

A THESIS
ANALYSING GRAMMATICAL COHESION FOUND ON
STUDENTS' RECOUNT TEXT WRITING
AT SMPN 1 PAREPARE



By

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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM
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SUBMISSION PAGE

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Thesis

**As a Part of Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by

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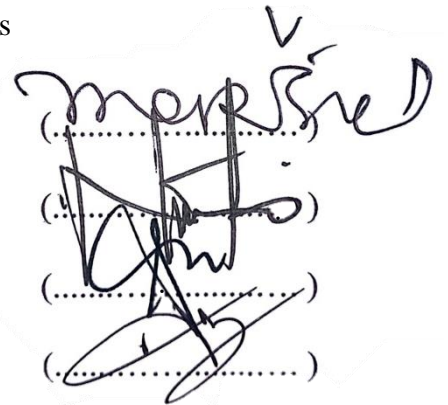
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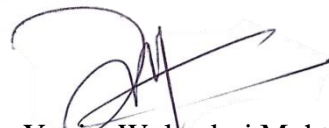
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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated this thesis is his own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Yunita Wulandari Muhtar. *Analysing Grammatical Cohesion found on students' recount text writing At SMP Negeri 1 Parepare. Supervised by Arqam and Nur Asiza.*

Cohesion is an important aspect in composing discourse or text. Combining cohesion into certain texts, both spoken and written style makes it easier to understand text messages, especially for students. This study aims to analyze grammatical cohesion in recount texts, with a focus on the writings written by students.

The research method used in this research is qualitative which is discourse analysis, involving class VIII I students as research subjects at SMPN 1 Parepare. The data collection technique used in this study was in the form of student recount text writing in terms of discourse analysis (text analysis media). In this study the researcher analyzed students' recount texts to find cohesion, especially in grammatical cohesion.

The results of the research show that the use of appropriate and consistent cohesion is an important factor in achieving cohesion in texts. Cohesion types use by students' of found were reference, this was because students were more familiar with reference, both personal reference and demonstrative reference. Conjunction were found in students' recount text writing, because students are used to connecting words in everyday life. In addition, findings show that the highest use of grammatical cohesion is reference and conjunctions. However, the use of ellipsis and substitution was hardly found in students who wrote recount texts. The researcher concluded that the students were quite competent in using grammatical cohesion in writing texts, especially in using reference and conjunction.

Keywords : Grammatical Cohesion, Students' Recount Text

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CHAPTER I

INTRODUCTION

A. Background of the Research

Cohesion is an important aspect in composing discourse or text. According to Halliday and Hasan's book, cohesion is a semantic concept that refers to the relationship of meaning in a text. Cohesion occurs when the interpretation of an element in a text depends on other elements.¹ This can be interpreted that to compose good writing, the writer must use cohesion and coherence in the paragraphs or text of his writing. Combining cohesion into certain texts, both spoken and written style makes it easier to understand text messages, especially for students. In conveying ideas in writing, students must be motivated to ensure their texts are systematic by the order of the sentences. Cohesive sentences must be interconnected between sentences, because a good sentence or text is not determined by its length but depends on its connection and unity.

Discourse integrity is determined by several aspects, including grammatical cohesion. Grammatical cohesion is a combination of texts in terms of form or structure born from a text or discourse.² Without cohesion, the text is just a series of sentences that are difficult to understand and interpret. It is this cohesion that distinguishes whether something is text or not. A discourse is truly cohesive if there is a match between the form of the language and the context. According to Tarigan, cohesion is a text or discourse that is genuinely cohesive when there is conformity in the form of language with context (situation in language).³ In forming a cohesive text, it makes it easy to lock information and understand it. It also helps students understand the text well because they can understand how

¹ Halliday M.A.K and Hasan, *Cohesion in English*, English Language Series (Routledge, 2014).

² Sumarlam, *Analisis Wacana Tekstual Dan Kontekstual* (Surakarta: Pustaka Cakra Surakarta., 2010).

³ Tarigan and Henry Guntur, *Pengajaran Wacana* (Bandung: Angkasa, 2009).

sentences or paragraphs apply to textbook reading material. In other words, discourse is a complete unit of language containing an idea with cohesion elements.

Grammatical cohesion refers to the word choice that is more dominant in associating one element with other elements in a text. According to Halliday and Hasan, grammatical cohesion is a semantic relationship expressed through a grammatical system.⁴ The association of meaning in the text is called cohesion. Insert device cohesion into specific texts; both oral and written style would be a guide that makes it easier to understand text messages, especially for students. Using the term cohesive function as a link to other parts of the sentence will make the text well organized, especially in students' recount text writing.

In this study, the writer pays attention to written texts, especially recount texts. The researcher chose recount text because it is one of the genres that must be mastered by eighth-grade students, as stated in the curriculum. In addition, recount texts help us interpret experiences in past contexts. In line with Derevianka's idea that in recounting, we reconstruct experience, recounting is the unfolding of a series of past events.⁵ So that it would bring students closer to the context of everyday life.

The researcher made preliminary observations and obtained information from one of the English teachers at SMPN 1 Parepare, Mrs. Jumria, who said the average student's writing ability in choosing tenses in paragraphs written by students still needed to be corrected. This explanation shows that the results of learning to write, especially those related to text, are still need to be improved.⁶

⁴ Halliday M.A.K and Hasan, *Cohesion in English*, English Language Series (Routledge, 2014)..

⁵ Beverly N Derewianka, *Exploring How Text Work* (Primary English Teaching Association, 2020).

⁶ Mrs Jumria, *Initial Observation of English Teacher at SMPN 1 Parepare*, 2022.

However, that does not mean students do not have writing skills that cannot be improved.

Based on the explanation above, in this study the researcher would analyze students' recount texts to find cohesion, especially in the grammatical cohesion composed by class VIII students of SMPN 1 Parepare. The reason the researcher chose recount text because the material for grade eight students referred to recount text. Therefore, the researcher is currently interested in conducting research with the title analyzing the cohesion contained in the rewritten text of class II students of SMPN 1 Parepare.

B. Research Questions

Based on the research background, the researcher has a research question is as follows:

1. How cohesion is written by students in recount text writing?
2. What is the implication of cohesion on writing recount text?

C. Objective of the Research

1. To find out how cohesion is written by students in recount text writing
2. To explain the implication cohesion on students' recount Texts.

D. Significance of the Research

This research is expected to give contribution both theoretical and practical aspects as follows:

1. Theoretically

The findings of this study are to determine the grammatical cohesion found on students' recount text writing at SMPN 1 Parepare. In addition, this research can provide a major contribution to other researchers as a reference for further research on similar topics.

2. Practically

a. For Other Researcher

This research can add to the knowledge or insights about the grammatical cohesion found in students' writing at school, especially for recount text in learning English subjects.

b. English teacher

As one of the considerations for English teachers to implement cohesion teaching techniques in every strategy, especially cohesion (grammar) in the concept of learning to write and to improve students' ability to write correctly.

c. For Readers

Providing information and also as a reference for readers, especially regarding grammatical cohesion in student writing in English subjects.

d. For Students

This study may give new knowledge about how to write great sentences and correctly with cohesion especially grammatical.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes the description of the previous related research finding, some pertinent ideas, conceptual framework, and Operational Definition of Research Variables.

