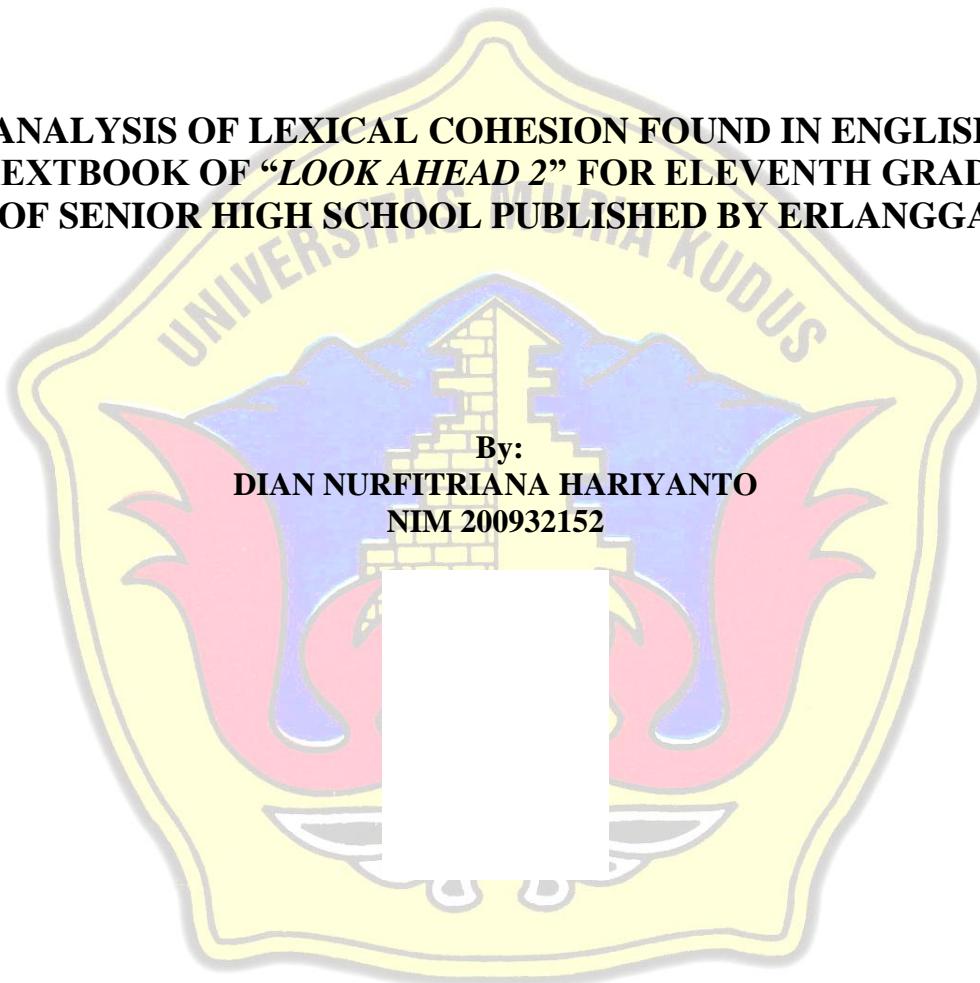




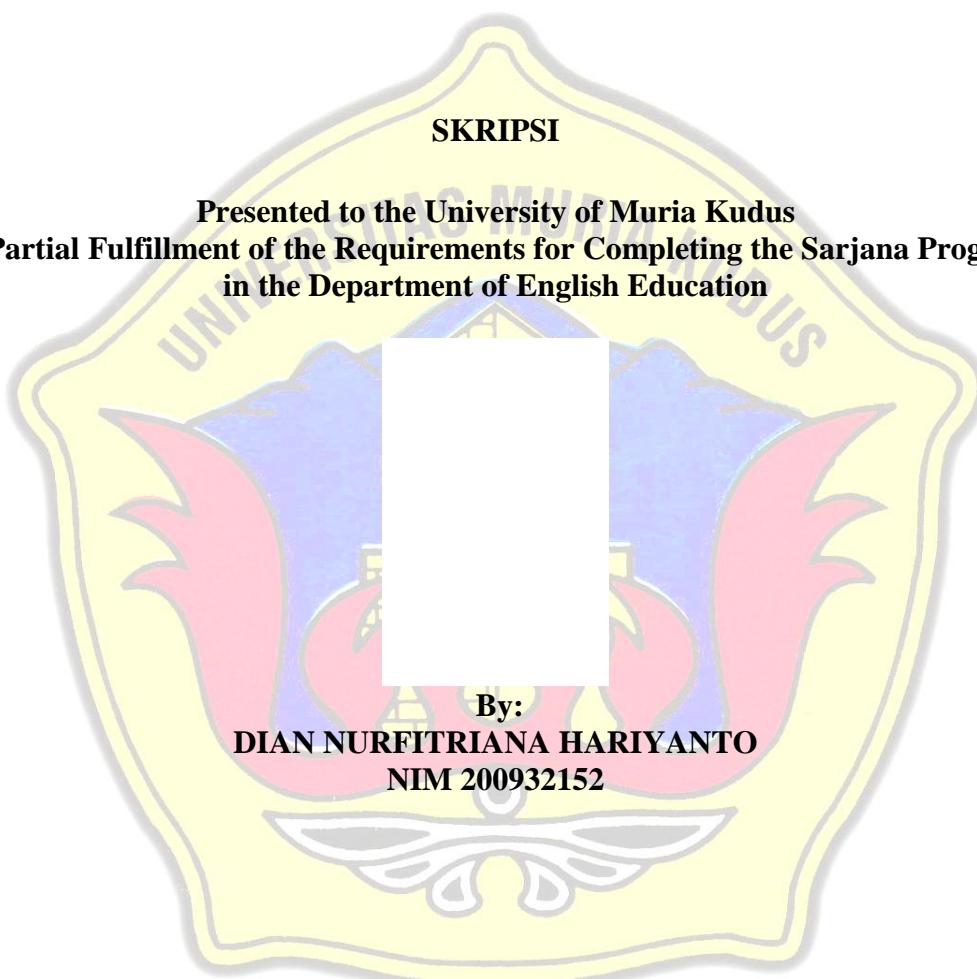
**ANALYSIS OF LEXICAL COHESION FOUND IN ENGLISH
TEXTBOOK OF “LOOK AHEAD 2” FOR ELEVENTH GRADE
OF SENIOR HIGH SCHOOL PUBLISHED BY ERLANGGA**



**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2013**



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MURIA KUDUS UNIVERSITY
2013**

MOTTO AND DEDICATION

MOTTO

- ❖ Failure is the way God tells us to take another way
- ❖ There is a will there is a way



ADVISOR'S APPROVAL

This is to certify that the skripsi of Dian Nurfitriana Hariyanto (2009 32 152) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, 24 July 2013

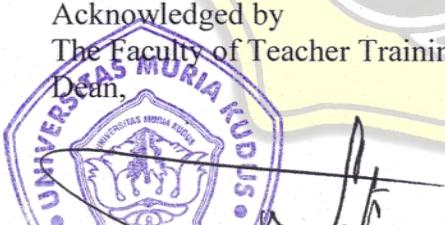
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Dean,

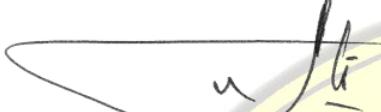

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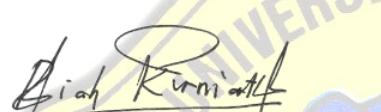
This is to certify that the Skripsi of Dian Nurfitriana Haryanto (2009 32 152) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

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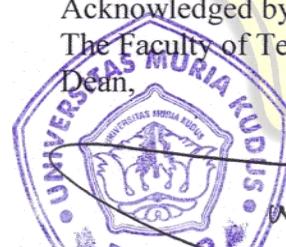

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Her final project will never get success without any interference from other people, she would thank to the following people who have contribution in her final project. She expresses her gratitude to:

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2. Diah Kurniati, M.Pd, as the head of English Education Department of Teacher Training and Education Faculty of Muria Kudus University and also the advisor for this final project.
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Finally, she really realizes that this final project still needs the constructive criticism and suggestion from the readers.

Kudus, 24 July 2013

Dian Nurfitriana Hariyanto

ABSTRACT

Hariyanto, Dian Nurfitriana. 2013. *Analysis of Lexical Cohesion Found in English Textbook of "Look Ahead 2" for Eleventh Grade of Senior High School Published by Erlangga. Skripsi*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Dr. Drs. Slamet Utomo, M.Pd, (2) Diah Kurniati, M.Pd.

Key words: lexical cohesion, texts, "*Look Ahead 2*" English textbook

Textbook has a great role in teaching and learning. It is like a guidance for teacher in teaching and it can be a reference for students in studying. To get the message of the texts in textbook, the readers have to understand the text. The usage of vocabulary in the text influences the readers' understanding of the text. That's why lexical cohesion is needed in understanding the text. The lexical cohesion can be identified through the types of lexical cohesion. The types of lexical cohesion are repetition, synonym, hyponym, antonym, metonym and collocation.

