem

The identification of problems in this research which is the researcher will investigate, those are :

- 1.2.1.1 What is the definition of reference?
- 1.2.1.2 What are types of reference?
- 1.2.1.3 What is the function of reference?
- 1.2.1.4 What is common reference in hortatory text?
- 1.2.1.5 How does reference contribute in meaning construction?

1.2.2 Delimitation of Research

This research with the title “The Reference Analysis of Hortatory Text in Pathway to English” will focus two points. The first, the researcher analyzed the kinds of reference that found in hortatory text. The second, is analyzing how reference contribute in meaning construction.

1.2.3 The Research Question

- 1.2.3.1 What types of reference are common used at hortatory text in Pathway to English?
- 1.2.3.2 How does such selection of reference contribute in meaning construction?

1.3 The Aims of The Research

There are some aims of research based on the research question, those are :

- 1.3.1 To find out the common reference which used at hortatory text in Pathway to English.
- 1.3.2 To know the reference contribution in meaning construction.

1.4 The Benefit of The Research

This research has benefits and valuable contribution to :

- 1.4.1 Teacher
 - 1.4.1.1 The result of the research hoped to give contribution in learning activity especially in learning writing.



1.4.1.2 The result of the research hoped to give a new view in learning reference before start to write.

1.4.2 Student

1.4.2.1 The result of the research hoped to give deeply explanation about reference.

1.4.2.2 The student can use kinds of reference in their writing.

1.4.3 Next researcher

1.4.3.1 The result of the research can be used as reference in doing similar research in the different area.

1.4.3.2 The next researcher should be tries in different area such as deictic analysis, ellipsis, and other.

1.5 The Theoretical Foundation

This part will discuss the theory of text book, hortatory text and reference. Here, the writer tries to describe deeply about the definition of reference, textbook, hortatory text and as edition there are also another types of grammatical cohesion such as conjunction and substitution as follow :

1.5.1 The Definition of Reference

Reference is one of grammatical cohesion types, and the function is to precede within and outside text. Halliday and Hasan (1976:32) stated reference is semantics relation between an element and the other in the text in which the interpretation of the element involves that act of referring to be a preceding or following element. Furthermore they differentiate reference in two parts; exophoric reference and endophoric reference. Exophoric reference refers to situational reference and endophoric reference refers to textual of the text. Meanwhile Yoshida (2011:15) defined reference as types of linguistic expression that can be used to refer in a definable context for a particular purpose.

Exophoric reference or situational reference is interpretation of text's element by referring to something outside in knowledge of the word in a text. For examples *I, you, we, my, she, he and others*.

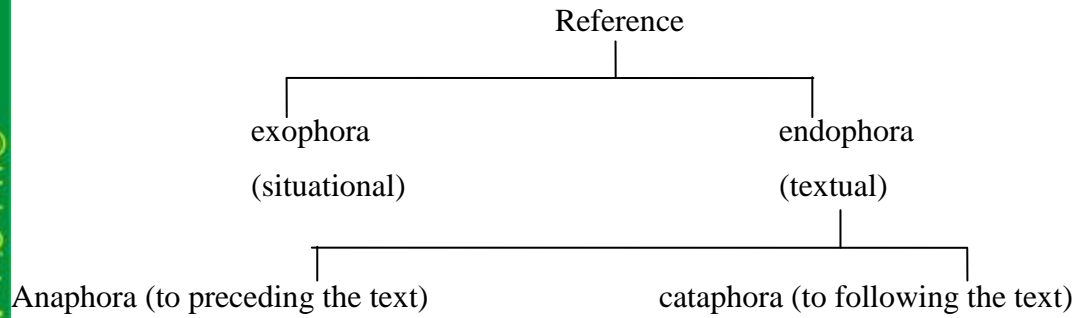


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Endophoric reference or textual reference is interpretation of text's element by referring to something as identified in the surrounding text. Halliday and Hasan (1976) divide endophoric reference in two parts; anaphoric and cataphoric such as diagram below:

1.1 the diagram of reference



Anaphora (to preceding the text) points to what has been mentioned before and cataphoric refers to something in the following word or phrase. Furthermore Halliday and Hasan (1976:37) define reference into three types; personal reference, demonstrative reference and comparative reference.

