



**REALIZATION OF COHESIVE DEVICES IN STUDENTS'
RECOUNT TEXTS**

(A Case of the Tenth Grade Students of SMA Negeri 1 Boja)

FINAL PROJECT

**written in partial fulfilment of requirements
for the degree of *Sarjana Pendidikan* (Bachelor Education)
in English Language Education**

by

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APPROVAL

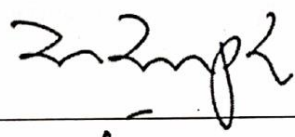
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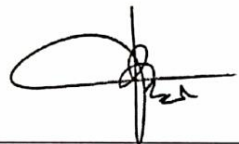
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DECLARATION OF ORIGINALITY

I Pinky Tiffany hereby declare that this final project entitled *Realization of Cohesive Devices in Students' Recount Text (A Case of the Tenth Grade Students in SMA Negeri 1 Boja)* is my work and has not been submitted in any form or another degree or diploma at any university or another institute of tertiary education. Information derived from of published and unpublished work of other has been acknowledged in the text and a list of references is given in references.

Semarang, 6th July 2020

A handwritten signature in black ink, appearing to read 'Pinky Tiffany', with a vertical line extending downwards from the end of the signature.

Pinky Tiffany

MOTTO AND DEDICATION

“No matter how long it takes

To get your goals,

You have been doing well

- Self Appreciation”

Dedicated to:

My beloved parents and sisters,

Supportive relatives.

And also all of my amazing friends

ABSTRACT

Tiffany, Pinky. 2020. *The Realization of Cohesive Devices in Students' Recount Texts (A Case of The Tenth Grade Students of SMA Negeri 1 Boja)*. Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. Advisor: Widhiyanto, S.Pd., M.Pd., Ph.D.

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The aim of this study is to elaborate the type of cohesive devices used in recount texts produced by the tenth grade students. This study focuses on both grammatical and lexical cohesions. The data were collected from the tenth grade students which gained 15 selected recount texts from two different classes. The data were analyzed by using theory of Halliday and Mathiessen (2014) qualitatively. The results show that the grammatical cohesion is leading with 662 ties (77.52%), while the lexical cohesion only gets 192 ties (17.68%). The grammatical cohesion types found is only conjunction and reference. Reference becomes the highest frequency 513 ties (60.07%). Specifically, personal reference is the dominant device. Regardless of massive use of the personal reference, there is few mistakes found. Additionally, it can be concluded that recount texts are mostly cohesive enough, despite of the lacking existence of some cohesive devices. Suggestions are given from this study are: Firstly, EFL students are expected to be more conscious of the importance of cohesion, both grammatical and lexical cohesions. Secondly, for the English teachers, it is suggested to provide particular technique for the students to understand and be more familiar with cohesion.

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Hopefully, I expect that this final project will be useful not only for the research, but also for the readers. Therefore, constructive thoughtful suggestions and critics are always welcomed.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, scope of the study, definition of key terms, and the outline of the study.

1.1 Background of the Study

Writing skill is one of the important skills besides listening, speaking, and reading which students must master well in learning a language with the goal to have good communication ability. Different from listening and speaking that all people have been acquired since they were born, writing is a challenging skill that needs more time and consideration in the practice. Since writing is an output skill, means that students must have acquired the input skills that are listening and reading first to produce a well made text. They need to gain ideas as much as they can before they start writing something through listening and reading books or other media. Through reading, they get to gain more ideas on their writing.

Writing is a complex skill which has so many components in it (Ayub, Seken & Suarnajaya, 2013). Some of the components that included in writing are ideas that have been explained above, grammar, rich vocabulary, choices of words, spelling, and punctuation. The purpose of writing itself is to make students able to produce their own text. As a result of the level of difficulty, writing usually becomes the least skill that most students especially EFL students put their concern to. Based on my teaching practice experience, I noticed that EFL students

mostly had difficulties once they are told to make some text types as their task. Mostly, they are confused where to start their writing since they are not able to arrange the ideas and another problem is the lack of vocabularies.

English as they may not be familiar with it before. The factors that affect them are usually about how they are confused to start their writing, limited vocabularies, and forgetting the structures of the text. Those take big part on their writing result, where it is far from the standard.

Text is something people produce through speaking and writing. Readers and listeners usually engage and interpret a text (Halliday & Mathiessen, 2014, p.3). Text in another definition is a group of words arranged together and has meanings. Text is formed through the ideas and knowledge that students have acquired before, and then the ideas are put together and have meanings. To produce a good quality and readable text, students need to pay attention on the cohesiveness of the text. Cohesiveness of the text has an important role to arrange the ideas that formed into text then it delivers to the readers. Cohesion itself is a relationship among clauses in a paragraph. However it is still hard for the students to produce a cohesive text. When they have been able to find the ideas and choices of words, they cannot arrange them cohesively then as a result the text produced is only unified and plain text where a text must be readable and most importantly meaningful.

Since writing is important, students are given understanding about text which has some types called Text Type. One of the types is recount text which is

a kind of text type that retells about past event and has purpose to entertain the readers (Hartono & Purwanto, 2017, p.15). It is one of important type texts which students must know how to analyze the social function, generic structure, and linguistic features which are different from other text types and also know how to make their own recount text by minding the three important things. Since EFL students have been given an introduction to recount text and done some practices to write recount text in Junior High School that is continued in Senior High School even in University, it is expected the produced recount text will show a good result.

According to the phenomena illustrated, in order to improve the quality of students' writing in recount text, this study entitled *The Realization of Cohesive Devices in Students' Recount Texts (A Case of Tenth Grade Students of SMA Negeri 1 Boja)* is conducted by focusing on the cohesiveness of the texts.

1.2 Reasons for Choosing the Topic

This present study focuses analyzing grammatical cohesion and lexical cohesion in students' recount texts and some problems that come up from that. Hence, I will explain the reasons why I chose this topic. First, the reason why I decided to choose this topic is that because it is necessary to increase the awareness of the writing importance especially to students. The goal of writing a text is to make readers gaining the information of what the writer wants to deliver. Written text usually needs more time to be understood than the spoken as a well-arranged text may be understood faster than the text that is not. Therefore, a writer has an important role to make a text easy to be read by the readers. Some of things need

to be concerned are the writing style of the writer, grammatical of the sentences, and so on. In this study, I take one main concern which is cohesion to be analyzed.

Second, cohesive devices still become an important topic. It can be seen through the various texts which need to use cohesive devices to make the text united to be more readable for the readers. Moreover, it is important for the higher level students to master this as their knowledge must be more complex. Thus, I want to know how the application of cohesive devices in student's text. The reason for choosing recount text is because this kind of text commonly exists in daily life whether in formal or informal situation.

Third, I chose the tenth grade students of SMA Negeri 1 Boja in academic year 2019/2020 were because they are still freshmen from junior high school. Therefore, it is better to start knowing how their writing skill is and improving their writing skill in early time while they study in senior high school with the help of the teachers. While I chose SMA Negeri 1 Boja was because the school is popular in the region and it has a good reputation.

1.3 Research Questions

This present study will reveal students' problems in Cohesion by analyzing the types of Cohesive Devices in recount texts written by the tenth grade students of SMA Negeri 1 Boja by applying Halliday's theory (2014). Therefore, the problems arisen from the background of the study are provided as follows:

- (1) How are grammatical cohesive devices applied in recount text written by the tenth grade students of SMA Negeri 1 Boja?

- (2) How are lexical cohesive devices applied in recount text written by the tenth grade students of SMA Negeri 1 Boja?

1.4 Objectives of the Study

In line with the research questions stated above, I present the objectives of the study as follows:

- (1) to elaborate the application of grammatical cohesive devices in recount text written by the tenth grade students of SMA Negeri 1 Boja, and
- (2) to elaborate the application of lexical cohesive devices in recount text written by the tenth grade students of SMA Negeri 1 Boja.

1.5 Significance of the Study

The results of the study are expected to give contribution for the further research, the English teacher and the students.

- (1) Theoretically, it is expected that the findings of this study can give information to the senior high school teachers and learners about cohesion consisting grammatical cohesion and lexical cohesions.
- (2) Practically, the result of the study is supposed to be a tool that can facilitate and help the students to improve their writing skill.
- (3) Pedagogically, the result of this study can be used as the consideration for the better learning and teaching cohesion for the lecturers or teachers by giving appropriate way or technique for the students, so that the students will get better understanding and writing skills.

1.6 Scope of the Study

A limitation of the study is given, that this study is limited to investigate the use of both grammatical cohesive devices, and lexical cohesive devices in recount text written by the tenth grade students of SMA Negeri 1 Boja in academic year 2019/2020.

1.7 Definition of Key Terms

In order to give comprehensible definition and as guidance for the readers to understand the entire study, the definitions of key terms are given in the followings:

(1) Grammatical cohesive devices

It is the way that grammatical features are attached together across sentence boundaries. It consists of conjunction, reference, and ellipsis.

(2) Lexical cohesive devices

It is the way aspect of vocabulary links part of text together. It consists of reiteration and collocation.

(3) Recount text

Recount text is a kind of genre which has purpose to retell a past accident or an activity which is done by someone or someone's experience.

1.8 Outline of the Study

This research is developed into five chapters.

- (1) It begins with Chapter I for Introduction. It presents of the background of the study, the reasons for choosing the topic, the research questions, the

objectives of the study, the significance of the study, the limitation of the study, the definition of key terms, and the outline of the study.

- (2) The second chapter concerns with the review of related literature which explains about the review the previous studies, the theoretical background, and the framework of present study.
- (3) The third chapter contains the research design, the source of the data, the roles of the researcher, the type of the data, the procedures of collecting the data, and the procedures of analyzing the data.
- (4) The fourth chapter is about the result of the analysis which is the findings of cohesion devices and their interpretation in the texts and the discussion of the whole findings and the interpretations.
- (5) The fifth chapter tells about conclusions and suggestions

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the literature reviews which are intended to give the readers further understanding about the present study. It focuses on the previous studies about cohesion and recount texts, theoretical studies, and theoretical framework.

2.1 Review of the Previous Studies

In this chapter, I present some previous studies about the analysis of cohesive devices to support the present study. I found some studies related to the topic of this present study. This review is divided into several categories, which are cohesion in literary and non-literary works, cohesion in students writing, students' writing ability, and error analysis of recount text.

The first category is about cohesion in literary and non-literary works. Cohesive devices have been an interest to many researchers. Among those researchers, there have been concerned in their studies with the cohesiveness in some literary works written by professional writers. The types of literary works are such students' English textbook and children storybook. There have been studies applying qualitative approach that give comprehensive descriptions to achieve cohesiveness of texts in literary works, such as high school students' textbooks written by professional writers (Valentine, 2014; Kuncahya, 2015; and Masithoh, 2017), and a storybook which is also written by professional writer (Ulfa, 2016).

Cohesive devices are found in some students' English Textbooks which students usually use to learn English daily. The studies by Valentine (2014), Kuncahya (2015), and Masithoh (2017) are conducted to find the cohesion in texts presented on the textbooks. They believed that it is important for the teacher to know the quality of the books for the students. Teacher also should be able to analyze the content of the books whether it is suitable for teaching-learning process or not. Meanwhile Ulfa (2016) who chose a storybook has intention to know the accuracy of the storybook. Their studies are different with the present study in object of the study, as the present study is focusing on non-literary works which are produced by students who are non-professional writers.