A. Previous Related Research Findings

Research conducted by researchers does not rule out the possibility of having similarities with other thesis research. There have been many studies related to grammatical cohesion found on students' recount text writing at SMPN 1 Parepare, both in the form of papers, books, and the results of thesis research. As for what has been studied previously are as follows:

1. Laras Sasi Rahmah Utami in his research Grammatical Cohesion in Students' Writing Text. the Department of English, Faculty of Languages and Arts, State University of Semarang 2019. The result of this study is that students use three types of grammatical cohesion, with a total of 1422 cases. They are reference, elepsis, and conjunction. Referrals had the highest frequency of occurrence with 1046 cases (74%). Then followed by conjunctions in 373 cases (26%), and elepsis in 3 cases (0.2%).⁷
2. Ina Nur Hasanah from the Department of English Education, Faculty of Education, Syarif Hidayatullah State Islamic University, Jakarta, 2017. in his research, Analysis of cohesion and coherence in students' written texts. This study covered cohesion and coherence in students' exposition writing in terms of: (1) students' ability to build cohesion, and (2) students' ability to build coherence using a qualitative descriptive method. The research population was students of class XI MA Development of UIN Syarif Hidayatullah Jakarta. Purposive sampling technique was used as the research sample. 38

⁷ Laras sisi rahmah Utami, 'Grammatical Cohesion in Students' Writing Text', 2019.

students of class XI IPA 1 and XI IPA 2 were studied as research subjects. The data was obtained through archives of students' exposition writing documents.⁸

3. Nurhaeda Gailea, Syafrizal Syafrizal, and Ai Hafipah (2018) Journal entitled *The Analysis of Cohesive device in Student Writing Discussion text*. This study aims to identify the types of cohesive devices, frequency of various types of cohesive devices, how cohesive devices contribute to their texts, find out the students' problem, and also to know the extent of the cohesion level achieved in the students's writing of discussion text at SMAN 1 Pandeglang. This study employs qualitative research through a content analysis design. SMAN 1 Pandeglang is chosen as the site for this study. Fiveteen students of twelfth grade are involved in the study as the respondent. The data are analyzed by using the concept of cohesive devices proposed by Halliday (2014) which covers reference, substitution, ellipsis, conjunction, and lexical cohesion. Analyses show that the respondents only use 3 types in the text, i.e. reference, conjunction and lexical cohesion, the most frequent of cohesive devices is about reference that followed by causal conjunction, it is still problematic since they mostly use inappropriate cohesive devices in their writing. As a result, their texts appear to be difficult to understand. Therefore, it is recommended that a students who have to write the text, they should be guided to utilize appropriate cohesive devices in their texts.⁹
4. Muhamad Zayyinul Muttaqin's journal entitled *Analysing Cohesion Device of Monologue Texts in Students' Texts Book for Eight Grade in Academic Year 2017/2018*. Muttaqin's journal aims to describe the most widely used types of cohesive devices and also to find out which text is the most cohesive among

⁸ Ina Nur Hasanah, 'An Analysis of Cohesion and Coherence in The Students' Writing Text', 2017.

⁹ Nurhaeda Gailea, Syafrizal Syafrizal, and Ai Hafipah, 'THE ANALYSIS OF COHESIVE DEVICES IN STUDENTS' WRITING DISCUSSION TEXT', *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 2018.

the texts in the student textbook (When English Rings a Bell) for eighth grade junior high school in the 2017/2018 academic year. The object of this research is the monologue text contained in the textbooks for class VIII junior high school students teaching 2017/2018.¹⁰

5. Albana, H. H., Marzuki, A. G., Alek, A., & Hidayat, D. N (2020) Journal entitled *Cohesive Devices in Student's Writing (A Discourse Analysis on Argumentative Text)*. This research aims to analyse a piece of argumentative writing produced by fifth semester of Darussunnah students in a term of cohesion issues of discourse analysis. The cohesive devices are viewed as a structure of analysis to investigate the grammatical and lexical cohesion in writing. Qualitative and quantitative (mixed method) were applied in analysing the data. The quantitative analysis investigates the frequency and percentage of errors committed in student's writing. Qualitative analysis were employed to investigate linguistic description and the explanation of the cohesion produced by student's writing. The result showed that students have performed the cohesive devices. However, students need to improve the use of cohesive device, especially in grammatical cohesion to result higher level of cohesion.¹¹

In conclusion, many similar studies in other text formats have been conducted to test cohesiveness. Therefore, the research outlined above serves as a reference for ongoing research. The current study has the same goal as the previous one: to investigate cohesion using the same approach and theory. The current research is different because it only focuses on grammatical cohesion in writing recount texts for Grade VIII students, as well as text cohesiveness.

¹⁰ Muhammad zayyinul Muttaqin, 'Analysing Cohesion Device of Monologue Texts in Students' Text Book for Eight Grade in Academic 2017/2018', *Vision Journal Vol 6*.

¹¹ Haqim Hasan Albana and others, 'Cohesive Devices in Student's Writing (A Discourse Analysis on Argumentative Text)', *Jurnal Pendidikan Humaniora*, 2020.

B. Some Patient Idea

1. The concept of writing skill
 - a. Definition of writing

Writing is the process of changing our ideas or thoughts into written form. It is arranged into coherent and cohesive paragraphs. The sentences must be concise, which implies that the transition from one sentence to the next must be rational and seamless.¹² The sentences in a paragraph must show the coherence of the paragraph. That is, the paragraphs are related to the previous paragraph and the next paragraph. The use of techniques such as transition words, pronouns, repeated keywords, and parallel structures is called cohesion. The application of coherence and cohesion help make the text clear and easy to understand.

Writing is one form of communication between one person indirectly with other people. Writing is an expressive and productive activity. Writing is more complex than other language skills, such as listening, reading, and speaking. In the writing process, it is required to pay attention to the structure related to the elements of writing so that the reader can understand the message the writer wants to convey. Therefore, writers must properly use structures such as words, phrases, paragraphs, and others. Writing must have goals and objectives. When we write, we generate ideas and turn them into text. Then it must be able to make the reader understand the writing. How the writer communicates his writing influences whether or not the reader understands the writing quickly.

¹² Alice Oshima and Ann Hoque, *Intoduction to Academic Writing* (피어슨 롱맨, 2007).

Knowledge of grammar and rhetoric, such as arranging words, phrases, sentences, and paragraphs in such a way as to hold the reader's attention, is necessary to regard a text as good writing. Writing is expressing thoughts, ideas, knowledge, and life experiences through clear written language so that readers can understand the author's intent.

Writing is a way to express thoughts, feelings, and emotions. Teachers must use enjoyable learning for students, so they will enjoy learning to write. Teachers must pay attention to sound and proper grammar, express complete thoughts in sentence structures, choose ideas or themes, develop ideas, and how focus on making writing interesting, fun, and informative. All of these elements are necessary for good writing. Teachers must motivate students to express their ideas in writing so that they can make good sentences and good paragraphs too.

Writing is a productive skill that must be learned and mastered by English learners because writing allows students to develop their potential ideas to the fullest through English writing conventions such as content, format, sentence structure, vocabulary, punctuation, and spelling.

Writing can be defined as human communication that represents symbols, based on the definition given above. Writing allows us to express thoughts, feelings, or things that cross our minds. Writing requires students to focus on generating ideas, organizing coherently, revising them into suitable compositions, using discourse markers and rhetorical conventions cohesively, and editing texts for proper grammar. Therefore,

students who want to be able to write good writing must learn to write regularly.

b. Element of writing

There are five components of writing according to Brown and Bailey is Organization, substance, grammar, punctuation, and style are the five elements.¹³

(1) Organization

Appropriate title, effective introduction paragraph, topic is started, leads to body, transitional expressions are utilized; material arrangement reveals plan (may be established by the reader) supporting evidence for generalization is presented; conclusion is logical and complete.

(2) Rules

The issue of the essay is addressed; the thoughts are concrete and well-developed. There is no unnecessary material in this essay, it is well-developed and reflects thought.

(3) Grammar

No fragments or run-on phrases; native-like fluency in English grammar; accurate use of relative clauses, prepositions, modals, articles, verb forms, and tenses sequencing.

(4) Punctuation

Correct use of English writing conventions: left and right margins, all necessary caps, indented paragraphs, punctuation, and spelling. very tidy parallel structures concise register well.

¹³ Gillian Brown and Yule George, *Introduction: Linguistic Forms and Function*, 2013.

(5) Style

This is a different aspect of writing. The way in which writers communicate their ideas through the use of specialized words is referred to as style.

c. Types of writing

According to H. Douglas Brown stated that there are three genres of writing, academic writing, work-related writing and personal writing.¹⁴ According to Oshima and Hogue stated that academic writing is the type of writing that must be done in college or university; for example papers, general course reports, essays, journals, answers to short essay tests, technical reports such as practicum reports, theses, deserts. Second, work-related writing is writing that provides practical information, facts and convinces the reader; for example messages, emails, letters, memos, reports, schedules, labels, advertisements, announcements, and manuals. Third, personal writing is writing based on personal opinion, personal feelings not facts or evidence; for example, letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, finances, documents, forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and reactions. For this study, researchers used academic writing as a type of writing.¹⁵

Other sources state that there are four types of paragraphs, namely narrative paragraphs, descriptive paragraphs, persuasive paragraphs,

¹⁴ H Douglas Brown, *Language Assessment Principles and Classroom Practice* (NY: Pearson Longman, 2004).