1.5.1.1 Personal reference

Halliday and Hasan (1976:43) classify the category of personal includes the three classes of personal pronouns, possessive pronouns and possessive adjective. There is no general name in this category in traditional grammar, because the members of it belong to different classes with diverse structural roles; but in fact they represent a single system that is person. As in tabular form below:

Table 1.1 personal reference

<i>Semantic category</i>	Existential	Possessive	
<i>Grammatical function</i>	Head		Modifier
<i>Class</i>	Noun (pronoun)	Determiner	
	I me	Mine	My
	You	Yours	Your
	We us	Ours	Our
	He him	His	His



She her	Hers	Her
They them	Theirs	Their
It	(its)	It's
One		One's

*adapted(Halliday&Hasan (1976:38)

For example :

He is the handsome boy that I ever met. *He* always keeps his style neat and fragrant. *He* also helpful and kind person, *he* is Sugi Kusnandi Jayadiningrat.

The word *he* refer to Sugi Kusnandi Jayadiningrat, it is cataphoric reference which modifying the following word or phrase.

1.5.1.2 Demonstrative reference

Table 1.2 demonstrative reference

semantic category	selective		nonselective
grammatical			
function	modifier/head	Adjunct	Modifier
Class	Determiner	Adverb	determiner
proximity:			
Near	this-these	here(now)	
far			
neutral	that-those	there -then	The

Based on the table above, Halliday&Hasan (1976:57) stated demonstrative reference is essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity. The circumstance (adverbial) demonstrative *here*, *there*, *now*, and *then* refer to the location of a process in space or time, and they normally do so directly, not via the location of some person or object that is participating in the process; they typically as Adjunct in the clause not as element within the nominal group. They have a secondary function as qualifier. The remaining (nominal) demonstratives *this*, *these*, *that*, *those*, and *the* refer to the location of something, typically some entity- person or object- that is participating n the process; they therefore occurs as elements within the nominal



group. They belong to the class of determiners, and have the experiential function of Diectic; in the logical structure they function as Modifier or as head, with the exception of *the* which is as modifier only.

Likes personals, the demonstrative regularly refer exophorically to something within the context of situation. This is the primary form of verbal pointing; it may be accompanied by demonstrative action in the form of a gesture indicating the object referred to.

The selective nominal demonstrative; this, these, that, those

1.5.1.2.1 These demonstrative occurs extensively with anaphoric function in all varieties of English. In principle, they embody themselves three systematic distinctions:

- a) Between ‘near’ (this, these) and ‘not near’ (that, those)
- b) Between ‘singular’ (this, that) and ‘plural’ (these, those)
- c) Between modifier (this, etc, plus noun,)

eg: this tree is an oak . Head (this, etc, without noun, eg: this is an oak)

All these distinctions have some relevance to cohesion, in that they partially determine the use of these items in endophoric(textual) reference.

1.5.1.2.2 Near and Not Near; this/these versus that/those

Both *this* and *that* regularly refer anaphorically to something that has been said before. In dialogue there is some tendency for the speaker to use *this* to refer something he himself has said and *that* to refer something said by his interlocutor.

1.5.1.2.3 Singular and Plural; this/that versus these/those

In general this distinction follows the expected patterns; *this/that* to count singular or mass nouns, *these/these* to count plural. The most important different is that which separates the singular forms used head (*this* and *that* without noun.



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Otherwise, Halliday and Hasan (1976:52) noted simply that the plural forms may refer anaphorically not merely to a preceding plural noun but also to set that are plural in meaning. For example:

“ where do you come from?’ Said the Red Queen. ‘ and where are you going? Look up, speak nicely, and don’t twiddle your finger all the time’.

‘Alice attended to all this directions, and explained, as well as she could that she had lost her way’.

Conversely the singular demonstrative may refer to a whole list irrespective of whether or not it contains items that are themselves plural:

‘ I’ve ordered two turkeys, a leg of lamb, some cooked ham and tongue, and two pounds of minced beef. Whatever are you going to do with all that food?’.