Newspaper is one of non-literary works that people are usually familiar with and sometimes becomes a learning tool, so that it is important to do study on it. There is study of cohesion conducted on newspaper by Laeli (2015). The newspaper used by Laeli is *Jakarta Post* which is a famous English newspaper in Indonesia. Based on that, she wanted to know the lexical cohesion in the article containing in the newspaper as it is a well-know newspaper, means that many people read it. The result shows similar findings with most of the studies that analyze lexical cohesion which the highest type used is reiteration and not all types are found. Nevertheless, it does not affect the cohesiveness of the newspaper articles.

Both grammatical and lexical cohesions are important, so there is no type of cohesion that is less important. Valentine (2014) and Kuncahya (2015) decided to focus on both types of cohesion; grammatical cohesion and lexical cohesion. They

were also applying descriptive qualitative as the approach that gained similar findings. In both studies, the findings showed that the most frequent cohesion appeared in texts were reference. The present study also focuses on both grammatical and lexical cohesions that is in line with the studies of Valentine's and Kuncahya's. It is different with Masithoh (2017) and Ulfa (2016) who preferred to focus only on one type of cohesion which is lexical cohesion. Most researchers usually only focus on grammatical cohesion, meanwhile these both researchers chose lexical cohesion because it is still lack of attention as lexical cohesion is as important as grammatical cohesion and the children need to learn about it as well.

The second category is presenting some previous studies conducted about cohesion in students' writing. Analyzing texts produced by students have always been awareness of researchers from time to time on the various levels of students. Students' writing becomes the mainstream yet important topic to discuss, as through that the researchers may be able to distinguish the students' writing ability whether it is already good enough or it may be still far from the expectation, so they need more facilitates from the teacher. There have been studies taking that concern conducted to achieve cohesion in different kinds of text type that is going to elaborate one by one based on the types of text.

Academic text is a kind of text that has specific structures. This kind of text is usually made by students who already have comprehensive knowledge in writing. It also became concentration of some researchers who want to achieve the cohesiveness of the text (Alarcon, 2011; Abdurahman, 2013; Suwandi, 2015;

Manalu, 2015; Afrianto, 2017; Anwar, 2017, and Priyatmojo, 2012). Some kinds of academic texts are abstract, essay, genre-based texts, and scientific paper. Beside Manalu (2015), most of the researchers focus only on one type of cohesion that is grammatical cohesion.

As an abstract consists of the main ideas of a thesis, it plays an important role as the representative of the whole thesis. Therefore, abstract has to be written cohesively to make the readers achieved the ideas straightforwardly without reading the whole thesis. Suwandi (2015) and Anwar (2017) were interested in abstract and they conducted a study to analyze the cohesiveness in students' abstracts. Besides Suwandi (2015) and Anwar (2017), there is Abdurrahman (2013) who also conducted a study with students' thesis as the object but he favoured in the background of the thesis. Abdurrahman declared that the background section is a part which usually gets affected by inappropriate use of cohesive devices. Background is not less important than other sections as in this section where a study starts. In this section, students have to explain why they chose their particular research then provide the immense picture for the reader and connect the idea directly on to more specific ideas through the correct use of cohesive devices in a cohesive way.

Other studies by Alarcon (2011) and Afrianto (2017) investigated cohesion in students' essay. Before the students write their thesis, they are usually told to make essays. It can be said that essay becomes the opening training for the students. If students can produce good essays, it can be definite that they may be able to write their thesis cohesively good. The objects of the study are different.

Alarcon took samples from engineering students while Afrianto (2017) picked English students. Different from most researchers who conducted their studies on students' writing, Manalu (2015) was interested in engineering students' genre-based writings, named technical and explanatory writings. Students were assigned to make the text with a topic decided by the teacher in a group consists of three students. The concerns of her study are on both types cohesion (grammatical and lexical cohesion).

Another kind of text type is descriptive text. Students have been introduced and told how to write descriptive text since in the early age. It means that the students must be familiar with this kind of text. As a result, there have been studies conducted to acquire cohesiveness in students' descriptive text (Rahman, 2013; Marifatullah, 2016; and Ismail, 2018). A homogeneous group is chosen as the subject, for instance, a group of the 6th semester students (Ismail, 2018) and a group of the 4th semester students (Marifatullah, 2016). Meanwhile, Rahman (2013) decided to do something different by choosing three different groups of students, they are the first group is thirty first-year students who joined the English department after they had finished their foundation year, the second group consists of thirty third-year students who had already completed the foundation year and five semesters during which they had studied several courses in writing and discourse analysis, and the last group comprises twenty nine native speakers of English who were working at Sohar University in the Foundation Program and other faculties. The writer thinks that choosing heterogenic group could be a risk,

because students' intelligence is different. Moreover, one of the groups is native speaker students that would show predictable result without conducting a study.

Report text also becomes the interest for the researchers. Hartono & Purwanto (2017, p.53) stated that report text is a text that represents information about something. It is as a result which is usually conducted by researchers or scientists by doing systematic observation. Nevertheless, it is not impossible to achieve the cohesiveness in report text produced by students. Seftiani (2017) and Asroriyah (2018) are the ones who did it. They conducted study on report texts produced by high school and university students. Since report text is almost similar to descriptive text, students also could make one. The difference is shown on the findings of the study, where Seftiani (2017) recognized reference as the most dominant while Asroriyah distinguished lexical cohesion as the most dominant one. The different of findings may be caused by the level difference of students.

Expository text or usually called as exposition text is type of argumentative text where the text contains detailed author's thinking about phenomenon that is around (Hartono & Purwanto, 2017, p.101). It becomes interest to some researchers such as Adiantika (2015) and Miftah & Nilopa (2017) to hold a study about cohesion in students' expository text.

Recount text is the most common text that researchers choose as their object as the role of recount text is important in daily life. There have been studies which are close to the present study. Studies by Swastami (2014) and Utami (2018), both have intention to reach cohesiveness in students' recount text. Both agreed that

the most dominant device in students' recount text is reference despite of the differences of the object of the study and the research approach. Swastami (2014) preferred to apply quantitative study as she wanted to emphasize on the number of the ties in the texts. Meanwhile, Utami (2018) wanted to underline on the description of the cohesive devices in the texts.

Students' writing is still popular among researchers as we have to always care about students' progress. Saharani (2012) and Ayub, Seken & Suarnajaya (2013) are the researchers who chose students' writing as their main concern. Suningsih (2016) is also another researcher who also had interest in students' writing.. She actually took a brave action by choosing several kinds of genre-based texts for her research. There have been studies conducted to achieve cohesiveness in students' recount text which get differences of concern and students' level, such as, Adiantika (2015) who was interested in high school students and only focused on grammatical cohesion, while Miftah & Nilopa (2017) chose senior university students and both cohesions.

In the third category, I present the previous studies mainly focus on students' ability in writing recount text. Recount text has been popular topic among researchers. There have been studies which try to accomplish the students' ability in writing recount texts on many aspects (Noor & Nugraha, 2012; Ansyar, et al, 2014; Sukma, 2015; and Astuti, 2018) and error analysis in recount texts (Ardin, 2017; and Yudari, 2017). Qualitative approach has been applied to the studies focused on students' ability in writing recount texts (Noor & Nugraha, 2012; Ansyar, et al, 2014, and Sukma, 2015). Astuti (2018) used qualitative approach

but it also chooses specification with action research to find the effect and extent of recount genre to improve students' ability in writing skill.

Error Analysis has been familiar to most researchers. It is caused, students can never avoid an error in the learning process which make the teacher must correct them and guide them to the exact one. Some researchers have already conducted study of recount text in various fields. At this point, this section mainly focuses on error analysis in recount texts produced by students. Ardin (2017) and Yudari (2017) explored recount texts by trying to distinguish the errors. Both claimed that it is important to know the errors in students' text, so that teachers may be able to improve students' ability by emphasizing on the certain part. The difference between them, Ardin preferred applying quantitative method while Yudari chose qualitative method. Both are good, but I believe that by using qualitative method, the results would be more comprehensive.

Based on the reviews of a number of previous studies which I divided into three categories, they are cohesion in literary and non-literary works, cohesion in students' writings, students' ability in writing recount texts, and error analysis of recount texts, I found some similarities and differences between my study and the previous studies that I have elaborated above. Most of the previous studies have been conducted in both types of cohesion which is similar to my study. Most of them employed the same theory which is theory by Halliday and Hasan (1976), for example study by Utami (2018) and Afrianto (2018). However, I only used it as a support because I prefer to use the latest theory of Halliday and Mathiessen (2014) which obviously still refer to the previous theories. The reason is because

some upgraded theories found in some points that may be different from the previous one. Moreover, the studies about cohesion in recount texts are hardly found. It can be seen through some studies by Rahman (2013) and Anwar (2017) that preferred descriptive texts over other kinds of texts. A study that is concerned on cohesion in recount text which is similar with my study was conducted by Utami (2018). She also chose the tenth grade students as the object of the study but the difference is placed on the school. I picked Senior High School while Utami desired on Vocational School. Lastly, I conducted my study on the topic of cohesive devices including both types of cohesion, particularly in the tenth grade students' recount texts, while most of the previous studies took their focus on cohesive devices in university students' writings and the rest of other studies in the various topics.

2.2 Review of the Theoretical Study

This subchapter involves some theories to support the current study. Those theories are the theory of writing, text, and cohesion.

2.2.1 Text

In general, something that we usually read is called a text. We can find text easily in our surrounding. Text is a form of words used to communicate particularly in written language. In order to support the present study I cited some ideas from a book entitled *Exploring How Text Works* book by Derewianka, she points out that a text is any meaningful stretch of language which can be oral or written. The limitation of the text could not be measured by the number of sentence or page, but it is measured from the meaning and context of the text itself. In addition,

Wiratno as quoted by (Ulfa, 2016) stated the quality of the text is not measured from the quantity of the sentences.

Halliday (2004, p.10) explained that text is not group of words shed as a semantic unit. According to the definition, we can also declare that text is a group of words that has meaning. Meanwhile according to Hartono and Purwanto (2017, p.4), text is defined as a unit of meaning which is coherent and appropriate for its context. This is what makes human beings are different from other creatures in the world, as they have their own words to communicate with others. A text is created when these words are put together meaningfully to communicate. They will think to express their expressions; it means that human needs to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own. It is implied that when the writer uses language to write, he is creating and constructing a text. When the reader reads a text, he is interpreting texts. Moreover, creating and interpreting text also occur when they are talking and listening.

In conclusion, any unit structured and hang together in such a manner to form a text. Structure is one mode of expressing texture. From the explanation above, we can say that something which is spoken or written which has texture, cohesive ties, and structures can be said as a text.

2.2.2 *Recount Text*

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. A recount is a piece of text that retells past events in the order in which they happened (Anderson & Anderson; 1997). The tense that

used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling the events in original sequence to the readers. Some examples of recount text are newspaper reports, conversations, television interviews, eyewitness accounts, speeches, and letters.

2.2.5.1 Generic Structure of Recount Text

The common grammatical features of recount text (Hyland, 2004, p.135) are:

- (a) Orientation: usually placed at the first paragraph that provides the setting and participants. It gives information about *who*, *what*, *where*, and *when*.
- (b) Sequence of Events: a series of paragraph that tells what happened. It is usually recounted in chronological order.
- (c) Re-orientation: optional-closure of events. It rounds off the sequence of events.