¹⁵H Dauglas Brown , *Language Assessment Principles and Classroom Practice* (NY: Pearson Longman, 2004).

explanatory paragraphs, and recount paragraphs. Explanation shows below:

1) Narrative paragraphs are the simplest, most natural writing that can be based on imaginary facts, or a combination of both. In a narrative essay you don't tell a story, you use narrative to illustrate, support, or prove a clearly stated thesis.

2) Descriptive Paragraphs Descriptive paragraphs are paragraphs that give the reader a "word picture" about a particular person, a special feeling or place, or the appearance of a particular object.

3) Persuasive paragraphs Persuasive paragraphs are paragraphs that aim to persuade or convince others to believe or act. In persuasive writing, your goal is not only to inform your readers but also to change your readers' attitudes, beliefs or behavior.

4) Explanatory paragraphs are explanatory paragraphs also called expository paragraphs whose purpose is to explain something to the reader.

5) Recount text is a type of text that tells about a story, action or activity. Usually, recount text tells about events or experiences that happened in the past.¹⁶

The writer chooses recount text because it is one of the genres that must be mastered by class VIII students according to the curriculum. In addition, recount text can help us interpret past experiences. In line with Derewianka's idea that in a recount, we reconstruct experience, a recount

¹⁶ J.A Christensen, *Building Writing Skill Composition* (USA: Mc Dougal, littell and Company, 2014).

is the unfolding of the sequence of events over time. So, it will make students nearer to their daily life context.¹⁷

2. The concept of Cohesion

a. Definition of cohesion

Cohesion is part of the language system. Halliday and Hasan stated that cohesion occurs where the interference of some elements in discourse depends on others. The one presupposes the other, in the sense that it cannot be effectively translated except with the resources for it. When this occurs, a cohesive relationship is formed, and the two elements, presupposition and presupposition, are present at least potentially integrated into a text. This statement is similar to Cook's assertion that cohesion is a formal relationship between sentences and between clauses.¹⁸ Another statement supported by Baker that cohesion is the network of lexical, grammatical, and other relationships that provide links between various parts of the text. This relationship serves to convey the meaning of the speaker's thoughts, ideas or thoughts, to make sentences convey meaning, and to make it easier for the reader to understand the meaning as a whole.¹⁹

Based on the statement above, the writer can conclude that cohesion is used to connect one part of the text with another part of the same text. It serves to connect one sentence to another to suggest a relationship between the two. Cohesion is a logical relationship between one element and another

¹⁷ Beverly N Derewianka, *Exploring How Text Work* (Primary English Teaching Association, 2020).

¹⁸ M A K Halliday and R Hasan, *Cohesion in English*, English Language Series (Routledge, 2014).

¹⁹ Mona Baker, *In Other Words: A Coursebook on Translation* (TargetTarget. International Journal of Translation Studies, 2012).

in one content. Cohesion is a thought concept; "alludes to the relationship of meaning that is in the content". A content is cohesive when its components are tied together and deemed important to the reader. Cohesion occurs when the translation of one thing depends on another.

According to Halliday and Hasan's book, textual cohesion is divided into two types: non-structural cohesion and structural cohesion. Non-structural cohesion is related to meaning, while structural cohesion is related to grammar.²⁰ Cohesion is not only related to grammar, but also to vocabulary. Hence, it is divided into grammatical and lexical cohesion. Halliday and Hassan revealed that cohesion is separated into two fundamental parts; grammatical cohesion (references, substitutions, ellipsis, and conjunctions) and lexical cohesion (repetition and collocation).

In short, cohesion is the relationship between one element and another in a text, so it would be a good idea to force a text to be cohesive, using several instruments such as grammatical and lexical aspects. Grammatical cohesion will help check the following explanations. I use Halliday and Hasan as the most theory in this research. Halliday and Hasan divide cohesion into two types, namely grammatical cohesion and lexical cohesion. This study is ostensibly centered on grammar. However, I will also provide a brief diagram on lexicals to help the reader distinguish between the two types of cohesion.

b. Types of cohesion

According to Halliday and Hasan, grammatical cohesion is a semantic relation that is expressed through a grammatical system, while lexical

²⁰ MAK Halliday and R Hasan, *Cohesion in English*, English Language Series (Routledge, 2014).

cohesion is a semantic relation that is organized through a lexical system.²¹ In other words, grammatical cohesiveness is the semantic relationship between the elements designated by the grammatical device (the language used in relation to grammar). There are four methods that form grammatical cohesion: References, substitutions, ellipsis, and conjunctions are the four devices that form grammatical cohesiveness. Lexical cohesion, on the other hand, is the lexical relationship between parts of speech to achieve a coherent harmonic structure. Repetition and collocation are two mechanisms that form lexical cohesiveness. Through this criterion, Halliday and Hasan's definition of cohesiveness emerges as the most comprehensive.²²

c. Grammatical cohesion

Grammatical cohesion is divided into four parts, specifically reference, substitution, ellipsis, and conjunction. Here, more will be discussed in the following explanation.

1) Reference

Reference refers to resources for referring to a participant or circumstantial element whose identity is recoverable. Reference is the relationship between the elements of the text and something else, by reference to which it is interpreted in that instance. Either the reference is one whose interpretation is determined in a manner or it is interpreted by reference to the reference. Halliday and Hasan also divided reference into three types they are (personal, demonstrative, and comparative reference).²³

a) Personal reference

A personal reference is a reference using a function in the speech situation, through the categories of person. The

²¹ Halliday and Hasan, *Cohesion in English*, English Language Series (Routledge, 2014).

²² Halliday and Hasan, Halliday M.A.K and Hasan, *Cohesion in English*, English Language Series (Routledge, 2014).

²³ Halliday and Hasan, *Cohesion in English*, English Language Series (Routledge, 2014).

category of personals includes the three classes of personal pronoun (I, you, we, he, she, they, it, and one), possessive pronouns (mine, yours, ours, his, hers, theirs, and its), and possessive identifiers my, your, our, his, her, their, its, one's).

b) Demonstrative Reference

Demonstrative Reference is a reference using location, on a scale of proximity. In this case, the word is used in the demonstrative reference such as this, there, here, now, then.

c) Comparative Reference

Comparative reference is cohesion in the form of reference that shows comparison between one thing and another. In this case, reference items still indicate that you know which, not because the same entity is referred to which I am now talking about is the same or different, like or different, equal or unequal, more or less.²⁴

2) Substitution

Substitution is the replacement of one item by another. It is a relation in wording rather than in the meaning. It is also a relation within the text. A substitute is a sort of counter, which is used in place of the repetition of a particular item.²⁵

Additionally, the substitutions view where an expression may simply be replaced by another in the text. Kojima, states that substitution, which corresponds to the verb to substitute, is the replacement of a word or a group of words with a word that is not related to the replaced words.²⁶ It means that one word stands for an entire structure. In English, the substitute may function as a noun, verb,

²⁴ Halliday and Hasan, *Cohesion in English*, English Language Series (Routledge, 2014) .

²⁵ Halliday and Hasan, *Cohesion in English*, English Language Series (Routledge, 2014) .

²⁶ Nurul Chojimah, 'Let's Analyze Discourses', *Tulungagung: State Islamic*, 2014.

or clause. Therefore, substitution is divided into three types, there is nominal, verbal, clausal substitution.

a) Nominal substitution

Nominal substitution is expressed by the use of words one, ones, and same.

b) Verbal Substitution

The substitution form in the verbal group is doing, with the usual morphological scatter do, does, did, doing, done. This operates as head of a verbal group, in the place that is occupied by the lexical verb, and its position is always final in the group.

c) Clausal Substitution

Clausal Substitution is a type of substitution in which what is presupposed is not an element within the clause but an entire clause. The clausal substitution is so and not. Also, Clausal substitution is extremely common both in speech and in written prose. Here, the words so and not can stand in place of an entire clause or part of a clause, and the reader or listener can only interpret the meaning of the substitute in terms of what has previously been expressed in full.²⁷

3) Ellipsis

Ellipsis is simply zero substitution. The idea that ellipsis is "something left unsaid" can be a good place to start when discussing it. Ellipsis is also the omission of an item. It can be interpreted as that form of substitution in which the item is replaced by nothing. Ellipsis is simply a substitution by zero. The starting point of the discussion of ellipsis can be the familiar notion that it is something left unsaid.²⁸

Ellipsis is the omission of group, phrase, or clause. Ellipsis takes

²⁷ Halliday and Hasan, *Cohesion in English*, English Language Series (Routledge, 2014).