But these uses follow from the general nature of anaphoric reference items, that they refer to the meanings and not to the forms that have gone before

1.5.1.3 Comparative reference

Table 1. 3 comparative reference

Grammatical function	Modifier: Deictic/Epithet	Submodifier/A djunct
Class	Adjective	Adverb
General comparison :		
Identity	Same identical equal	
General similarity	Similar additional	
Difference (it non-identity or similarity)	Other difference else	
Particular comparison :	Better, more, etc (comparative adjective	So more less equally



	and quantifiers)	
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It is in the nature of comparatives that, of all reference items, they are the ones that are most typically anaphoric rather than exophoric. This is to be expected. Personal and demonstrative both involve a form of reference that is inherently extra linguistic, thought it may be reinterpreted in linguistic terms: reference to speech roles (the roles of the participants in the communication process), and to proximity to the speaker, is a essentially reference to the situation, and only ‘third person’ personals, whose situational definition is a purely negative one-person or thing other that speaker or addressee have the anaphoric function as the clearly predominate one, with exophoric reference being only secondary with comparison, however although the relationship is still clearly a referential one (in the sense in which we are using the term), the specific nature of this relationship that of likeness or comparability between things make it more probable that the things which are being related to one other should be at the same level abstraction; in other words, Halliday dan Hasan, (1976:83) stated that that both the comparative and its reference should be located at the semantics level (in the text) rather than the one in text and the other in the situation.

1.5.2 Semantics Distinction in The Personal System

There are distinction to be made between the speech roles (first and second person) and the other roles (third person). Personal referring in speech roles is typically exophoric; this includes *I* and *you*, and *we* meaning ‘you and I’. They become anaphoric however in quoted speech and so are normally anaphoric in many varieties of written language, such as narrative fiction. In narration the context of situation includes a ‘context of reference’, a fiction that is to be constructed from the text itself, so that all reference within it must ultimately be endophoric. A written text as whole, however still has its outer context of situation, in which the writer may refer exophorically either to himself, as *I* or *we*, or to his reader as *you* or both. Furthermore Halliday&Hasan (1976:50) added this happens in letter writing, in the first person narrative, in advertising, official documents addressed to the public and in noticed.



1.5.3 Speech Roles and Other Roles

Personal referring to other roles (persons or object other than the speaker or addressee) are typically anaphoric; this includes (he, she, it, and they, also the third person component of we). As in the following (Halliday&Hasan, 1976:51).

Table 1.4 speech roles and other rules of reference

	Speech roles	Other rules	
	<i>I, you, we(I and you)</i>	<i>he, she, it, they,(and others)</i>	
Typically	exophoric (noncohesive): speaker, addressee(s); writer, reader(s)	anaphoric (cohesive); Pronoun or thing previously Referred to	
	Secondarily	anaphoric (cohesive)	exophoric (non cohesive):
		speaker addressee	Pronoun or thing identified
in quoted speech		In the context of situation	

1.5.4 Extended Reference and Text Reference

The word *it* differs from all other personals in that it may refer not only to a particular person or object, some entity that is encoded linguistically as a participant- a noun or nominal expression – but any identifiable portion of text. This actually comprises two rather distinct phenomena both of which are illustrated in the following example:

“ My husband and I are leaving from our home. We have seen Andi is hugging his pet looks like happy in his yard, probably it is the newest one “.

By the sentence above, we can identify that the word ‘*my husband and I*’ or we can change with the word ‘*we*’ is typically exophoric, because there is no person or thing previously referred to, it can be anaphoric when that word has previous reference. The word ‘*we*’ in “*We have seen...*” is anaphoric because it has previous reference that is “*My husband and I*”. the next the word ‘*his*’ in the sentence “*Andi is hugging his pet...*” is anaphoric because it has previous reference that is “*Andi*”. Then, the word ‘*it*’ in the sentence “ *it*



probably the newest one” is anaphoric because “*pet*” as its referred and it called extended reference (the reference is a thing). Meanwhile, (Halliday&Hasan, (1976:52) said “when the reference is sentence form called text reference”.

1.5.5 The Definition of Textbook

Textbook is one of instrument in teaching and learning progress. It has a great role in teaching learning, it is like guidance for teacher in teaching and it can be a reference for student in studying. While Feez & Joyce (2002: 4)textbook is also any stretch of language which is held together cohesively in meaning. The choice of an English text book in language schools worldwide is often taken too lightly, which can lead to serious repercussions for both teachers and students. The selection of an inappropriate textbook is likely to act as a straightjacket, forcing teachers to grapple with material that is too difficult or irrelevant and fails to engage learners.