2.2.5.2 Language Feature of Recount Text

According to Mark Anderson and Kathy Anderson (1998, p.49) the language features found in a recount text are in the followings:

- (a) Proper noun and pronouns to identify those involved in the text
- (b) Action verb
- (c) Descriptive word to give details about *who*, *what*, *why*, *when*, *where*, and *how*.
- (d) The use of the past tense to retell the events.
- (e) Conjunction and time connectives.
- (f) Adverb and adverbial phrase.
- (g) Words that show the order the events for example, *first*, *next*, *then*, *etc.*

2.2.3 *Concept of Cohesion*

The theory that I used to conduct this research is theory of Halliday (2014) *Introduction to Functional Grammar* which still refers to the previous theory by Halliday and Hasan's (1976) theory in some points, one of it is about the definition of cohesion. Halliday and Hasan have clearly explained about cohesion on their book titled *Cohesion in English* (1976) that cohesion in text is still related to semantic, meaning relations exist within text, and so it is defined as a text. Cohesion significantly contributes to a text meaning construction. Without cohesive ties, sentences or utterances would seem to lack of any type of relationship to each other and might not be considered text. Cohesion is also described as a set of lexicogrammatical systems that evolved specifically as a resource for making it possible to transcend the boundaries of the clause which is originate in the textual metafunction and are collectively.

2.2.4 *Cohesion*

“The concept of cohesion is semantic one that refers to relation of meaning that exists within a text, and to define it as a text. Cohesion occurs where the interpretation of some elements in the discourse depends on that of another; the one presupposes the other, in the sense that it cannot be effectively decoded except by resource to it. When this happens a relation of cohesion is set up, and the presupposed are there by at least potentially into a text”, Halliday and Hasan (1976:3).

2.2.4.1. Grammatical Cohesion

Grammatical cohesion operates within the grammar zone in lexico-grammatical continuum. The three units of grammatical cohesion are conjunction, reference, and ellipsis that will be elaborate below.

(1) Conjunction

Conjunction is a bit different from the other cohesive devices relations in nature, from reference and ellipsis (Halliday, 1976, p.236). Conjunction does not give cohesiveness in text by standing as it is, but the conjunctive elements needs the presence of other elements then link whole clauses or combinations of clauses then it causes cohesive.

Table 2.1 List of Conjunctive Items (Halliday & Matthiessen, 2014, p.613-4)

| Type of Cohesion | Subtypes | | Items |
|------------------|---------------|-----------------|---|
| Elaborating | Apposition | expository | <i>in other words, that is (to say), I mean (to say), to put it another way</i> |
| | | exemplifying | <i>for example, for instance, thus, to illustrate</i> |
| | Clarification | corrective | <i>or rather, at least, to be more precise</i> |
| | | distractive | <i>by the way, incidentally</i> |
| | | dismissive | <i>in any case, anyway, leaving that aside</i> |
| | | particularizing | <i>in particular, more especially</i> |
| | | resumptive | <i>as I was saying, to resume, to get back to the</i> |

| Type of Cohesion | Subtypes | | Items | |
|------------------|------------------------------|-------------|--|---|
| | | | <i>point</i> | |
| Extending | Addition | summative | <i>in short, to sum up, in conclusion, briefly</i> | |
| | | positive | <i>and, also, moreover, in addition</i> | |
| | | negative | <i>nor</i> | |
| | | adversative | <i>but, yet, on the other hand, however</i> | |
| | Variation | replacive | <i>on the contrary, instead</i> | |
| | | subtractive | <i>apart from that, except for that</i> | |
| | | Alternative | <i>alternatively</i> | |
| Enhancing | Spatio-temporal: temporal | simple | following | <i>then, next, afterwards [including correlatives first ... then]</i> |
| | | | simultaneous | <i>just then, at the same time</i> |
| | | | preceding | <i>before that, hitherto, previously</i> |
| | | | conclusive | <i>in the end, finally</i> |
| | | complex | immediate | <i>at once, thereupon, straightaway</i> |
| | | | interrupted | <i>soon, after a while</i> |
| | | | repetitive | <i>next time, on another occasion</i> |
| | | | specific | <i>next day, an hour later, that morning</i> |
| | | | durative | <i>meanwhile, all that time</i> |
| | | | terminal | <i>until then, up to</i> |

| Type of Cohesion | Subtypes | | Items | |
|------------------|--------------------|--|-------------------------------------|--|
| | | | <i>that point</i> | |
| | | punctiliar | <i>at this moment</i> | |
| | | simple internal | following | <i>next, secondly ('my next point is') [incl. correlatives first ... next]</i> |
| | | simultaneous | <i>at this point, here, now</i> | |
| | | preceding | <i>hitherto, up to now</i> | |
| | | conclusive | <i>lastly, last of all, finally</i> | |
| | Manner | comparison | positive | <i>likewise, similarly</i> |
| | | | negative | <i>in a different way</i> |
| | | means | <i>thus, thereby, by such means</i> | |
| | Causal-conditional | general | | <i>so, then, therefore, consequently, hence, because of that; for</i> |
| | | specific | result | <i>in consequence, as a result</i> |
| | | | reason | <i>on account of this, for that reason</i> |
| | | | purpose | <i>for that purpose, with this in view</i> |
| | | | conditional: positive | <i>then, in that case, in that event, under the circumstances</i> |
| | | | conditional: negative | <i>otherwise, if not</i> |
| concessive | | <i>yet, still, though, despite this, however, even so, all the</i> | | |

| Type of Cohesion | Subtypes | | | Items |
|------------------|----------|----------|--|---|
| | | | | <i>same, nevertheless</i> |
| | Matter | positive | | <i>here, there, as to that, in that respect</i> |
| | | negative | | <i>in other respects, elsewhere</i> |

According to the Table 2.1, each type is divided again into some categories. However, this study merely emphasizes the main three types; elaborating, extending, and enhancing conjunction. In order to give further explanation about each types of conjunction, sub-subsections are provided including the examples.

(a)Elaborating Conjunction

Basically, the function of elaborating conjunction is to connect a clause where it wants to give further additional explanations or examples needed in the clause (Halliday & Mathiessen, 2014, p.615). There are two categories of elaborating conjunction; apposition and clarification with the items that represented them (See Table 2.1). Some examples are given to give deeper understanding below.

Example:

(1a) I really loved to visit some fun places, *for example* amusement park, firework festival, or circus.

(2a) My sister's hobby is eating, *especially* cakes.

In 1a, there is *for example* as an item that indicates apposition to mention examples that needed. *Especially* in 2a indicates that the writer's sister most favourite food is cakes.

(b) Extending Conjunction

Extending conjunction involves two sub-types, which are either addition or variation (Halliday & Mathiessen, 2014, p.616). Addition is used to add more ideas in the sentence while variation is used to vary the sentences. There are some examples presented below.

Example:

(1b) My father wanted to go to mountain, *but* my mother refused as she preferred zoo.

(2b) *Instead* of taking pictures like me, my brother only enjoyed the scenery with his eyes.

In example 1b and 2b, there is extending conjunction item in each excerpt. Example 1b has *but* as a connector when two opposite activities are given. While on example 2b, *instead* is used when the subject or the person stated prefer doing something else.

(c) Enhancing Conjunction

Enhancing conjunction has the most various items that create cohesion. They are spatio-temporal, manner, causal-conditional, and matter (see Table 2.1). To gain a better understanding, there are some examples give below:

(1c) *Next day*, we visit our old house located in Bandung.

(2c) *Even though* my brother did not join this trip, I was still enjoying it.

There are two examples given above. The example 1c contains *next day* that usually we mention it as an adverb of time. In example 2c, there is *even though*. It is usually used when there is cause and effect.

(2) Ellipsis

Ellipsis is one of the grammatical cohesion categories. It is supposed to be two forms, those are substitution and ellipsis but it can be referred simply as ellipsis, since substitution can be interpreted as a systemic variant. Ellipsis makes the possibility to leave out parts of a structure when they can be supposed from what has gone before (Halliday & Matthiessen, 2014, p.606). Some examples are provided as follows:

(a) Oh the glass has been washed, has it? – It hasn't [\emptyset : been washed], has it?

(b) Who is singing in the bathroom? – Dimas is [\emptyset : singing in the bathroom]

In the excerpt (a) and (b) there are two questions and how to answer it. We can omit the clauses in the [] because it is already stated obviously in the questions. Thing needs to remember is that ellipsis usually often found in conversation text.

(3) Reference

Reference is signalled for repossession of information specific nature. In this case, the information retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to; the cohesion lies in the continuity of reference, whereby the something enters into the discourse a second time, (Halliday & Hasan, 1976, p.31).

Reference covers textual status named identifiability, that indicates whether the elements can be recovered by the reader or not. If it is presented as identifiable, then the readers will have to recover the identity from somewhere else or other clauses. If it is presented as non-identifiable, then the readers will have to set up it

as a new element of meaning in text interpretation (Halliday & Mathiessen, 2014, p.623).

There are three main types of cohesive reference: personal, demonstrative, and comparative that will be explained in the sub-points.

(a) Personal Reference

Personal reference refers to the speech situation using noun pronouns such as '*he, him, she, her, etc.*' and possessive determiners like '*mine, yours, his, hers, etc.*'

Reference is also treated as an action on the part of the writer, said Brown as cited in (Utami, 2018). There are some items of personal reference according Halliday's theory (2014) attached below.

Table 2.2 List of Personal Reference Items (Halliday & Mathiessen, 2014, p.628)

| | | Head | | Premodifier |
|----------|-----------|-------------------|---------------------|-------------|
| | | Thing: Pronoun | Deictic: Determiner | |
| | | Determinative | Possessive | |
| singular | masculine | he/him | his | his |
| | feminine | she/her | hers | hers |
| | neuter | it | [its] | its |
| plural | | they/them | theirs | their |

Based on the personal reference items given, there is an example of the personal reference application in a sentence as follows:

Example: (1a) My sister and I were leaving to the market in the morning. We bought some fruits and vegetables to cook our lunch.

From the example above, there are two kinds of personal reference used which are '*my*' as the possessive determiners that refers to the writer. '*I*' and '*we*'

are also personal pronoun. '*I*' refers to the writer and *we* refer to '*my*' (writer's) sister and the writer himself.

(b) Demonstrative Reference

Demonstrative reference carries on the tracks of information through location using items such as '*this, these, that, those, here, there, then, and the*'. It is part of reference that refers to 'you know where'. In other words, it is usually used to refer the places or things that also considering the location whether they are near or far from the writer/speaker as it can be seen the items of demonstrative reference in the table presented.

Table 2.3 List of Demonstrative Reference Items (Halliday & Mathiessen, 2014, p.629)

| | | Nominal Group | | Adverbial Group |
|--------------|--------|---------------|---------------------|-----------------|
| | | Head/Thing | Premodifier/Deictic | Head |
| | | Pronoun | Determiner | Adverb |
| Specific | near | this/ these | this/ these | here (now) |
| | remote | that/ those | that/ those | there (then) |
| Non-specific | | it | the | |

After observing the Table 2.3, I present some examples to make the understanding of demonstrative reference becomes clearer.

Example: (2b) Last month I went to the beach with my family. We really enjoy the scenery and our trip there.

The demonstrative reference item in the example above is '*there*' which an item for far proximity is. It refers to the beach that the writer visited before and its location is now far from the writer.