²⁸ Halliday and Hasan, *Cohesion in English*, English Language Series (Routledge, 2014).

place in similar grammatical environments to substitution. Thus, we have nominal, verbal, and clausal ellipsis. There are three types of ellipsis, which is further discussed in the following explanation:

a. Nominal ellipsis

Nominal ellipsis is ellipsis within the nominal group.

b. Verbal Ellipsis

Verbal ellipsis is the omission of an item within the verbal group.

c. Clausal Ellipsis

Clausal ellipsis is the omission of an item within the clausal.²⁹

4) Conjunction

Conjunctive elements are cohesive not in themselves but indirectly by their specific meaning; there are not primarily devices for reaching out into the preceding (or following) text, but they express certain meaning which presupposes the presence of other components in the discourse. A conjunction is a relationship that indicates how the subsequent sentence or clause should be linked to preceding or following (part of the sentence).³⁰ Halliday and Hassan classified four types of conjunction there are additive, adversative, causal, and temporal.

a. Additive Conjunction

Additive conjunction contributes to give additional information without changing information in the previous clause or phrase. Here are some items of additive conjunction: and, and also, further (more), moreover, besides that, by the way, or, nor, neither, etc.

²⁹ Halliday and Hasan, *Cohesion in English*, English Language Series (Routledge, 2014) .

³⁰ Halliday and Hasan, *Cohesion in English*, English Language Series (Routledge, 2014).

b. Adversative Conjunction

Adversative relation is contrary to the expectation that may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation. Here are the items of adversative conjunction: however, but, in fact, nevertheless, instead of, etc.

c. Causal Conjunction

It is expressed by so, thus, hence, therefore, consequently, accordingly, and several expressions like as result (of that), in consequence (of that), because of that.

d. Temporal Conjunction

The relation between these two successive sentences may be simply one of sequence in time. This temporal relation is expressed in its simplest form by then. Besides then there is still much sequential sense like next, afterward, after that, soon, subsequently, and several other expressions.³¹

3. Recount text

Recount text is one of the kind genres which retells event of experience in the past chronologically. Recount text is divided into five types; (1) Personal Recount. This usually retells an event that the writer was personally involved in. (2) Biography Recount, retells an account of a person's life. (3) Factual Recount, retells an incident, for example, a science experiment, police report. (4) Imaginative Recount, the writer writes an imaginary role and giving details of events in the recounts, for example, a day I the life of a pirate, a story of a mango tree. (5) Historical Recount retells historical events in the past.³² According to Anderson & Anderson, recount text is a text type that retells past events in the

³¹ Halliday and Hasan, *Cohesion in English*, English Language Series (Routledge, 2014).

³² Hanita and Sayyidatul Fadlilah Masithoh, 'Grammatical Cohesion Found in Recount Texts of "Pathway to English" X Grade Curriculum 2013 General Program by Erlangga', *Vision: Journal for Language and Foreign Language Learning*, 2017.

sequence in which they occurred. The objective of a recount text is to provide the reader with a detailed account of what happened and when it happened. It could be about exciting events that occurred during your vacation.³³

a. Social Function

To retell or to inform the reader about what was happened to the writer with the series event.

b. Generic Structure

There is three generic structure of recount text; Orientation: It is about the introduction of figure, time and place. Events: Stretch of an accident or what happened in it. The event usually started with time signals, such as; first, second, then, finally, etc. Re- orientation: The closing that shows the story has ended or personal comment, usually re- orientation exists in the last paragraph.

c. Linguistic Features

There are several characteristics linguistic in recount text. Firstly, it is using chronological conjunction: first, second, before, soon, then, after that, finally, etc. secondly, are focusing on individual participant: focusing on the certain and specific participant. Thirdly, are using certain nouns as a personal pronoun: Sean Prabu, Otong Setiawan, Ratu Kaditaa, etc. Fourthly, using material (action) process: stayed, bought, killed, arrived jumped, etc. Then, using circumstance place, time, and manner: yesterday, last week, at home, slowly, carefully, suddenly, etc and the last are using past tense: went, ate, ran, etc³⁴

1) Recount text characteristics

³³ Anderson M and Anderson Kathy, *Text Types in English I* (Australia: Macmillan, 2006).

³⁴ Ma'rifatul Fadhilah, 'The Effectiveness of Written Peer Review Toward English III Students' Writing Skill' (Semarang: DIPA UIN Walisongo, 2015).

Recount text follows a generic structure. Recount texts, according to Nurbaya et al, have three generic structures. They really are. Orientation, events, and re-orientation are all things that need to be considered.³⁵

a. Orientation

The first is a matter of orientation. Orientation is a section that provides information about the subject. Who, what, when, and where are all words that come to mind when thinking about who, what, when, and the writers must participate in the orientation.

b. Events

The second type is a series of events or paragraphs. It recounts the events of the previous day. The writer must tell the readers about the events that occurred in their prior experiences in chronological order from the start to the last in this section.

c. Reorganization

The final step is to re-orient yourself. It brings the narrative of the events to a close. Re-orientation is an aspect of summarizing the story's outcome. It usually comprises the writer's thoughts or observations about the story.³⁶

2) Recount writing types

According to Derewinika in Hastuti, there are three sorts of Personal recount text, factual recount text, and imaginative recount text are the three types of recount text.

a. Personal Recount Text

Personal recollections describe activities in which the writer or speaker was personally involved or took part in the event. Daily amusing situations, journal entries, and so on are examples. It use the first person

³⁵ Siti Nurbaya, 'Teaching Writing A Recount Text by Using Guided Questions', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 3, No. 10, 2013.

³⁶ Siti Nurbaya, 'Teaching Writing A Recount Text by Using Guided Questions', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 3, No. 10, 2013 .

pronouns (I, we). Personal reactions to the occurrences should be included at the end.

b. Factual Recount Text

A factual recount describes an event (for example, a science experiment report, a police report, a news story, or a historical record). Third pronouns are used in this category (he, she, it, and they). The emphasis is on utilizing accurate, truthful, and detailed language to provide the reader a thorough picture of the event or experience. Details are typically chosen to assist the reader.

c. Imaginative Recount Text

The purpose of an imaginative recount is to delight the reader by recreating an imaginary world's occurrence. To make the writing more impactful, specific details, emotive language, and first person narrative are used.³⁷

3) Structure Of Recount text

The recount text type retells past events in the order in which they occurred, usually in chronological order. The following are the components of a written recount:

- (1) A first paragraph that provides context or an introduction to who, what, where, and when (called an orientation)
- (2) A series of paragraphs that recount the events in chronological order.
- (3) Reorientation: A person's perspective is shifted.³⁸

4) Recount Text's Language Features

(1) Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense are common linguistic elements seen in recounts.

³⁷ Beverly N Derewianka, *Exploring How Text Work* (Primary English Teaching Association, 2020).

³⁸ Neil J Anderson, Thomas Bloor, and Meriel Bloor, 'The Functional Analysis of English: A Hallidayan Approach', *The Modern Language Journal*, 2014, 286.