The objectives of this research are to find out types of lexical cohesions and the percentages of lexical cohesion in English textbook of "*Look Ahead 2*" for Eleventh Grade of Senior High School Published by Erlangga

This is a qualitative research. I attempt to describe the lexical cohesion found in English textbook of "*Look Ahead 2*" for Eleventh Grade of Senior High School Published by Erlangga. Whereas, the data of this research are lexical cohesion of 10 texts from 43 texts that found in English textbook of "*Look Ahead 2*" for Eleventh Grade of Senior High School. Meanwhile, the data source in this research are 10 texts from 43 texts that found in English textbook of "*Look Ahead 2*" for Eleventh Grade of Senior High School.

From analyzing the data of the research, it was obtained that: (1) types of lexical cohesion found in English textbook of "*Look Ahead 2*" for Eleventh Grade of Senior High School Published by Erlangga are repetition, synonym, antonym, hyponym, meronym and collocation, (ii)the percentage of lexical cohesion types in English textbook of "*Look Ahead 2*" for Eleventh Grade of Senior High School Published by Erlangga is repetition with 69,5% followed by synonym with 8,4%, hyponym with 6,6%, collocation with 6,6%, antonym with 5,3%, and metonym with 3,6%.

From the result of this research, it was suggested for (i) The English teachers should choose carefully the appropriate textbook for their students as a references in teaching and learning process.. (ii) The students should use and make composition of texts cohesively especially in their study in order to get clear understanding about the message conveyed. (iii) The reader can add their knowledge and get new information about the theory of how to create the cohesion in composition of writing texts.

ABSTRAK

Hariyanto, Dian Nurfitriana. 2013. *Analisis Kepaduan Leksikal dalam Buku Pelajaran Bahasa Inggris "Look Ahead 2" untuk kelas XI SMA Terbitan Erlangga.* Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dr. Drs. Slamet Utomo, M.Pd, (2) Diah Kurniati, M.Pd.

Kata Kunci: kepaduan leksikal, teks, buku pelajaran Bahasa Inggris "Look Ahead 2"

Buku pelajaran memiliki peran besar dalam proses belajar mengajar. Buku pelajaran seperti pedoman bagi para guru dalam mengajar dan menjadi acuan bagi siswa dalam belajar. Untuk mendapatkan pesan dari teks yang terdapat di buku pelajaran, para pembaca harus memahami teks tersebut. Penggunaan kosakata dalam teks mempengaruhi pemahaman pembaca terhadap teks tersebut. Oleh karena itu, kepaduan leksikal sangat penting dalam memahami teks. Kepaduan leksikal dapat diidentifikasi melalui jenisnya. Jenis-jenis kepaduan leksikal yaitu pengulangan, sinonim, hiponim, antonim, metonim dan kolokasi.

Tujuan dari penelitian ini adalah untuk mengetahui jenis kepaduan leksikal dan persentase kepaduan leksikal dalam buku pelajaran Bahasa Inggris "Look Ahead 2" untuk kelas XI SMA yang diterbitkan oleh Erlangga.

Penelitian ini adalah deskripsi kualitatif. Penulis mencoba menggambarkan kepaduan leksikal yang ada dalam buku pelajaran Bahasa Inggris "Look Ahead 2" yang diterbitkan oleh Erlangga. Sedangkan, data dari penelitian ini adalah kepaduan leksikal dari 10 teks dari buku pelajaran Bahasa Inggris "Look Ahead 2" kelas XI SMA yang diterbitkan oleh Erlangga. Sementara, sumber data di penelitian ini adalah 10 teks dari buku Bahasa Inggris "Look Ahead 2" kelas XI SMA yang diterbitkan oleh Erlangga.

Dari penelitian ini diperoleh: (i) jenis kepaduan leksikal yang ditemukan dalam buku pelajaran Bahasa Inggris "Look Ahead 2" untuk kelas XI SMA yang diterbitkan oleh Erlangga yaitu: pengulangan, sinonim, antonim, hiponim, meronim dan kolokasi, (ii) persentase jenis kepaduan leksikal dalam buku pelajaran Bahasa Inggris "Look Ahead 2" untuk kelas XI SMA yang diterbitkan oleh Erlangga adalah pengulangan dengan 69,5% diikuti oleh sinonim dengan 8,4%, hyponym dengan 6,6%, kolokasi dengan 6,6%, antonim dengan 5,3%, dan metonimi dengan 3,6%.

Dari hasil penelitian ini, disarankan (i) Para guru harus memilih buku pelajaran yang tepat dalam proses belajar mengajar. (ii) Para siswa harus menggunakan dan membuat komposisi teks kohesif terutama dalam studi mereka dalam rangka untuk mendapatkan pemahaman yang jelas tentang pesan yang disampaikan. (iii) Para Pembaca dapat menambah pengetahuan mereka dan mendapatkan informasi baru tentang teori bagaimana menciptakan kohesi dalam komposisi menulis teks.

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