(c)Comparative Reference

As it can be predicted from the name, comparing is an act of determining or evaluating two things or more. Comparative reference is still part of reference that gives a signal to ‘you know which’. The difference is where comparative reference does not refer to the same thing, but to something same or different, equal or unequal, like or unlike, more or less. In other words, comparative reference makes comparison to general features of identity, similarity, and difference or to particular quality and quantity features (Halliday & Mathiessen, 2014, p.632). Comparative reference uses comparative referring expressions such as ‘*similarly, such, equal, identical, etc*’. Some items of comparative reference are provided in the table below.

Table 2.4 List of Comparative Reference Items

| | | Nominal Group | | | Adverbial Group |
|------------|------------|-------------------------------------|--|--|---|
| | | Deictic | Numerative | Epithet | Head |
| | | Adjective | Adverb | Adj;Adv | Adverb |
| General | Identity | <i>same, equal, identical, etc.</i> | | | <i>identically, (just) as, etc.</i> |
| | Smilarity | <i>similar, additional, etc.</i> | | comparative adjective: <i>such</i> | <i>so, likewise, similarly, etc.</i> |
| | Difference | <i>other, different, etc.</i> | | | <i>otherwise, else, differently, etc.</i> |
| Particular | | | SubModifier: <i>more, fewer, less, further, so, as, etc. +</i> Subhead: numeral | comparative adjective: <i>bigger, etc.</i> OR SubModifier: <i>more, less, so, as,</i> | comparative adverb: <i>better, etc.</i> OR SubModifie r: <i>more, less, so, as,</i> |

| | Nominal Group | | | Adverbial Group |
|--|---------------|------------|--|-------------------------------------|
| | Deictic | Numerative | Epithet | Head |
| | Adjective | Adverb | Adj;Adv | Adverb |
| | | | <i>etc.</i> + Subhead: adjective | <i>etc.</i> + Subhead: adverb |

The items of comparative reference have been showed through the Table 2.4. Examples of the items application are needed. It will be given as follows,

Example: (1) My friend and I took pictures of the scenery separately. The result showed that my picture is prettier than hers.

(2) When we had family gathering, I just realized that my father looked taller than his brother.

Based on the examples given, it shows some items of comparative reference such as *prettier* and *taller* which function is to compare two things or condition.

2.2.2.2 Lexical Cohesion

Lexical cohesion is the cohesive effect achieved by the selection of vocabulary. Not only grammatical cohesion that builds the discourse and has such an important function, but lexical choice significantly contributes on it as well. In other words, the connection among sentences could be constructed through the words or lexical choices, explained Chojimah as cited in (Swastami, 2014). Just similar to ellipsis and substitution that take benefits of the patterns inherent in grammatical structure, lexical cohesion also takes advantage of the patterns inherent in the lexis organization. Lexis is organized into a complex of lexical relations such as the 'kind of' relations achieved between '*flower*' and '*rose*'. There is a cohesive link between '*flower*' and '*rose*' precisely because they are

related in the lexical system of English (Halliday & Mathiessen, 2014, p.643). Lexical cohesion consists of two types, which are reiteration and collocation that will be explained in the next subsections.

(1) Reiteration

A form of lexical cohesion which engaged with the lexical item repetition and the use of general word to refer back to a lexical item, called as reiteration. Reiteration also occurs through the use of word that is analytically linked to the previous one. The reiteration items include repetition, synonym (that also contains antonym), hyponym or meronymy.

(a) Repetition

The definition of repetition is an action on repeating exactly the same word as has been mentioned before in the previous sentence. It often involves reference in second occurrence by matching definite items. Bloomsbury mentioned as cited in (Swastami, 2014), repetition is just the simple repetition of a word, within a sentence or a poetical line, with no specific position of the words. An example is given below to thicken the understanding.

Example: (1) We planned to watch a dance competition in mall near my house. We watched it together. We watched it before we went to bookstore.

Based on the examples given, it shows that the word “*watch/watched*” is repeated thrice. Despite of the different form, for example like *watch* in present tense or *watched* in past tense, they are claimed as the same word because the meaning is the same and even recommended to avoid the massive repetitive exact words.

(b) Synonymy

Synonymy is two words or more that express closely related meanings or exactly same meanings but in different spelling. Besides, Vehaar in Swastami (2014) defined synonymy as an utterance that can be in form words, phrase, or sentence which has same meaning. Besides, there are two words in any language that represent absolute synonymy that are words which meant exactly the same thing in all contexts. For example; large and big are (near/almost) synonymy but if the words are put in the phrase like “*my big brother*” and “*my large brother*”, they certainly do not have the same meaning anymore. We should notice the possibility that there are different degrees of synonymy that depends on the degrees of meaning overlap within words.

From the definitions mentioned above it can be concluded that synonym is the word meaning same with another, a word may mean the same or almost the same as another word in the same language, either in all of its uses or in a particular context. It is also possible to define the different word as the intended meaning. For example: *environment* and *surrounding* are the same meaning, so it is called synonym (Halliday & Mathiessen, 2014, p.649)

(c) Hyponymy

Hyponymy is a word which meaning includes the entire meaning of another word. Besides, hyponymy refers to something that is well-known from the membership class by the close relationship between those words (Halliday & Matthiessen, 2014, p.646). Simply, hyponymy refers to items of “general-specific” or “a part of” relationship (Paltridge as cited in Bahaziq, 2016, p.8). For example: bee and

mosquitoes are the hyponymy of the subordinate '*insect*'. Another example, grapes and cherries are the entire word of '*fruits*'.

(d) Meronymy

If hyponymy express 'be a kind of', the general sense of 'be a part of'. Fromklin, et.al. as cited in (Swastami, 2014), defined metonymy as a word used in place of another word or expression to express the same meaning. Metonymy can consist of the identical words usage, in which case it is said as a kind of polysemy, in which a single word has multiple related meanings. There are examples of meronymy, *flowers* and *fountains* are co-meronyms of garden. Another example, *chair, table, bed* are parts of furnishing (Halliday & Mathiessen, 2014, p.645).

(2) Collocation

Collocation is another kind of lexical cohesion that is achieved through the association of lexical items that regularly co-occur. In other word, it deals with the relationship between words on the basis of the fact that these often occur in the same surrounding. This kind of lexical devices would include not only synonyms, but also pairs of opposites of various kinds, called complementary. (Halliday & Hasan, 1976, p.285). The collocation is analyzed trough the lexical relation between the lexical items on the passage in lexical environment. The lexical environment not only includes the words that are in some way or other related to it but also all other words in the proceeding passage. According to Halliday and Hasan's theory (1976, p.285), there are some relatedness of a lexical item includes: complimentaries, antonymy, pair of word drawn from the same ordered series, related part to whole, related part to part, proximity is the nearness relationship of

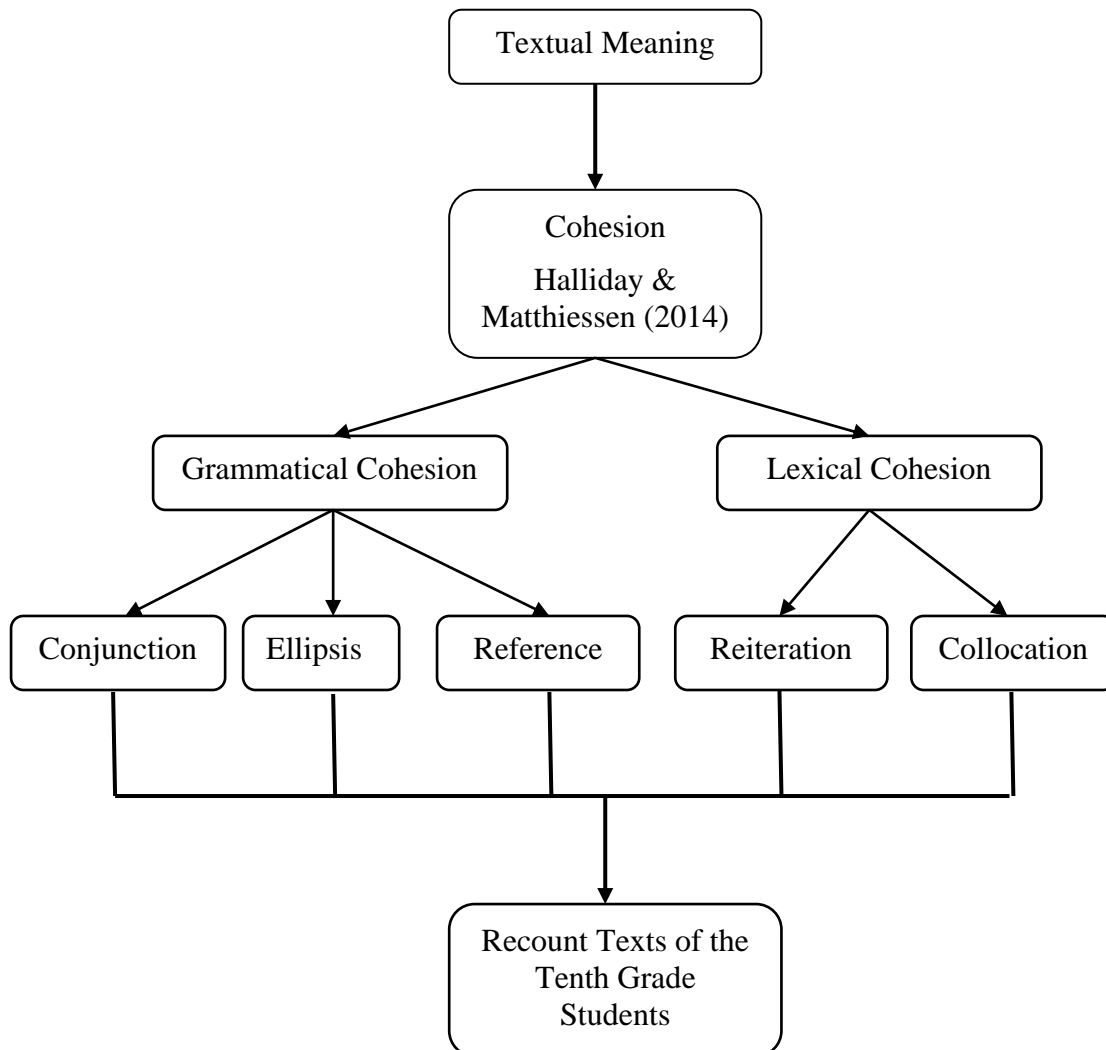
one lexical item with other, co-hyponyms of the same superordinate term, i.e both member of the same more general class (hyponyms of furniture).

In the latest theory of Halliday and Matthiessen (2014, p.649), the relatedness of the lexical items is simplified, such as in the followings:

- (a) Process + Manner, e.g. love + deeply, want + badly, understand + completely, finish + quickly, etc.
- (b) Process + Range, e.g. play + musical instrument: piano, violin, etc.; grow + old, etc.
- (c) Process + Medium, e.g. shell + peas, twinkle + star, polish + shoes, sweep + floor, etc.
- (d) Epithet + Thing, e.g. strong + tea, heavy + traffic, powerful + argument, etc.
- (e) Facet + Thing, e.g. pod + wales, flock + birds, school + fish, herd + cattle, gaggle + geese.