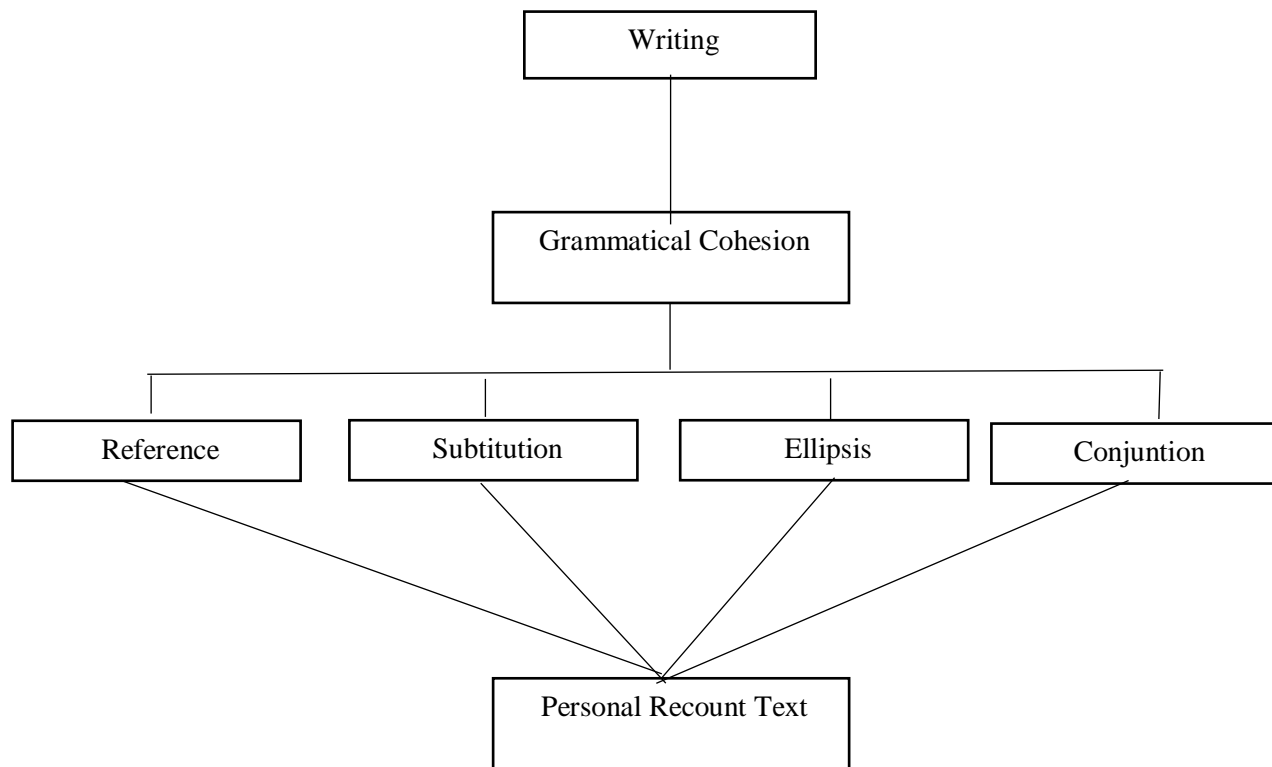
- (2) Using a chronological order, such as Saturday. On Monday, and on Sunday, and on Monday, and on Sunday, and on Sunday,
- (3) Concentrate on a single participant, such as I. (the writer)
- (4) Using conjunctions such as "then," "before," "after," and so on.
- (5) Using action verbs such as went, stayed, etc.

C. Conceptual Framework

The conceptual framework is the organization that contains the concepts or ideas under study:

Cohesion is not only concerned with grammar but also vocabulary. It is divided into grammatical cohesion and lexical cohesion, but in this research focused on grammatical cohesion, and used the students' writing of recount text. Research finding of the grammatical cohesion through Halliday and Hassan expressed that cohesion is separated into (reference, substitution, ellipsis, and conjunction). In the discourse analysis subject, it could be used as a teaching media for the teaching and learning process.

The researchers design the conceptual framework of this research by showing diagram below:



CHAPTER III

RESEARCH METHODOLOGY

This part consists of the guideline to reach the objectives of this research. It provides readers the information about research design, research location and duration, research subjects, research instruments, data collection and analysis as well.

A. Research Method

In this research, researcher using a qualitative method which is a discourse text, namely a model used to examine documents which can be in the form of text, images, symbols and etc. Researcher use the type of research discourse analysis because with this discourse analysis model it makes it easier for researchers to analyze the cohesion contained in the writing of SMPN 1 Parepare students. The researcher tries to explain, analyze, describe, collect and identify the forms of cohesion found in students writing recount texts in eighth grade.

B. Location of the Research

The location of the research took place at SMAPN 1 Parepare. This research focused in students' recount text writing of SMPN 1 Parepare in academic year 2022/2023. The location of SMPN 1 Parepare is Karaeng Burane street No. 18, Mallusetasi, Ujung District, Parepare City, South Sulawesi.

C. Subject of the Research

The subject of this research were class VIII student in SMPN 1 Parepare. In this study, the focus on class VIII 1 with a total of thirty students in one class, but researcher took ten students as representatives of other students, chosen by taking purposive samples . The key informant is a student from class VIII 1 SMPN 1

Parepare, researchers chose class VIII 1 students, because a very good and active students in school.

D. Instrument of the Research

In the qualitative research, the source data is recount text on students writing text at the eighth-grade SMP 1 Parepare. Researcher a function to set the research focus, choose informant as a data source, collecting data, analyze the data, interpret and conclude the data as result of its finding.

E. Technique of Collecting Data

Data collection techniques carried out by the author in research this is documentation. The documentation method, namely finding data about things or variables in the form of notes, transcripts, books, newspapers, magazines, websites, inscriptions, meeting minutes, posters, agendas and so on. In this study the researcher collect data in the form of student recount text writing in terms of discourse analysis (text analysis media).

F. Technique of Data Analysis

Suharsimi Arikunto defines data analysis as a process that details efforts to formally find themes and formulate hypotheses as suggested by the data and as an attempt to provide assistance to hypotheses. Data analysis is an attempt to provide an interpretation of the data that has been obtained and then compiled to obtain valid data conclusions. After the data generated from the research is carried out directly by the researcher, the next step is to analyze the validity of the data.

a. Data Collection

Data collection carried out by researchers in this case was collecting data from data files both from the documentation process and student writing.

b. Data Reduction

Miles and Huberman in Sugiyono said that data reduction is defined as the process of selecting, focusing on simplifying, abstracting and transforming rough data that emerges from written notes in the field. Reducing data means summarizing, choosing the main points, focusing on the important things, looking for themes and patterns.³⁹ Then after all the data has been collected from the previous method, the researcher reduce the data by grouping, clarifying or providing a special code to adjust according to the research results.

c. Data Display

Data display is a structured collection of information that provides the possibility to draw conclusions and take action. The presentation of qualitative data is usually narrative in nature, equipped with matrices, graphs, charts so that the information is arranged in a form that is easily accessible. The goal is to make it easier to read and draw conclusions. therefore, the dish must be well-organized.⁴⁰

Data display is part of the analysis, even reaching data reduction. In this process, researchers group similar things into categories or groups of one, group two, group three, and so on. Each group shows the existing typology according to the formulation of the problem. Each typology consists of sub-typologies which can be sequences or priority events. At this stage the researcher also displays the

³⁹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D*, (Bandung Alfabeta, 2008), h. 204.

⁴⁰ Basrowi Dan Suwandi, *Memahami Penelitian Kualitatif*, (Cet I ; Jakarta : Rineka Cipta, 2008), h. 209.

data systematically, so that it is easier to understand the interaction between the parts in a complete context, not segmental or fragmental apart from one another. In this process the data is classified based on those themes”.

d. Conclusion Drawing/Verification

The initial conclusions put forward are still temporary so they will change if no strong evidence is found to support the next stage of data collection. If the conclusions put forward at the initial stage are supported by valid and consistent evidence, when the researcher returns to the field to collect data, the conclusions put forward are credible.⁴¹ In this stage, the researcher makes a formulation related to logic, picks it up as a research finding, then proceeds to review repeatedly the existing data, grouping the data that has been formed, and the propositions that have been formulated. The next step is to report the complete research results, with new findings that are different from existing findings.

⁴¹ Endang Widi Winarni, *Teori dan Praktik Penelitian Kuantitatif Kualitatif Penelitian Tindakan Kelas (PTK) Research and Development (R&D)*, Jakarta: Bumi Aksara (PT. Cahaya Prima Sentosa, 2018),p.171-174

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This research was aimed at class VIII students of SMPN 1 Parepare in February 2023. Data collection in this study used structured media analysis text on ten informants consisting of class VIII students of SMPN 1 Parepare. Below would be presented the results of the data:

1. Student cohesion on recount text writing

Grammatical cohesion is divided into reference, substitution, ellipsis, and conjunction. From the identification in the students' recount text writing, the researcher found that most participants used reference and conjunction in their recount text.

1.1 Reference

Reference is divided into three part: personal, demonstrative, and comparative reference. Below were a reference that is found by the researcher is the research:

a. Personal reference

Here are the example sentence each of them made by participant:

- 1) **My father** was not there at the time, **he** was on duty in papua.
- 2) There **I** went to the mall with **my family**. At the mall **we** bought some clotes.
- 3) In 2018, **my extended family** and **I** went on vacation to Diana's waterpark in Barru. **We** had fun together.