Pathway to English for Senior High School is the compulsory Textbook for tenth graders in teaching learning process based on new curriculum namely 2013’s curriculum. *Pathway to English* published by Erlangga, it is the first English book of new curriculum for senior high school. There are many kinds of text that found in *Pathway to English* book such as descriptive, recount, report, news item, hortatory exposition, explanation, and discussion.

In this research the researcher choose hortatory text because it is one of genres that give a big chance to students should be mastered by tenth year students of Senior High School as stated in 2013’s curriculum.

1.5.6 The Definition of Hortatory Text

Hortatory text is one of text which often we meet in public information such as magazines and newspapers. While Sudarwari & Grace (2013: 199) stated “Hortatory text is reader’s analysis from popular issues that has become his concern”. Hortatory text is always send by reader to editor for publication, it may also be written as a support or opposition to the publication stand on a particular issues or as a commentary to another letter to editor. The letter can also be sent to public officials, such as ministry or president regarding issues of concern and should be finished quickly.



There are kinds of hortatory text, such Sudarwari & Grace(2013: 199) explained that there are two kinds of hortatory text those are hortatory exposition and analytical exposition. Both of them have similarity in function to persuade the reader or listener to something should or should not be done. They also added, If it differentiates from each other, it can be seen in generic structure in the end of text. Hortatory exposition structure consists of thesis, argument and ended by certain recommendation. Meanwhile hortatory analytical structure consists of thesis, argument and ended by a reiteration but the function still same to persuade reader or listener.

Hortatory as reader's reflection of information and situation that have been read and synthesize need a sharp analysis and more than understand of news that have publicized. To make hortatory text, people need much time to pass more than two steps. Firstly, people should read the information or analysis the events that happen around them. Secondly, they take note the point of information and synthesize it as paraphrase and write it as paragraph. More than that, the writer should provide recommendation for solution or reiteration as emphasizing that problem is important. Here the writer not only gives comments but also he has to provide the option of solution. This makes different with other text which researcher interests to take it as object of the research.

The type of hortatory text which the writer used is hortatory exposition. It proved by the end of the text gives some recommendation and idea to what should be done of reader as the sentence below :

First, without necessarily creating fear, it should be possible to educate the public about the risk of disasters in their areas and the buildings in which they live. Hazard zoning maps that show different degrees of disaster risk could be made available to the public. In areas where there is an immediate danger of an earthquake, landslide, flash flood or tsunami, warning signs could be posted to help register the needs for cautions and appropriate safety precautions and reactions.

1.5.7 Conjunction

The second type of grammatical cohesion after reference is conjunction. According Dictionary of Language Teaching and Applied Linguistics (2002:188) “ conjunction is a word which joins words, phrases, or clauses together”. Conjunction describe cohesive not



directly, through certain meaning. Halliday and Hasan (1976:226) stated meanings are not primarily devices for reaching out into the preceding (or following) text, presuppose the presence of other components in the discourse. It means that conjunction can interpret meaning.

Halliday and Matthiessen (2004) divide conjunction into three types; elaboration, extension and enhancement. They describe the differences from each other in a text to make clear cohesive relation.

1.5.7.1 Elaboration is a relationship of statement or re-clarification in one sentence or in previous sentence. Halliday and Matthiessen (2004:541) classify elaboration into two types; apposition and exploration. The word that used; *in other words, that is, I mean, to put in other way and etc.*

1.5.7.2 Extension is a relationship either addition or variation. Halliday and Matthiessen (2004:543) stated that addition is either positive *and*, negative *nor*, or adversative *but*; since the adversative relation plays a particularly important discourse, and variation includes replacive *instead*, subtractive *except* and alternative *or*. They also listed typically conjunction include; *moreover, in addition, on the other hand, on the contrary, instead, and, so, nor, alternatively, except for that, apart from that.*

1.5.7.3 Enhancement is the way one sentence can develop other sentence on meaning. Halliday and Mattheissen (2004: 542-543) classify enhancement into four types are; temporal, manner, causal conditional, and matter. They also shows the conjunction that common used are; *then, next, finally, soon, the end, after a while, t once, at this moment, here, now, at this point, likewise, similarly, therefore, thereby, in this view, as the result, in this case, otherwise, however, nevertheless, if not, elsewhere* and etc.