2.1 Theoretical Framework

In this study, I will use the theory of Halliday & Matthiessen (2014) from the book entitled Halliday's Introduction to Functional Grammar which was published in 2014. Halliday and Matthiessen state that grammatical cohesion refers to structural content, and it is categorised into four main cohesive ties: conjunction, reference, and ellipsis. Meanwhile, lexical cohesion has a theoretical basis such as distinct types of cohesive relation, but which also provide a practical means for describing and analysing texts. In the following Figure 1.1 is the framework of the study.



Frame 2.1 Theoretical Framework of the Study

CHAPTER III

METHODS OF INVESTIGATION

This chapter explains the methodology for conducting the study. It is divided into five sections, that is, research design, object of the study, unit of analysis, roles of the researcher, procedures of collecting the data, and procedures of analyzing the data.

3.1 Research Design

In conducting the study, I used qualitative approach which means that the data are analyzed qualitatively. According to Stake (2010, p.36), qualitative research requires interpretation as human behaviour needs to be interpreted minute by minute. The investigation relies greatly on the observers defining and redefining the meanings of what they see and hear. In addition Dornyei (2007) also stated that the data collection which is involved in qualitative research gained from open-ended data, non numerical data which is then analyzed by non-statistical methods.

The qualitative research was a broad approach to a social phenomena study as it is in accordance with Marshall and Rossman (2011, p.3 as cited from Saharani; 2012). It has various genres such as naturalistic, interpretive, and increasingly critical, and they generally draw on multiple methods of inquiry. In addition, Creswell (2015, p.255) outlines that qualitative research is a research which occurs in a natural setting such as human behaviour and events occur. Locke (1999) in Creswell (2015) states that the data acquired from the qualitative

study are descriptive. In this case, the researcher was the primary instrument in the data collection.

3.2 Object of the Study

The object of the study is recount texts which were produced by the tenth grade students in SMA Negeri 1 Boja 2019/2020. There, the students were told to write their own recount text based on topic which has been decided, that is about Holliday. I chose the topic because it is something familiar to the students and I believe that most of them have experienced their own Holiday. I gave them an hour and a half for them to make their stories. The teacher had been told them to bring some photos about their Holiday from home to make them easily recalled the situations. It has no limitation when it happened, whether it had been two, five or whether ten years ago. Since the students seemed confused about it, I gave them some alternative options which were still related to recount text. They could write about unforgettable experience in their life and for students who did not really remember the past moments, I suggested them to write about their activities in their house during the holiday or free time. The data were analyzed by theory of Halliday and Matthiessen (2014).

3.3 Unit of Analysis

Unit of analysis of this study is sentences of students' recount text which are achieved by breaking up the texts. Sentence itself is a set of words expressing a statement, a question or an order, usually containing a subject and a verb. In written English sentences begin with a capital letter and end with a full

stop/period, a question mark or an exclamation mark/exclamation point (English Learner's Dictionary).

3.4 Roles of the Researcher

The roles of the researcher in this study are as a data collector, an analyst, and a data reporter. As a data collector, I collected the data from the school, then I broke them down and put them into tables. As an analyst, I analyzed the data which I had put on the tables to get what the types of cohesive devices appeared are. In the end, I took part a role as a data reporter to write the conclusion and complete the research by displaying the findings.

3.5 Procedures of Collecting the Data

Note taking was used as the technique of data collection in this study. The data providers for this study are recount texts produced by the tenth grade students of SMA Negeri 1 Boja. The reason why I chose the tenth graders is because they are such a middle level of English learners whom start introduced to text. Although they have required knowledge about English since elementary, their knowledge about text and whether they are able to apply what they got when they write are still being main concerned. They still need to require more knowledge and get to do practices more often given by the teacher especially in writing because writing is an important output skill they have to master. Therefore, I want to know how their writing ability is that focuses on the cohesiveness of the recount texts. If the cohesiveness of the texts is still low, the teachers still can be able to teach them and train them how to make cohesive texts. Recount text is a common text that

can be found and applied in students' daily life. Therefore, I believe it is important to be familiar and produce well-written recount texts.

Thus, since this is a qualitative research, the data are different from the quantitative one which focuses more on the elaboration of the data instead of the numbers of cohesive devices. However, I still have to put a concern on whether the numbers of cohesive devices in the texts affect the cohesiveness of the texts itself.

3.6 Procedures of Analysing Data

As the indicators of cohesiveness degree, the use of cohesion devices (conjunction, ellipsis, reference, reiteration and collocation) in the texts which are the data were analyzed. I used the theories of Halliday & Hasan (2014) to identify the data regarding cohesive devices. The clauses were analyzed based on the elements of cohesive devices (reference, ellipsis, conjunction, reiteration, repetition, and collocation). The data were analyzed through these following steps:

(1) Selecting the samples from the students' recount texts

I took the data from two classes of the tenth grade classes. I received sixty four recount texts from the classes and I chose fifteen samples as the data.

(2) Transferring the texts into manual texts and numbering each sentence.

I decided to retype the students' recount texts to the word office to be able to analyze the data. After that, I numbered each sentence to make sure that I was not missing any sentences.

(3) Dividing the texts into clauses, and transferring the data into tables.

After each sentence had been numbered, I decided to divide it into smaller unit as clause to make easier to analyse. Then I transferred them into tables as displays,

Table 3.1 Table for Analysing Grammatical Cohesion

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|----------|----------------|----------------|------|------------------|
| | | | | | |

Table 3.2 Table for Analysing Lexical Cohesion

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|----|----------|------|------|--------|------|------|-------|
| | | | | | | | |

I separated the tables for grammatical and lexical cohesion analyses as each cohesion type has different way to analyze.

(4) Making Symbols for the Cohesive Devices Category

I decided to code for each cohesive devices category, such as follows:

Table 3.3 Labels for Cohesion Categories

| Cohesion | Category | Sub-category | Symbol |
|----------------------|-------------------------|-------------------------|--------|
| Grammatical Cohesion | Conjunction | Elaborating Conjunction | EIC |
| | | Extending Conjunction | ExC |
| | | Enhancing Conjunction | EnC |
| | Ellipsis | Clausal Ellipsis | CE |
| | | Verbal Ellipsis | VE |
| | | Nominal Ellipsis | NE |
| Reference | Personal Reference | PR | |
| | Comparative Reference | CR | |
| | Demonstrative Reference | DR | |

| Cohesion | Category | Sub-category | Symbol |
|---------------------|-----------------|---------------------|---------------|
| Lexical Cohesion | Reiteration | Repetition | Rep |
| | | Synonymy | Syn |
| Antonymy | | Ant | |
| Hyponymy | | Hyp | |
| Meronymy | | Mer | |
| | Collocation | Collocation | Coll |

(5) Analyzing Each Sentence

After all of the sentences have been transferred into tables, I analyzed each sentence by firstly bolding the cohesive devices found in the sentence. Then, I counted the number of ties, mentioned the cohesive items one by one, determined the type of cohesion by writing the code, and wrote down the presupposed item.

(6) Counting the Total Number of the Cohesive Devices

If the sentences had been analyzed, I counted the number of ties and percentage per item.

Table 3.4 Total Number of Cohesive Devices Found in Students' Recount

Text

| Text | Cohesion | | | | | | | | | | Total | |
|------|----------------------|---|----------|---|-----------|------------------|-------------|---|-------------|---|-------|---|
| | Grammatical Cohesion | | | | | Lexical Cohesion | | | | | | |
| | Conjunction | | Ellipsis | | Reference | | Reiteration | | Collocation | | Σ | % |
| Σ | % | Σ | % | Σ | % | Σ | % | Σ | % | Σ | % | |
| ... | | | | | | | | | | | | |
| ... | | | | | | | | | | | | |
| ... | | | | | | | | | | | | |

The next step was counting the percentage for each category and sub-category of cohesive devices used in the analyzed texts. After I counted the total

number of cohesive devices, I calculated the percentage of each category and sub-category of grammatical cohesion devices.

(7) Elaborating the Findings

I wrote the further discussion on how are the cohesive devices in the texts and etc.

3.7 Procedures of Reporting the Result

To report the result of the cohesive devices in students' recount texts, there are several steps, those are:

(1) Presenting the Tables

I presented the result by using tables then I calculated it to achieve the amount of the cohesive devices found in students' recount texts.

(2) Discussing the Data

Then, I interpreted descriptively the result presented in the table in order to make it easier to understand.

(3) Drawing Conclusion

Finally, I drew conclusion of the result.

3.8 Triangulation

The triangulation technique is the most used method to improve the validity of data in qualitative research. Furthermore, triangulation technique is a technique of checking the validity of data that employs something else outside the data for checking purposes or as a judgment with other data. I used triangulation to validate the data of this study.

According to Cohen, Manion, & Morrison (2005; p.113), there are six types of triangulation, such as time, space, combine level of triangulation, theoretical,

investigator, and methodological triangulations. In this study, I used investigator triangulation as an alternative observation from different experts of cohesion. I asked Prof. Dwi Rukmini, M.Pd. as an investigator in this study. It is because she is the expert of discourse in English Department of Universitas Negeri Semarang.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings of the research and also discussions that interpret the findings by answering the research questions stated in the first chapter. To require cohesiveness of the recount texts written by the tenth-grade students of SMA Negeri 1 Boja, the findings describe the use of grammatical cohesive devices and lexical cohesive devices. The findings were presented in form of tables as well as the interpretations given in the discussions section in accordance with previous studies and theories used.

4.1 Cohesive Devices Findings

Cohesion occurs where some elements in the discourse interpretation is dependent on that of another. It cannot be effectively decoded except by recourse to it as the one presupposes the other in the sense. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed are thereby at least potentially integrated into a text (Halliday & Hasan, 1976, p.4).

After all the findings are gathered and summed up, it is obtained the results said that the dominant type of cohesion is grammatical cohesion with more than a half amount of the total ties. The results are presented in a table as follows:

Table 4.1 Cohesive Devices Findings

| Text | Cohesion | | | | | | | | | | Total | |
|--------------|----------------------|---------------|----------|-----------|---------------|------------------|-------------|---------------|---------------|--------------|------------|-------------|
| | Grammatical Cohesion | | | | | Lexical Cohesion | | | | | | |
| | Conjunction | | Ellipsis | | Reference | | Reiteration | | Collocation | | Σ | % |
| | Σ | % | Σ | % | Σ | % | Σ | % | Σ | % | | |
| 1 | 8 | 0.84% | 0 | 0% | 33 | 3.48% | 20 | 2.11% | 4 | 0.42% | 65 | 6.86% |
| 2 | 9 | 0.95% | 0 | 0% | 26 | 2.74% | 12 | 1.27% | 3 | 0.32% | 50 | 5.27% |
| 3 | 18 | 1.90% | 0 | 0% | 62 | 6.54% | 40 | 4.22% | 9 | 0.95% | 129 | 13.61% |
| 4 | 13 | 1.37% | 0 | 0% | 41 | 4.32% | 7 | 0.74% | 7 | 0.74% | 68 | 7.17% |
| 5 | 9 | 0.95% | 0 | 0% | 47 | 4.96% | 21 | 2.22% | 2 | 0.21% | 79 | 8.33% |
| 6 | 14 | 1.48% | 0 | 0% | 41 | 4.32% | 13 | 1.37% | 13 | 1.37% | 81 | 8.54% |
| 7 | 12 | 1.27% | 0 | 0% | 31 | 3.27% | 10 | 1.05% | 4 | 0.42% | 57 | 6.01% |
| 8 | 4 | 0.42% | 0 | 0% | 44 | 4.64% | 11 | 1.16% | 6 | 0.63% | 65 | 6.86% |
| 9 | 6 | 0.63% | 0 | 0% | 28 | 2.95% | 13 | 1.37% | 3 | 0.32% | 50 | 5.27% |
| 10 | 10 | 1.05% | 0 | 0% | 38 | 4.01% | 22 | 2.32% | 10 | 1.05% | 80 | 8.44% |
| 11 | 11 | 1.16% | 0 | 0% | 41 | 4.32% | 13 | 1.37% | 3 | 0.32% | 68 | 7.17% |
| 12 | 11 | 1.16% | 0 | 0% | 15 | 1.58% | 12 | 1.27% | 1 | 0.11% | 39 | 4.11% |
| 13 | 9 | 0.95% | 0 | 0% | 19 | 2.00% | 6 | 0.63% | 2 | 0.21% | 36 | 3.80% |
| 14 | 13 | 1.37% | 0 | 0% | 29 | 3.06% | 10 | 1.05% | 3 | 0.32% | 55 | 5.80% |
| 15 | 2 | 0.21% | 0 | 0% | 18 | 1.90% | 1 | 0.11% | 5 | 0.53% | 26 | 2.74% |
| Total | 149 | 15.72% | 0 | 0% | 513 | 54.11% | 211 | 22.26% | 75 | 7.91% | 948 | 100% |
| | | 662 | | | 69,83% | | 286 | | 30.17% | | | |