- 4) After that **I** moved to the large pool with **my cousin** and **we** climbed launch.
- 5) When we were about to go home **my younger brother** was missing in turned out **he** was hiding in a dinosaur egg.
- 6) One day **I** went with **my family** to the beach. It was a day off so **we** went on vacation.
- 7) A few months ago, **my family** and **I** had a vacation to java and rented a villa to sleep in. **We** took a vacation to a hot spring.
- 8) Last holiday, **I** and **my family** were in my grandpa's hometown. Unfortunately, It rained almost every day there. **We** had no enough time to visit some tourism places there because of the rain.
- 9) On the second day, **I** went to my aunt's house with **my cousin**, there **we** saw the sunrise and the weather there was a bit cold.
- 10) **My sister** couldn't went to swim on the beach. **She** immediately rushed on the beach white.
- 11) At one time, **my family** and **I** went on vacation to Toraja. On the way to Toraja, **we** really enjoyed the view because Toraja is located on top off the mountain.
- 12) In 2018 **my extended family** and **I** went to on vacation to Bulukumba, **we** booked a villa and stayed a few night
- 13) Last year, in December **my friends** and **I** went to SMA 5 to take part in a competition, **we** have to spend the night there for 4 days.

b. Demonstrative reference

- 1) Last year, I went to **Makassar** for holiday. **There** I went to the mall with family. At the mall we bought some clothes and visited the café for us to eat.
- 2) Last holiday, I and my family were in my **grandpa's hometown**. Unfortunately, it was rainy season **there**. We had no enough time to visit some tourism place because of the rain.
- 3) After that, we continued to go to **Londo'** where the graves of people who had died, there we entered the cave and explored it, we were also told about all the stories of the people **here**.

1.2 Conjunction

A conjunction is not used for to refer any particular items in the text, but it is used to connect sentences in terms meanings. Conjunction is divided into four. They are addictive, adversative, causal, and temporal. Below was a conjunction that was found by the researcher in this research.

a. Addictive

- 1) Last year, I went to Makassar for holiday. There I went to the mall **with** my family.
- 2) In the mall we bought some clothes **and** watched in the cinema.
- 3) My younger brother **and** I played in a small pool.
- 4) A few months ago, my family and I had a vacation to java **and** rented a villa to sleep in.
- 5) There we visited Prambanan temple, Burobudur temple, **and** also shopping at Maliboro street.

6) I hoped me **and** my family could visited this city again.

7) Last holiday, I **and** my family were in my grandpa's hometown.

8) The inn is very comfortable with many facilities such as tv, ac, oun bathroom, **and** others.

b. Adversative

1) My younger brother and I played in a small pool **but** after that I moved to the large pool with my cousin.

2) On the way, the road is very uphill and covered in fog makes us quite difficult. **But** we made it there, and look at the scenery in Lolai.

3) We were sad **but** my uncle secretly took us to play in timezone.

4) When I went to Burake I see Jesus statue **but** it was too high.

c. Causal

1) My mother took me to java to celebrate my birthday and at the same time give gifts **because** I won the national championship.

2) One day I went with my family to the beach. It was a day off **so** we went on vacation.

3) We had no enough time to visit some tourism places there **because** of the rain.

4) The weather there was a bit fuggy and cold, **because** my grandma's house is in the mountain.

5) And then we went home **because** I went to go to school on Monday.

d. Temporal

1) **After** a few weeks we were on Toraja we returned to Parepare with very happy and happy heart.

- 2) **After** that, we continued to go to Londo' where the graves of people who had died.
- 3) In third and last day me and my team and my other friend passed the competition and **after** a while we won the competition.
- 4) I usually had a breakfast **after** took a bath.

2. Students' writing were not cohesion on recount text writing

Based on the identification of students' writing recount, there are still some students' writing that found to be not cohesive, Below that is found by the researcher is the research:

- 1) Last month, my family and I went on vacation to Makassar and we went to the grand mall in Maros.
- 2) There we saw the sunset view and also our family went to maghrib prayer at the 99 cuba mosque that was there. After finishing we continued to the beach to see the calming night waves.
- 3) When I was 12 years old my family and I went on vacation to Toraja land, why did you choose to go on vacation there because there was my family living there.

B. Discussion

1. Grammatical cohesion found on students' recount text

In this part was presented the result of the data analysis from this research. In grammatical cohesion there were four items are attached which are reference, substitution, ellipsis, and conjunction. Each of them stands as above cohesive were found on students' recount text writing.

The first type of grammatical cohesion was found in this research was reference. Reference included personal, demonstrative, and comparative reference. But, in this research the researcher only found two types of reference. They are personal and demonstrative reference. Personal reference were dominant reference used by students in their recount text writing. All the student used the personal reference. The researcher discussed the findings of personal rederece of cohesive used as follows:

- 1) "**My father** was not there at the time, **he** was on duty in Papua"
- 2) "There **I** went to the mall with **my family**. At the mall **we** bought some *clotes*."The pronoun "he" in the (1) showed personal reference that refers to "my father". Meanwhile, "we" in (2) is personal reference that refers to "I" and "My family" in the previous sentences. The sentence showed that the personal reference used by the students were exential personal reference.

This is in line with the theory from Hasan and Halliday that personal reference is reference by means of function in the speech situation, through the category of person or person object in the environment. In the data I, we, he and it are personal references in the personal pronoun class. Meanwhile my and our are included in the possessive identify class. Based on the results of the analysis

of the data, it can be concluded that the most dominant personal reference in students' recount text writing. This is because students use personal references as personal pronouns in their recount text writing. This is in line with the results of previous studies that found the most references to be found from other types of grammatical cohesion.

Demonstrative reference were found by researcher only in a few students recount text writing. Beside that, the researcher discussed the finding of demonstrative reference of grammatical cohesion used as follow:

3) *Last year, I went to **Makassar** for holiday. **There** I went to the mall with family. At the mall we bought some clothes and visited the café for us to eat.*

4) *After that, we continued to go to **Londo**' where the graves of people who had died, there we entered the cave and explored it, we were also told about all the stories of the people **here**.*

In the sample (3), “there” respresented city “Makassar” in the previous sentence. While, in the example (4), “that” was used to show “Londo” where the graves of people who had died. The demonstrative reference here is used to point thing which is to near to the speaker. The sentence showed that the reference used by the students were demonstrative personal reference.

Demonstrative reference in the form of there and here. There are distant affinities, referring to the location of a process in space or time, and they usually do so directly, rather than through the location of a person or object participating in the process. While here is proximity near, referring to the location of something usually an entity - a person or object - participating in the process. In

previous research there was and this was used to show something at a close or far distance. Where according to the theory of Halliday and Hasan demonstrative references are references that use location, on a scale of proximity with examples of words like this, there, here, now, then.

The four example above showed the way of referring used by students to build the semantic relation within and between sentences. These ways of referring are used together in the adjoining sentences to ease the comprehension to readers.

The second type of grammatical cohesion was found in this research was conjunction. Conjunction included additive, adversative, causal, and temporal. In this research the researcher found all types of conjunction, although not all the students used the conjunction. Conjunction was the second dominant types of grammatical cohesion is used by the students. The researcher discussed the finding of conjunction of cohesion used as follows:

5) *In the mall we bought some clothes **and** watched in the cinema.*

6) *Last year, I went to Makassar for holiday. There I went to the mall **with** my family.*

In example (5), "and" is a transition sign used to add to the activities carried out by the author, namely watching in cinema. In example (6) "with" is a transition signal used to add an actor in a sentence, namely my family. the conjunction "and" and "with" is also a connector relation that support to previous sentence.

In previous studies also found a lot and also in student writing. This is because students are familiar with the conjunction and. This is in line with the

theory of Halliday and Hasan conjunction contribute to provide additional information without changing the information in the previous clause or phrase. Additive conjunctions are one of a kind conjunctions that add or replace additional alternative clauses to the text.

7) *On the way, the road is very uphill and covered in fog makes us quite difficult. **But** we made it there, and look at the scenery in Lolai.*

8) *We were sad **but** my uncle secretly took us to play in timezone.*

In the example (7) and (8), “but” in the text above was adversative conjunction which as a conjunction relation that support to the previous sentence. The path with the theory of Halliday and Hasan Adversative relations contrary to expectations may originate from the content of what is said, or from the communication process, the speaker-listener situation. Adversative conjunctions are coordinating conjunction which is used to express comparison or contrasts. The element introduced by the adversative conjunction usually qualifies or expresses a caveat with regard to the main clause of the sentence.