For example :

I do love you *however* black of your life..

1.5.8 Substitution

Substitution is one grammatical cohesion which has relation with linguistic in wording and phrasing. Halliday and Hasan (1976:88) defined “substitution is a relation in the



wording rather than in the meaning”. Here are the differences between substitution and reference, when substitution relate to the lexicogrammatical level of the word and phrase while reference relate to the semantic level of sentence’s meaning. They also classify substitution into three part; nominal, verbal, and clausal. Nominal substitution is substitute by the word *one/ones* as head in a sentence. While verbal substitution is using the word *do/does/did* as a verb in a sentence. Furthermore clausal substitution is using the word *so* for positive and adding *not* for negative form. For example:

- a) All kind of flowers have been planted by me, but I never plant this *one*. (nominal substitution).
- b) It is better if you go now!, and I think you will glad to *do* so. (verbal substitution).
- c) Is she going to pass the exam?
 I hope *so*. [I hope she is] ...> (clausal positive substitution)

1.5.9 Ellipsis

Ellipsis refer to lexicogrammatical level of the word and phrase in sentence which there are some messages is nothing(missing) so that Halliday and Hasan (1976: 143) called “ellipsis is substitution by zero”. Then they classify the ellipsis into three kinds as substitution; nominal, verbal, and clausal ellipsis.

Halliday and Hasan (1976: 147) said “ nominal ellipsis is ellipsis within the nominal group”. It shows the functional of word as numerative, epithet and deictic. For example:

There are my funny white rabbits in the stall. There are eating

If we completed the sentence above by adding nominal ellipsis, it become *There are my funny white rabbits in the stall. There my funny white rabbits in the stall are eating.*

Verbal ellipsis is ellipsis within the verbal group. Halliday and Hasan (1976: 167) stated that there is only one lexical element that is the verb itself. For example:

Have you been bathing? Yes, I have.

The verbal ellipsis from the example above is “*been bathing*” in answer’s clause. When we completed it can be “*yes I have been bathing*”.

Clausal ellipsis consists of two parts that is modal and propositional. Modal consist of WH-question. As in example:

Who was bathing? Joko was



Who was playing with the funny white rabbit? Hellen was

1.6 The Significance of Research

This research has two significances; theoretically and practically. This research contributes the theoretical significance regarding to semantics study especially the phenomenon of reference in texts. The research product is hoped to be able to increase the development and understanding of language learning, exactly in semantics field.

Semantics closest toward someone's discourse in daily life. It is crucial in our society where there are many problems because of misunderstanding in spoken or writing text. The problems appear cause of missing explanation, or using ambiguous sentence from the writer to reader. The researcher believes that this is not a small problem when it happens many times.

Dealing with the crucial problem itself, the language has to use accurate and efficient. To do that, we can use reference and accurate word in every written so that misunderstanding can be minimized.

In practically using reference in any kinds of written can help us to avoid misunderstanding and missing meaning in our written. For this research, the researcher is hoped to establish the writer's and reader's awareness have better in written by always using reference in all of sentence that produced.

1.7 The Method of Research

1.7.1 The Objective of Research

The objective of research is semantics field.

1.7.2 The Object of Research

The researcher takes data from hortatory text in *Pathway to English* textbook.

1.7.3 The Method of Research

This field of the research is semantics study. This research design qualitative research which used discourse analysis. Brown and Yule (1983)cited Paltridge (2000:3) defined "discourse analysis is the analysis of social and cultural setting of language in use". It means that the researcher analyzes deeply of social and cultural of language use in the hortatory text.

1.7.4 The Source of Data



Data have crucial role in the research, in this research uses both of two data are primary data source and secondary data source, it will be explained as follow:

1.7.4.1 The primary data

The primary data source is *Pathway to English Textbook* . The data will used to find out the question number 1 and 2, namely what types of reference are common used at hortatory text in *Pathway to English* and how does such selection of reference contribute to meaning construction.