According to the Table 4.1, the highest percentage is achieved by grammatical cohesion with 662 ties of 948 ties (69.83%). Unfortunately, the lexical cohesion does not have big presence as the grammatical cohesion in the texts as it is found 286 ties (30.17%). This sub-section is divided into two sub sub-sections; grammatical cohesion and lexical cohesion to provide further descriptions.

4.1.1 Grammatical Cohesion Findings

This section presents the findings of grammatical cohesion types applied in the recount texts produced by the tenth grade students. There are three types of grammatical cohesion; they are conjunction, reference, and ellipsis (Halliday & Matthiessen, 2014, p.608). The findings showed that reference becomes the

dominant type in grammatical cohesion, followed by conjunction, and ellipsis is placed last with no single findings in the texts.

There is a table provided to show the amount and percentage of grammatical cohesion devices occurred in the texts as in the followings:

Table 4.2 Grammatical Cohesion Findings

| Text | Cohesion | | | | | | Total | |
|--------------|----------------------|---------------|----------|-----------|------------|---------------|------------|-------------|
| | Grammatical Cohesion | | | | | | | |
| | Conjunction | | Ellipsis | | Reference | | | |
| | Σ | % | Σ | % | Σ | % | Σ | % |
| 1 | 8 | 1.21% | 0 | 0% | 33 | 4.98% | 41 | 7.12% |
| 2 | 9 | 1.36% | 0 | 0% | 26 | 3.93% | 35 | 6.03% |
| 3 | 18 | 2.72% | 0 | 0% | 62 | 9.37% | 80 | 12.47% |
| 4 | 13 | 1.96% | 0 | 0% | 41 | 6.19% | 54 | 8.22% |
| 5 | 9 | 1.36% | 0 | 0% | 47 | 7.10% | 56 | 8.63% |
| 6 | 14 | 2.11% | 0 | 0% | 41 | 6.19% | 55 | 8.63% |
| 7 | 12 | 1.81% | 0 | 0% | 31 | 4.68% | 43 | 6.85% |
| 8 | 4 | 0.60% | 0 | 0% | 44 | 6.65% | 48 | 7.53% |
| 9 | 6 | 0.91% | 0 | 0% | 28 | 4.23% | 34 | 4.93% |
| 10 | 10 | 1.51% | 0 | 0% | 38 | 5.74% | 48 | 6.58% |
| 11 | 11 | 1.66% | 0 | 0% | 41 | 6.19% | 55 | 7.12% |
| 12 | 11 | 1.66% | 0 | 0% | 15 | 2.27% | 26 | 3.56% |
| 13 | 9 | 1.36% | 0 | 0% | 19 | 2.87% | 28 | 3.84% |
| 14 | 13 | 1.96% | 0 | 0% | 29 | 4.38% | 42 | 5.75% |
| 15 | 2 | 0.30% | 0 | 0% | 18 | 2.72% | 20 | 2.74% |
| TOTAL | 149 | 22.51% | 0 | 0% | 513 | 77.49% | 662 | 100% |

The Table 4.2 has shown the amount and percentages of grammatical cohesion in the students' recount text. It shows that reference becomes the dominant type in grammatical cohesion with 513 ties (77.49%) then followed by conjunction with 149 ties (22.51%). Further explanation is presented in the next sub sub-sections.

4.1.1.1 Conjunction

Conjunctive elements have specific meaning from the virtue to make the text cohesive indirectly; they convey certain meaning which presupposes the other components presence in the discourse as they are not primarily devices for reaching out into the preceding (or following) text (Halliday and Matthiessen, 2014, p.661).

It is also mentioned there are three types of conjunction; they are elaborating, extending, and enhancing conjunction. Among the three types, only two types are found while the elaborating conjunction is not occurred so the results of elaborating cohesion columns are zero as in the following table:

Table 4.3 Findings of Conjunctive Devices

| Text No. | Conjunction | | | | | | Total | |
|--------------|-------------|-----------|------------|---------------|-----------|---------------|------------|-------------|
| | Elaborating | | Extending | | Enhancing | | Σ | % |
| | Σ | % | Σ | % | Σ | % | | |
| 1 | 0 | 0% | 6 | 4.03% | 2 | 1.34% | 8 | 5.37% |
| 2 | 0 | 0% | 6 | 4.03% | 3 | 2.01% | 9 | 6.04% |
| 3 | 0 | 0% | 15 | 10.07% | 3 | 2.01% | 18 | 12.08% |
| 4 | 0 | 0% | 6 | 4.03% | 7 | 4.70% | 13 | 8.72% |
| 5 | 0 | 0% | 6 | 4.03% | 3 | 2.01% | 9 | 6.04% |
| 6 | 0 | 0% | 13 | 8.72% | 1 | 0.67% | 14 | 9.40% |
| 7 | 0 | 0% | 11 | 7.38% | 1 | 0.67% | 12 | 8.05% |
| 8 | 0 | 0% | 3 | 2.01% | 1 | 0.67% | 4 | 2.68% |
| 9 | 0 | 0% | 0 | 0.0% | 6 | 4.03% | 6 | 4.03% |
| 10 | 0 | 0% | 8 | 5.37% | 2 | 1.34% | 10 | 6.71% |
| 11 | 0 | 0% | 8 | 5.37% | 3 | 2.01% | 11 | 7.38% |
| 12 | 0 | 0% | 9 | 6.04% | 2 | 1.34% | 11 | 7.38% |
| 13 | 0 | 0% | 7 | 4.70% | 2 | 1.34% | 9 | 6.04% |
| 14 | 0 | 0% | 7 | 4.70% | 6 | 4.03% | 13 | 8.72% |
| 15 | 0 | 0% | 2 | 1.34% | 0 | 0.0% | 2 | 1.34% |
| Total | 0 | 0% | 107 | 71.81% | 42 | 28.19% | 149 | 100% |

In accordance with the table of conjunctive devices findings, the most frequently type used by the students is extending conjunction by 107 ties of 149 ties in the total then followed by enhancing conjunction by 42 ties (28.19%). They are given further explanation by giving examples and the details in the following:

4.1.1.1.1 Elaborating Conjunction

This type of conjunction is categorized as internal relation, means that it is usually used to re-present ideas which is called as apposition by using i.e. or e.g. and used to clarify the statement by using *in any case, incidentally, in conclusion*, and etc. However, due to students' limitation of knowledge and vocabularies, this type is not found. Therefore, I am not able to present the further explanation about it.

4.1.1.1.2 Extending Conjunction

Extension consists of two sub-types which are addition or variation (Halliday and Matthiessen, 2014 p.616). The function of this type is to add more ideas so that the writings so it has more variation. Among the three items of conjunction, extending is the most used items by the students with 107 ties (71.81%) among 149 conjunctive ties recognized in the texts. There are some examples of the extending conjunction:

- (1) space between a house **and** the other was so small. (Text 1 – C11, Appendix D, pp.90)
- (2) To attend my sister fiancé event **and** vacation. (Text 3 – C2, Appendix D, pp.92)
- (3) **but** we waited for the order for one hour. (Text 5 – C16, Appendix D, pp.98)

(4) Not only my family, **but** all my brother **also** went to my grandmother house.

(Text 11 – C5, Appendix D, pp.108)

(5) But there were **also** motorbikes. (Text 7 – C4, Appendix D, pp.101)

(6)**or** watched television. (Text 11 – C16, Appendix D, pp.108)

Based on the findings, there are some extending conjunction items found in the texts (*and*, *but*, *also*, and *or*). Excerpt (1) and (2) have *and* which role is as a connector of two phrases or clauses. In excerpt (1), the student wants to tell the reader that he gave an opinion of a space between the houses. Meanwhile on the excerpt (2), the student used *and* to connect two activities the student would do.

In the findings, it can be recognized some devices occurred in the text which are *but* and *also*. In the excerpt (3), *but-also* become the conjunctions which function to give additional information. They are used to explain that there were more people who came to his grandmother house. It is also found another conjunctive *also* in the excerpt (4). Another device is found, that is *or* in the excerpt (5). The function of *or* is to give option in the sentence.

4.1.1.1.3 Enhancing Conjunction

Enhancing conjunction is a type of conjunction applied to develop the clause by giving further description, purpose, mean, comparison and matter in the simple clause so it becomes a complex (Halliday & Matthiessen, 2014 p.617-620). There are some devices distinguished in the text, those are *so*, *although*, *still*, and mostly *then*. The examples are presented below:

(7) **So** I decided to stay at home to recharger our energy (Text 1 – C8, Appendix D, pp.90)

(8) *Although* there were many tourist, the things are *still* sold cheap. (Text no.4 – C22, Appendix D, pp.96)

Excerpt (7) and (8) are both cohesive sentences by using enhancing conjunction (*so*, *although*, and *still*). The excerpt (7) has *so* as the conjunction that expresses an effect activity happened which is caused by the previous activity. Excerpt (8) is perfectly composed by using *although* and *still* correctly.