Based on example above, adversative conjunction “but” to tell the reader additional information which is contrary to the fact. In conclusion, there is a type of extension conjunction found in the students’ texts, namely addition, in particular, there are two subtypes of additional found, namely positive additional and adversative additional. positive additional is indicated in the use of conjunction “and, not only but also”. Then, adversative addition is undicated in the use of conjunction “but” and “however”.

9) *My mother took me to java to celebrate my birthday and at the same time give gifts **because** I won the national championship.*

10) *One day I went with my family to the beach. It was a day off **so** we went on vacation.*

In the example (9) “because” and (10) “so” in the text above were causal conjunctions which as a conjunction relation that support to the previous sentence.

11) ***After** a few weeks we were on Toraja we returned to Parepare with very happy and happy heart.*

12) ***After** that, we continued to go to Londo’ where the graves of people who had died.*

In the example (11) and (12) “after” in the text above were temporal conjunction which as a conjunction relation that support to the previous sentence.

Based on the findings and discussion above, it can be seen that students' recount text writing is cohesive even though only references and conjunctions are found. The results show that there are two types of references, namely personal references and demonstrative references. while conjunctions were found additive, adversative, causal and temporal conjunction. so, the researcher could conclude that student of eleventh grade of SMP 1 Parepare basically had applied the grammatical cohesion in their recount text writing, although except ellipsis and substitutions are not found.

The finding was similar with the previous research that found the cohesion used by students. The first research was from Laras sasi rahmah utami (2019) that found the types of cohesive device used by students of the Department of

English, Faculty of Languages and Arts, State University of Semarang 2019. To build in their writing is that students use three types of grammatical cohesion, with a total of 1422 cases. They are reference, ellipsis, and conjunction. Referrals had the highest frequency of occurrence with 1046 cases (74%). Then followed by conjunctions in 373 cases (26%), and ellipsis in 3 cases (0.2%). The second research was from Nurhaeda Gailea, Syafrizal Syafrizal, and Ai Hafipah (2018) that found the students show that the respondents only use 3 types in the text, i.e. reference, conjunction and lexical cohesion, the most frequent of cohesive devices is about reference that followed by causal conjunction, it is still problematic since they mostly use inappropriate cohesive devices in their writing. So, it can be concluded the students' eleventh grade of SMPN 1 Parepare have good competence in use grammatical cohesion in writing recount text especially in use of reference and conjunction.

So that, it can be concluded that findings and previous findings had same finding. The same finding was on cohesion that is found on students' writing text. The other similarities were on reference and conjunction that are found dominantly in students' writing text

2. Implication cohesion on students' recount Text

Based on the findings in this finding, it produces cohesive implications in students' recount text writing. Below are the implications found by researchers in this study:

1) My father was not there at the time, he was on duty in Papua.

In the example above, the implication of the sentence shows that the writer's father could not attend his birthday party because his father was out of town, namely on assignment in Papua.

2) *My sister couldn't went to swim on the beach. She immediately rushed on the beach white.*

In the example above the implication of the sentence shows that the author's sister only plays on the beach because she cannot swim.

3) *Last holiday, I and my family were in my grandpa's hometown. Unfortunately, it was rainy season there. We had no enough time to visit some tourism place because of the rain.*

From the sentence above the meaning is that last holiday they did not visit many tourist attractions because the weather was not supportive.

4) *On the way, the road is very uphill and covered in fog makes us quite difficult. But we made it there, and look at the scenery in Lolai.*

From the example above, it means that getting to Lolai requires extra energy because the roads are bad and full of fog.

5) *My mother took me to java to celebrate my birthday and at the same time give gifts because I won the national championship.*

Based on the sentence above, the meaning is that his mother appreciates for winning the national championship by giving gifts and as a birthday celebration

6) *In third and last day me and my team and my other friend passed the competition and after a while we won the competition.*

Based on the sentence above the meaning is that after a few days he finally won the competition he participated in.

(7) When we were about to go home my younger brother was missing in turned out he was hiding in a dinosaur egg.

Based on the sentence above, the implication is that her brother was hiding in a dinosaur egg, causing her family to panic because they thought her sister was missing.

(8) My younger brother and I played in a small pool but after that I moved to the large pool with my cousin.

Based on the sentence above after playing with her sister in a small pool she switched to a bigger school with his cousin.

(9) When I went to Burake I see Jesus statue but it was too high.

Based on the sentence above, the implication is that the statue of Jesus is too high when viewed from the Burake.

(10) We had no enough time to visit some tourism places there because of the rain.

Based on the sentence above, the implication is that due to unfavorable weather, he cannot visit several tourist attractions.

(11) The weather there was a bit fuggy and cold, because my grandma's house is in the mountain.

Based on the sentence above, the implication is that her grandmother's house is on a mountain, so the weather there is cold and foggy.

(12) After that, we continued to go to Londo' where the graves of people who had died.

Based on the sentence above he continued his tour to where people who had died.

Based on some of the example sentences above, the cohesion that students write in recount text has implications. It can be concluded that writing recount text for eighth grade students is cohesive and contains the resulting implications.

CHAPTER V

CLOSING

A. Conclusion

Based on the findings of the study, the researcher put forward the following conclusions:

1. The results showed that the type of cohesive made by students of class VIII 1 SMPN 1 Parepare were references, namely personal references, and demonstrative references. The second position is conjunctions, as the highest rank was found in student writing compared to others, additive conjunctions, causal conjunctions, conjunctions adversative and temporal conjunction. The highest frequency of the reference used is personal reference. while substitution and ellipsis were not found in the students' writing. This means that students have good competence in producing cohesion in their written texts because they use all types of cohesion in their written texts except ellipsis and substitutions are not found.
2. The study results show the implications of the cohesion for writing recount texts. Students will gain creative experience in writing compositions due to this research. In short, students can be directly exposed to various kinds of discourse when using discourse analysis. Thus learning activities are no longer limited to grammar and vocabulary but allow the formation of accurate and relevant contextual learning. This model is one of the strategies in the teaching and learning process.

B. Suggestion

Based on the research, the researcher gives some suggestions as follows:

1. The teacher must remain active in increasing his creativity in carrying out the teaching and learning process so that he can liven up student learning well and is fun for students, so the teacher should pay more attention to teaching cohesive writing. Teachers need to evaluate students' writing performance, build remedial teaching, and provide an understanding that students need continuous and special supervision by the teacher during writing activities.
2. The results obtained from several references and other supporting materials are expected to provide broader insights to future researchers. Things can affect students in the learning process, especially in writing. Teaching writing by paying attention to cohesion positively or excellently impacts students and teachers. Adding to the understanding and the grammatical cohesion ability can encourage students to study different types of cohesion. And ask them to continuously practice writing about many topics using grammatical cohesion in their writing.

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APPENDICES

SK Consultan





**KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 3374 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBİYAH

| | | | |
|---------------|---|---|---|
| Menimbang | : | a. | Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022; |
| | | b. | Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa. |
| Mengingat | : | 1. | Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; |
| | | 2. | Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen; |
| | | 3. | Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; |
| | | 4. | Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; |
| | | 5. | Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; |
| | | 6. | Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; |
| | | 7. | Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; |
| | | 8. | Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; |
| | | 9. | Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; |
| | | 10. | Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare. |
| Memperhatikan | : | a. | Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022; |
| | | b. | Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022. |
| Menetapkan | : | MEMUTUSKAN | |
| | | KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022; | |
| Kesatu | : | Menunjuk saudara; | 1. Dr. Arqam, M.Pd. 2. Nur Asiza, M.Pd. |
| | | Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : | |
| | | Nama | : Yunita Wulandari Muhtar |
| | | NIM | : 19.1300.036 |
| | | Program Studi | : Pendidikan Bahasa Inggris |
| | | Judul Skripsi | : Analysing Cohesion Found In The Students' Recount Text Writing at MA |
| Kedua | : | Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi; | |
| Ketiga | : | Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare; | |
| Keempat | : | Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya. | |

Ditetapkan di : Parepare
Pada Tanggal : 05 September 2022

Dekan,

Zulfah



Appendix 1: Transcribe students' recount text

Text 1 (Birthday party)

No. _____
Date: _____

(10)

8.1 Aura ayyatul Husna

~~BIRTH~~ BIRTH DAY PARTY

in August last year my family held an event in Makassar, at the end of the event my mother took me to Cape Jawa to celebrate my birthday and at the same time give gifts because I won the national championship.