1.7.4.2 The secondary data

Secondary data source in this research is supporting data of the research that give more detail explanation from primary data source. It also uses to get deeper understanding of the observation in this research field. The secondary source comes from interview with the expert, electronic media and non electronic media. Those are related with its book and the reference at hortatory text. All of them are data no observer (Arikunto, 2010:48)

1.7.5 The Technique for Collecting Data

In collecting the data, the hortatory text in *Pathway to English Textbook* are being source for all data which contain reference. Therefore, some steps are necessary to decide procedure of data collection as follows:

- Looking for the hortatory text in the book by the title “ *Pathway to English*”.
- Reading and understanding hortatory text in *Pathway to English* textbook.
- Categorizing and coding all of clauses based on types of reference.

Analyzing and counting the amount of references are found at hortatory text in *Pathway to English* textbook.

1.7.6 The Technique for Analyzing Data

Data analysis in qualitative research is an iterative and continuously comparative process that involves reducing and retrieving large amounts of written (and sometimes pictorial) information (Fraenkle, et al.2012:436). In this research, the researcher analyzes the reference are common used in hortatory text and how reference contribute in meaning construction of text.



1.7.7 The Research Time

The research will be begin on May 01 and end on July 30, 2014. It is more than enough for investigation this qualitative research.

NO	DATE	ACTIVITY
1	April, 01-15,2014	Organizing research proposal
2	April, 16-30, 2014	Reading and understanding of hortatory text in “Pathway to English Textbook”
3	May, 1-15, 2014	Categorizing and coding all of clauses based on types of reference
4	May, 16-30, 2014	Reorganizing chapter I
5	June,1-15, 2014	Organizing chapter II
6	June, 16-30, 2014	Organizing chapter III
7	July, 1-15, 2014	Organizing chapter IV

1.8 The Literature Review

The literature review used to show the difference’s gap of each research. Here are some literature review that the researcher provide to make sure my research are different with others.

The first from Susilo by the title “The Cohesion of Recount Texts in *Look Ahead*; English Textbook For Tenth Grades Published By Erlangga.

The writer used library research. In carrying out the analysis, he took seven recount texts from the textbook as the object of analysis. Then the writer divided into clauses in order to find the cohesive devices (including grammatical or lexical cohesion). Next, each clause was identified in terms of both. First, grammatical cohesion they are reference, substitution, ellipsis and conjunction. Second, lexical cohesion they are reiteration and collocation. Then, the writer put the number of cohesive devices in the form of percentage.

Finally, the writer made an interpretation based on the result. In the first recount text, the percentage calculations of grammatical cohesion were 75.86% and the lexical cohesion was 81.82%. However, in the second recount text, the percentage of grammatical cohesion was higher than the lexical cohesion. It was 74.89%. Meanwhile, the lexical cohesion was 66.67%. In the third text, the lexical cohesion was the highest, 100%. The grammatical cohesion was 65%. In the fourth and fifth texts, the dominant cohesion was lexical cohesion. They were 75% and



63.33%. Meanwhile, the grammatical cohesion was 53.33% and 63.16%. Furthermore, in the sixth and seventh texts, the dominant cohesion was still lexical cohesion. They were 53.33% and 70%. The grammatical cohesion was only 46.67% and 40%. The averages from all of recount texts are 59.86% for grammatical cohesion and 72.88% for lexical cohesion. From the calculation, it implies that the analyzed recount texts have good cohesion (according Hasan and Halliday's theory: 51%-75% is good criterion) both grammatically and lexically because almost all.

The second come from Aan Nova Haryani (2009) by the title "Carrier Advice Article" . she is from Andalas University. Her research was about lexical cohesi: and use the discourse analysis as her research methodology. The aims of her research to find out what types are used in article and the function of its and find out what types of cohesion that common appear. The result of the research as 70,08 % of repetition, 11,9% synonymy, 2,5% anthonymy, 4,12 hyponimy, and 6,4% collocation in the text.

The third from Novitasari by the title "Analysis of Reference in Holy Quran in Juz 29 Surah Noah". She was from national university, she did the research to know how many anaphora and cataphora are found in surah Noah. She uses content analysis approach for this study and she found 85% of anaphora and 15% of cataphora.



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