4.1.2.1 Reference

Reference has a role creating links between the components to result cohesion. It usually provides the function of single element within the clause. There are three main types of reference; they are personal reference, demonstrative reference, and comparative reference (Halliday & Matthiessen, 2014). A table showing the findings of reference devices is presented below:

Table 4.4 Findings of Reference Items

| Text No. | Reference | | | | | | Total | |
|----------|-----------|-------|---------------|-------|-------------|----|-------|--------|
| | Personal | | Demonstrative | | Comparative | | Σ | % |
| | Σ | % | Σ | % | Σ | % | | |
| 1 | 21 | 4.09% | 12 | 2.34% | 0 | 0% | 33 | 6.43% |
| 2 | 16 | 3.12% | 10 | 1.95% | 0 | 0% | 26 | 5.07% |
| 3 | 48 | 9.36% | 14 | 2.73% | 0 | 0% | 62 | 12.09% |
| 4 | 31 | 6.04% | 10 | 1.95% | 0 | 0% | 41 | 7.99% |
| 5 | 30 | 5.85% | 17 | 3.31% | 0 | 0% | 47 | 9.16% |
| 6 | 24 | 4.68% | 17 | 3.31% | 0 | 0% | 41 | 7.99% |
| 7 | 22 | 4.29% | 9 | 1.75% | 0 | 0% | 31 | 6.04% |
| 8 | 32 | 6.24% | 12 | 2.34% | 0 | 0% | 44 | 8.58% |
| 9 | 19 | 3.70% | 9 | 1.75% | 0 | 0% | 28 | 5.46% |
| 10 | 33 | 6.43% | 5 | 0.97% | 0 | 0% | 38 | 7.41% |
| 11 | 33 | 6.43% | 8 | 1.56% | 0 | 0% | 41 | 7.99% |
| 12 | 10 | 1.95% | 5 | 0.97% | 0 | 0% | 15 | 2.92% |
| 13 | 8 | 1.56% | 11 | 2.14% | 0 | 0% | 19 | 3.70% |
| 14 | 12 | 2.34% | 17 | 3.31% | 0 | 0% | 29 | 5.65% |

| | | | | | | | | |
|--------------|------------|---------------|------------|---------------|----------|-----------|------------|-------------|
| 15 | 7 | 1.36% | 11 | 2.14% | 0 | 0% | 18 | 3.51% |
| Total | 346 | 67.45% | 167 | 32.55% | 0 | 0% | 513 | 100% |

According to the table above, it shows that there are 513 ties of reference items found in the texts. The findings consist of two categories, leading by personal reference with more than a half of the ties that is 346 ties (67.45%) and followed by demonstrative reference with 167 ties (32.55%). Unfortunately, the comparative reference is not found, so it is not presented in the table.

In order to give further view about the references devices occurred in the texts, it is offered some examples of the clauses. Since the comparative reference is not shown in the text, it only presents the findings and examples of other two reference types.

4.1.2.1.1 Personal Reference

Personal reference is reference by means of function in the speech situation, through the category of *Person* (Halliday & Hasan, 1976, p.37). It is used to refer someone who has been mentioned before. It means that the basic principle is described in the previous subsection and then continued by placing pronouns in the next sections. Halliday and Matthiessen (2014) suggest that there are two kinds of personal reference. They are determinative and possessive. The personal reference that becomes the Thing or Head of the sentence is called determinative (*he, she, it, etc*). Meanwhile possessive is the personal reference that becomes the Head or Premodifier of the text (*his, her, its, etc*).

In the present study, the personal pronouns that students used are *I*, *we*, *he*, *she*, *it*, *me*, *us*, *my*, and *our*. Furthermore, the findings will be discussed in the following:

- (1) Long time ago **I** went to zoo with *my* family (Text no. 8– C2, Appendix D, pp.103)
- (2) **He** asked **me** to collect some dry food and dry grass or leaves. (Text no. 6– C6, Appendix D, pp.100)
- (3) **I** feel hungry and **my** father give **me** bread. (Text no.3 – C36, Appendix D, pp.95)

In the excerpt (1) and (3), the use and the position of pronoun *I* is correct. *I* in the texts refers to the writer which in this context is the student. However, the tense of excerpt (3) is still incorrect. Since it is a recount text, the student should have written '*felt*' instead of '*feel*'. Meanwhile the excerpt (1) is already correct but it still needs a comma after *Long time ago*.

4.1.2.1.2 Demonstrative Reference

Demonstrative reference is reference by means of location, on a scale of *Proximity*. A demonstrative has a function as the Head of the sentence which is more like a personal pronoun (Halliday & Hasan, 1976, p.37, 58). There are some demonstrative reference items found in the text; they are '*this*, *that*, *the*,' and '*there*'. Some examples of demonstrative reference items application are presented in the following:

- (4) *It* was *my* first trip **this** city. (Text no.1 – C2, Appendix D, pp.89)
- (5) **There** was very hot. (Text no.4 – C13, Appendix D, pp.96)

(6) *That* time, I went to zoo in *the* morning. (Text no. 8– C4, Appendix D, pp.102)

Based on the examples, the demonstrative cohesion is applied in the excerpt (4), (5), and (6). In excerpt (4) *this* marked the city as specific which refers to Yogyakarta in the previous sentence. Nevertheless, excerpt (4) still has grammatical error and the use of '*this / this city*' is unnecessary. If the student still wanted to maintain the phrase, he should have used '*that*' instead of '*this*'. It is because the time when he wrote the recount text, he was no longer in the city (Yogyakarta).

4.1.2.1.3 Comparative Reference

Comparative reference is defined as an indirect reference by means of *Identity* or *Similarity* (Halliday & Hassan, 1976, p.37). It usually compares two words or phrases with signed words such as *like*, *more*, and etc. However, the items of comparative reference are not found in the texts. There are some *like* word appeared, but it is not used as comparative.

4.1.2 Lexical Cohesion Findings

Lexical cohesive relations hold between single lexical items, either words or larger units. Its ties are usually independent structure and may span long passages of dominant discourse (Halliday and Matthiessen, 2014: 606-7).

There are two main types of lexical cohesions; which are reiteration and collocation. Reiteration consists of repetition, synonymy, antonymy, hyponymy, and metonymy. Meanwhile the collocation stands on its own; that is collocation.

There is a table presented below of how the occurrence of lexical cohesive devices in students' recount texts.

Table 4.5 Lexical Cohesion Findings

| Text | Cohesion | | | | Total | |
|--------------|------------------|---------------|-------------|---------------|------------|-------------|
| | Lexical Cohesion | | | | | |
| | Reiteration | | Collocation | | | |
| | Σ | % | Σ | % | Σ | % |
| 1 | 20 | 6.99% | 4 | 1.40% | 24 | 8.39% |
| 2 | 12 | 4.20% | 3 | 1.05% | 15 | 5.24% |
| 3 | 40 | 13.99% | 9 | 3.15% | 49 | 17.13% |
| 4 | 7 | 2.45% | 7 | 2.45% | 14 | 4.90% |
| 5 | 21 | 7.34% | 2 | 0.70% | 23 | 8.04% |
| 6 | 13 | 4.55% | 13 | 4.55% | 26 | 9.09% |
| 7 | 10 | 3.50% | 4 | 1.40% | 14 | 4.90% |
| 8 | 11 | 3.85% | 6 | 2.10% | 17 | 5.94% |
| 9 | 13 | 4.55% | 3 | 1.05% | 16 | 5.59% |
| 10 | 22 | 7.69% | 10 | 3.50% | 32 | 11.19% |
| 11 | 13 | 4.55% | 3 | 1.05% | 16 | 5.59% |
| 12 | 12 | 4.20% | 1 | 0.35% | 13 | 4.55% |
| 13 | 6 | 2.10% | 2 | 0.70% | 8 | 2.80% |
| 14 | 10 | 3.50% | 3 | 1.05% | 13 | 4.55% |
| 15 | 1 | 0.35% | 5 | 1.75% | 6 | 2.10% |
| TOTAL | 211 | 73.78% | 75 | 26.22% | 286 | 100% |

Based on the Table 4.4, it can be noticed that the lexical cohesion types found in the texts are still small. The dominant type is reiteration with 211 ties (73.78%) and followed by collocation with only 75 ties (26.22%). Even not all the texts contain the collocation items.

4.1.2.1 Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between – the use of

a synonym, near synonym, or super ordinate. (Halliday & Hasan, 1976, p.278). Halliday and Matthiessen (2014, p.644) state that reiteration covers repetition, synonymy (also include antonymy), hyponymy, and meronymy.

4.1.2.1.1 Repetition

Repetition is restating items in a sequence of sentences. See the following examples that were taken from the data for a better understanding:

Example:

(1) I think which made the space between a house and the other was so *small*. Even the road was also *small* that only bicycle and motorcycle can go through on. (Text no.1, C11 – 12, Appendix E, pp.116)

In this example, the writer used repetitive word '*small*' twice in a paragraph. It is not wrong, but it would be better if the student used ellipsis which would be '*I think which made the space between a house and the other was so small and the road was too that caused only bicycle and motorcycle could pass by*'

(2) I went to watch *futsal* with my friends last week. After watching *futsal*, we plan to eat seblak while drinking iced tea in the restaurant seblak mr boy. (Text no.2, C1 – 2, Appendix E, pp.116-117)

There is also a repetition of futsal in this excerpt that appeared twice in the same paragraph also the whole text.

(3) Finally we all said goodbye to go *home*. After I got *home* I took a shower and continued to make other tasks after I finished sleeping. (Text no.2, C13 – 16, Appendix E, pp.117)

The word '*home*' is repeated twice in the last paragraph while it appears for thrice (3x) in the whole text.

(4) I'm *confused* where to *sleep* because I'm already sleepy. I saw my *brother* who was also *confused* where to *sleep*, and my *brother slept* in a chair in front of my uncle's house. Finally, the table in living room was replaced with a *carpet*, my *brother* and I *slept* in the *carpet*. (Text no.3, C25 – 30, Appendix E, pp.119-120)

It can be seen that there are so many repeated words in this expert which consists of three sentences. The word '*confused*' and '*carpet*' are repeated for two times and the word '*brother*' is repeated three times. While '*sleep/slept*' is repeated four times despite the different form whether in finite or past form. Although it is fine to make repetitive words in paragraph, it would be better if the student could minimize the use of repetitive the exact same words by simplifying or merging the clauses that have same words or changing the words into different form / word class, for example these two sentences "*I'm confused where to sleep because I'm already sleepy. I saw my brother who was also confused where to sleep, and my brother slept in a chair in front of my uncle's house*" that have some grammatical mistakes and can be simplified into "*I was confused where to sleep because I had already felt sleepy and so did my brother. He slept on a chair*

in front of my uncle's house instead". By applying ellipsis, it has reduced the repetitive words *confused* and *sleep*.

4.1.2.1.1 Synonymy

Lexical cohesion results from the selection of a lexical item that refers to the relationship among words which are similar in meaning such as journey and trip is called as synonymy. Beside the synonymous words form the same class, synonymy can also be the ones that have different class of word; for example: cheered...applause. There some examples presented to show the occurrence of synonym items in the texts:

(5) So I decided to stay at **home** to recharger our energy. I walk around the neighbourhood with my brother just to experience how it is like to be in Yogyakarta. There were too many **house**. (Text no.1, C8 – 10, Appendix E, pp.115)

(6) And we arrived at my friends **house** there we studied while joking too watching cartoons on television until it didn't feel it was late in the evening and we were all stabbing to go **home**. (Text no.2, C9 – 12, Appendix E, pp.117)

Since it is about personal recount which topic is Holliday, the words '*home/house*' are mentioned in several times almost in every recount text. Based on the two excerpts above, it is proved that students are using '*home*' and '*house*'. Those two words have the same meaning literally, so it is categorized as synonym.

4.1.2.1.3 Hyponymy

Hyponymy is a lexical cohesion type which shows the words in a text that have meanings specific to general. The first lexical item represents a class of thing and the second is either represents a superclass or a subclass or another class at the same level of classification. A sample of hyponymy is presented in the excerpt below.