Because I was very sad because my father was not there at that time he was on duty in Papua and could see me, my mother, and my cousin in video call

SIDU

Text 2 (My trip to waterpark Diana)

No. _____
Date: _____


NUR ADILLAH. HUSAIN
 VIII.1 (26)

RECOUNT TEXT

My trip in water park Diana

Last year my family and I went on vacation to Diana waterpark. On the way to Diana waterpark I saw a lot of rice fields. After arriving there my sister and I went to get ready then just went to the swimming pool.


After my sister and I swam for quite a while we decided to go to another place to gather to eat together. We eat together and after that I went back to the swimming pool. In the afternoon our family decided to go home.



Text 3 (Holiday to Toraja)

No. _____
Date: 10-02-2023

| <input type="checkbox"/> | Holiday To Toraja |
|--------------------------|---|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | When I was 12 years old my family and I went on |
| <input type="checkbox"/> | vacation to Toraja land, why did you choose to go on |
| <input type="checkbox"/> | vacation there because there was my family living there |
| <input type="checkbox"/> | So we could have a vacation while staying at our |
| <input type="checkbox"/> | family's house, we took a vacation to Toraja Land |
| <input type="checkbox"/> | because the air is cool every morning and at night the |
| <input type="checkbox"/> | air is very cold and there are also many very |
| <input type="checkbox"/> | beautiful tourist attractions. |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | My family and I left at noon and we arrived in |
| <input type="checkbox"/> | Toraja land around eleven in the evening and after |
| <input type="checkbox"/> | you arrived we immediately packed up our things and |
| <input type="checkbox"/> | went straight to sleep after dawn arrived around four |
| <input type="checkbox"/> | O'clock you went to the land above the clouds and |
| <input type="checkbox"/> | around seven in the morning we went swimming to a |
| <input type="checkbox"/> | bathing place in the land of Toraja after a few weeks |
| <input type="checkbox"/> | we were in Toraja we returned to Parepare with a |
| <input type="checkbox"/> | very happy and happy heart because you are from |
| <input type="checkbox"/> | vacation. |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | Nama: Lovely Agulne Immanuel Sandata |
| <input type="checkbox"/> | Kelas: 8.1 |
| <input type="checkbox"/> | No. utuf: 15 |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |



Text 4 (Untitled)

Azwa Ahmadiyana
12


No. _____
Date: _____

Recount Text

At one time, my family and I went on vacation to Toraja. On the way to Toraja, we really enjoyed the view because Toraja is located on top of the mountain. When we got to Toraja, we stayed at the inn. The inn is very comfortable with many facilities such as tv, ac, own bathroom, and others.

At dawn, we all wake up to get ready to go to Lolain the mountain above the clouds, to get a good view we have to leave at dawn. On the way, the road is very uphill and covered in fog makes us quite difficult. But we made it there, and look at the scenery in Lolai, it is very beautiful because of the clouds and below it is a green village. After enjoying the view, we continued our journey to a place called Kete'kesu. Kete'kesu is one of the favourite place in toraja because there are many tongkonan houses and also sell various original toraja goods. After that we continued to go to Londa', where the graves of people who had died, there we entered the cave and explored it, we were also told about all the stories of the people here.

After that we go to the inn. And back to papere next



Text 5 (Holiday to Bulukumba)

10/2/2023 19

Kheyza Musfirah Asyifa

8.1

HOLIDAY TO BULO KUMBA

In 2018 my extended family and I

went on vacation to Bulukumba we

booked a villa and stayed a few nights

The next day my family and I went

to the beach in the fletcher when

I arrived my extended family,

my cousin and I and my sister

went to take a shower

After that we ate together

there was a lot of food, from

chicken to ducks and others you spend

time together until evening


After we went to the beach.

we returned to the villa and

in the evening we had a big

meal at the villa

The next day we returned to



APPINDEX 3 : RESEARCH ALLOWANCE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 telp (0421) 21307 Fax:24404
 PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B.324/ln.39/FTAR.01/PP.00.9/01/2023 24 Januari 2023
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
 C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di,-
 Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama : Yunita Wulandari Muhtar
 Tempat/Tgl. Lahir : Waikaya, 9 Juli 2001
 NIM : 19.1300.036
 Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
 Semester : VII (Tujuh)
 Alamat : Dusun Waikaya, Desa Tassokko, Kec. Karossa,
 Kab. Mamuju Tengah, Prov. Sulbar

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**Analysing Grammatical Cohesion Found On Students' Recount Text Writing At SMPN 1 Parepare**". Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Februari Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.



Wassalamu Alaikum Wr. Wb.



Dekan
[Signature]
Dr. Zulfah, M.Pd.
 NIP.19830420 200801 2 010

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Arsip

| | | |
|---|---|---------------|
|  | | SRN IP0000104 |
| PEMERINTAH KOTA PAREPARE | | |
| DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU | | |
| <small>Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmpstppareparekota.go.id</small> | | |
| REKOMENDASI PENELITIAN | | |
| Nomor : 104/IP/DPM-PTSP/1/2023 | | |
| Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi. | | |
| 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian | | |
| 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu. | | |
| Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu : | | |
| M E N G I Z I N K A N | | |
| KEPADA | YUNITA WULANDARI MUHTAR | |
| NAMA | | |
| UNIVERSITAS/ LEMBAGA | INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE | |
| Jurusan | PENDIDIKAN BAHASA INGGRIS | |
| ALAMAT | DUSUN WAIKAYA, KAB. MAMUJU TENGAH | |
| UNTUK | melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut : | |
| JUDUL PENELITIAN | ANALYSING GRAMMATICAL COHESION FOUND ON STUDENTS RECOUNT TEXT WRITING AT SMPN 1 PAREPARE | |
| LOKASI PENELITIAN | DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (SMP NEGERI 1 PAREPARE) | |
| LAMA PENELITIAN : 25 Januari 2023 s.d 25 Februari 2023 | | |
| a. Rekomendasi Penelitian berlaku selama penelitian berlangsung | | |
| b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang – undangan | | |
| Dikeluarkan di: Parepare Pada Tanggal : 01 Februari 2023 | | |
| KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE | | |
|  | | |
| Hj. ST. RAHMAH AMIR, ST, MM | | |
| Pangkat : Pembina (IV/a) | | |
| NIP : 19741013 200604 2 019 | | |
| Biaya : Rp. 0.00 | | |

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSE**
- Dokumen ini dapat dibuktikan keabsahannya dengan terdaftar di database DPPPTSP Kota Parepare (scan QRCode)





PEMERINTAH KOTA PAREPARE
 DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 PAREPARE
 Alamat : Jalan Karaeng Burane No. 18 Telp. (0421) 21035 Parepare 91111
 Email : gsdoun@smn1parepare.sch.id Website : www.smpn1parepare.sch.id



SURAT KETERANGAN

Nomor : 423.4/079/SMPN.1/II/2023

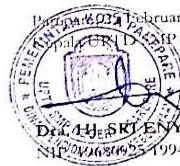
Yang bertanda tangan dibawah ini Kepala UPTD SMP Negeri 1 Parepare menerangkan bahwa :

Nama : YUNITA WULANDARI MUHTAR
 NIM : 191300036
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Fakultas Tarbiyah
 Universitas : IAIN Parepare

Benar telah melaksanakan penelitian mulai tanggal 25 Januari 2023 s.d 25 Februari 2023 dengan judul :

**"Analysing Cohesion Found on Students' Recount Text Writing at UPTD
 SMP Negeri 1 Parepare"**

Demikian Surat Keterangan dibuat dan diberikan kepadanya untuk dipergunakan sebagaimana mestinya



Parepare, 26 Februari 2023
 Kepala UPTD SMP Negeri 1 Parepare,
Dra. H. SRI ENYLUDFIYAH HONENG, M.Pd.
 NIP. 196809251994122002

APPENDIX. 4 DOCUMENTATION







CURRICULUM VITAE



Yunita Wulandari Muhtar, the author was born on 9th July 2001, Mamuju Tengah. She is the first child in her family. She has three brother and two sister. Her father's name is Muhtar and her mother's name is Maemuna Bakrie. She began her study on 2006 at SDN Salubiro, Mamuju Tengah and graduated in 2012. In the same year, She continued her study at Mts Al-amanah Waikaya and graduated in 2015. In the same year she continued her study at SMA Negeri 1 Mamuju and graduated in 2018. After graduated, She decided to continued study at State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her thesis on 2023 with the tittle "Analysing grammatical cohesion found on students' recount text writing as SMPN 1 Parepare".