(7) We saw so many *merchant* with various of product which they claim to be a traditional product of Yogyakarta. I bought some *wooden figure* and *T-shirt with the word “Yogyakarta”* printed on it. While my brother bought some *leather handbag*. (Text no.1, C14 – 18, Appendix E, pp.116)

Based on the excerpt (7), there are some hyponymy words recognized. There is *merchant* that is signed as the general word, and ‘*wooden figure, T-shirt with the word “Yogyakarta”*’ and ‘*leather handbag*’ as the specific things. The specific mentioned things belong to the general thing ‘*merchant*’ so it is called as hyponymy.

4.1.2.1.4 Meronymy

Meronymy is a cohesion type which means as ‘be a kind of’ and ‘be a part of’. It is meant that a, b, and c are part of or kinds of something. For example; apple, orange, and grape are kind of fruit. Even though the amount of meronymy ties in the texts are limited, there are found few of it as in the following:

(8) To attend my **sister** fiancé event and vacation. Me and my *family* use the car. I leave home at six I sat in the back with my **brother**. (Text no.3, C2 – 5, Appendix E, pp.118)

Based on the excerpt (8), there found meronymy items; *sister* and *brother* which both are part of *family*.

4.1.2.2 Collocation

Another type of lexical cohesion that does not depend on any general semantic relationship of the types just discussed, but rather on a particular association between the items in question is known as *collocation*.

Example:

(1) and then **left early** in the morning by motorcycle. (Text no.6 – C4, Appendix E, pp.125)

(2) He asked me to collect some **dry food** and **dry grass** or leaves. (Text no.6 – C7, Appendix E, pp.125)

(3) my friend gave me a hop and asked me to **dig** some **sail** to find worms. (Text no.6 – C9, Appendix E, pp.125)

According to excerpt (1), (2), and (3) collocation items were found within the same text that is Text no.6. In the excerpt (1), there is *left early* which is the combination of Process + Manner. Meanwhile for the excerpt (2), there are two collocation items found and both have the same combination which is Epithet + Thing where adjective/epithet *dry* is attached on *food* and *grass* and make them have more specific meanings instead of standing alone. Lastly, there is a

combination of Process + Medium where the word *sail* was supposed to be *soil* and we usually need to *dig* to get the *soil*.

Triangulation

According to the results of triangulation, the expert judgement declared that this study is already valid but I need to be more considered on the grammar on the sentences.

4.2 Discussions

This section presents the explanation and interpretation of the findings related to the previous studies and theories used in the research. The discussion section is divided into two sub sections, including grammatical and lexical cohesive devices application in recount text written by the tenth grade students of SMA Negeri 1 Boja.

Grammatical cohesion is a type of cohesion that uses grammar to indicate that information retrieved from elsewhere to establish semantic relation. It consists of conjunction, reference and ellipsis (Halliday & Matthiessen, 2014 p.603).

After the 305 clauses of the texts were analyzed, the type of cohesion that is found the most in students' recount texts is grammatical cohesion. However, not all of the grammatical cohesive devices found, as ellipsis that is one of the grammatical cohesion types is not found. It is because ellipsis is usually found in the texts where conversations included (Halliday and Mathiessen, 2014). Among

the three types of grammatical cohesion, reference is dominating the other two types with one of the types, comparative reference was not even used in the texts.

This result is in line with the findings of the studies conducted by Valentine (2014), Masithoh (2017), Laeli (2015), and Manalu (2015). They found that grammatical cohesion becomes the dominant type of the object of their studies. Those previous studies also prove that the dominant type of grammatical cohesion used is reference. Reference is still dominating other items despite of the chosen subject of the study difference. The only study that use the same text type, recount text, as the present study is Masithoh (2017)'s study. It is supported by the statement of Laeli (2015), she stated that reference contribution as the interpretation source may make itself becomes an element of the text then it turns into a potentially cohesive relation. The massive use of reference is expected because in recount especially personal recount, the story usually focuses on the main character of the story in this case is the student and also the activities they do rather than the environment. Therefore, it shows more than 50% findings of grammatical cohesion are reference types.

Here is an example of reference types found on the Text 6, sentence 1 and 2 which said "*When I was in Junior High School, I and my friends went to River to fishing on Sunday morning. We had breakfast first at home and then left early in the morning by motorcycle.*" In the first sentence, the student who wrote Text 6 started to introduce the main character of the story that is *I* that is the student himself with the second character '*my friend*' indicates that he is the friend of the student who wrote Text 6. It is meant that the story is all about him and his friend.

'I' and 'my' are kind of pronouns which role is as reference, particularly personal reference. In the second sentence, the student who wrote Text no. 6 no longer used the separated subjects 'I' and 'my friend' instead using a new reference with 'we' which stands for 'I and my friend'. There is another reference *the* in sentence (2). As it is non-specific reference, the use of *the* in front of *morning* is already correct.

Additionally, there are also personal reference types in Text 3 sentence 4-5 which state "*I sat in the back with my brother. Because he was very noisy, I became happy because the atmosphere was not boring.*" It shows different reference such as 'he' which refers to 'my brother'. It means that student who wrote Text 3 is able to use reference correctly. Unfortunately, even though the student has used the reference item, the cohesiveness of the sentence is still light so the student needs more practice to make it become perfectly cohesive. When the cohesive devices are already found in the texts, it does not guarantee that the text will be delivered well (Laeli, 2015). Thus, the application of grammatical cohesion makes cohesive texts.

According to the elaboration of the discussions, a conclusion is composed. Even though the students did not apply all of the cohesion types, most of the produced texts are considered as cohesive texts. However, there are still few of them which the cohesiveness is still very low such as Text no. 14 and 15 (Appendix A, pp.77-78). It is caused by the existence of run on sentences, and some grammatical errors. Nevertheless, the cohesiveness in the recount texts

produced by the students is compatible with common texts that produced by the same level students.

Lexical cohesion is a type of cohesion which function is to give variation of the text. Lexical cohesion is achieved through the choice of lexical items and operates within the lexical zone (Halliday & Matthiessen, 2014, p.606). The lexical cohesion devices gained through the texts are still limited (See table 4.4). It is indicated that the students' knowledge about lexical cohesion is still low and it still needs to be improved. Among the two types of lexical cohesion, the highest percentage is achieved by reiteration and collocation is placed last (See Table 4.4).

After 205 sentences were analyzed which purpose to achieve the variation of lexical cohesion in the students' recount texts, it is recognized that the lexical cohesion is applied in the students' recount texts; reiteration and collocation (Halliday and Matthiessen, 2014). Even though the amount of the ties is still restricted, the texts are still considered as cohesive.

This study is in line with studies by Valentine (2014), Ulfa (2016), and Laeli (2015). These studies declared that the most dominant type which can be found in almost all texts is repetition which is the part of reiteration. It is mostly because students tend to use repeated words often as they have limited vocabulary and grammar knowledge.

The excerpt of this analysis is in form of paragraph. The reason is because the items are mostly not occurred in one sentence instead it is related to one sentence and others in the same paragraph (Halliday & Mathiessen, 2016). There is an example of lexical cohesion occurrence in students recount text from Text

no.4 that includes sentences 1 – 4, said “*I went to Bali with my family and my friends last month. I went to Bali when **school registration**. So, I left my **registration** to my kind friend. Firstly, she was **fume**. But, I knew she was not really **angry**.*” The paragraph includes hyponym and synonym. The hyponymy items are realized by ‘*registration*’ and ‘*school registration*’. ‘*Registration*’ is stated as the general thing while ‘*school registration*’ is the specific of registration. The synonymy words are signed by ‘*fume*’ and ‘*angry*’. Even though the use of *fume* in the sentence is incorrect, the intention of the student is to use the same expression as the word ‘*angry*’.

Another example where lexical cohesion occurred is in the Text no. 6 sentences 2 – 4 as stated “*We had breakfast first at home and then left early in the morning by **motorcycle**. When we arrived in our plantation, my friend parked the **motorcycle** under the hut. He asked me to **collect** some dry food and dry grass or leaves. When I already **collected** enough food and dry leaves.*” There are some repetition words realized in this paragraph. ‘*Collect*’ and ‘*collected*’ have the same meaning but different form. ‘*Collect*’ is in present form, while ‘*collected*’ is in past form. Despite of the different form, they are still claimed as repetition words because they have the same meaning. There are also ‘*motorcycle*’ that happened twice which is also declared as repetition. The use of the repetition words in the sentences above is necessary because ‘*motorcycle*’ in sentence 2 is used for the first time, while the second use is to emphasize the vehicle that the students rode in the story. It is already correct that the second use of ‘*motorcycle*’ has ‘*the*’ in the beginning to indicate specific thing. Therefore, the lexical

cohesion application in students' recount text is still limited, but it gives a good cohesiveness.

According to the elaboration of the discussions, a conclusion is composed. Even though the students did not apply all of the cohesion types in their recount text, most of the produced texts are considered as cohesive texts. However, there are still few of them which the cohesiveness is still very low such as Text no. 14 and 15 (Appendix A, pp.77-78). It is caused by the existence of run on sentences, the lacks of punctuations and also some grammatical errors. Nevertheless, the cohesiveness in the recount texts produced by the students is compatible with common texts that produced by the same level students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions of the findings analysis in the previous chapter and suggests some recommendations for academic teaching and for further researches.

5.1 Conclusions

The objectives of the study are to identify the application of grammatical cohesive devices and lexical cohesive devices in recount texts written by the tenth grade students of SMA Negeri 1 Boja 2019/2020. According to the findings, cohesive device which consist of both categories; grammatical and lexical cohesions, are found in all the recount texts with 750 ties. The conclusions are drawn from the analysis showing that the two categories of cohesion are used in the recount texts are grammatical and lexical cohesions.

Grammatical cohesion is applied in the recount texts written by the students. However, the devices occurred are only conjunction and reference. Meanwhile any single ellipsis type is not found. It is because ellipsis mostly appears on conversation text. Additionally, it shows that the students' ability to apply ellipsis in their writings is still low. Reference is distinguished as the most used type of grammatical cohesion in the texts. Mostly, the use of grammatical cohesion in the

texts is already correct. Nevertheless, there are still some inappropriate use found in some texts.

Lexical cohesion is applied in the recount texts written by the students. However, the devices found are still limited which means that the students need to acknowledge and practice more to use lexical cohesion in their texts. Moreover the common device used is repetition.

It is very important to notice the correct use of the devices, not only about the massive use of certain device. There are still found some ungrammatical sentences, run-on sentences, and also incorrect use of punctuations. Despite of the inappropriate use of the cohesive devices, the cohesiveness of the texts are categorized as cohesive texts as it still can be understood by the readers.

5.2 Suggestions

After conducting this research, I have some suggestions intended for some parties, they are the students, the teachers, and also the researchers who are interested in this study and want to conduct a further study in the future. For senior high school students, it is suggested to be more conscious and familiar about the importance of cohesion, in both types; grammatical and lexical cohesions, which exists both in whether spoken and written forms of language. Moreover, cohesion contributes to the connection and unity within the elements to create meaningful language in which is one of the most prominent uses of language itself to be able to percept and interpret in a proper way. Therefore, English learners cannot only create an understandable text but also interpret it in understanding complex text.

For English teachers, it is suggested to give students more understanding about cohesion. Some training and practices should be given to learners on cohesion devices. Teachers should assign some marks to the correct or incorrect use of cohesive devices to the students, so they would know what to use and emphasize their writing properly. Students may be asked to write a paragraph using the variety of cohesive devices as they are able to contribute to the quality of their writings. In addition, as there are so many grammatical errors found in the text, it may be a sign that the students have not completely understood about the tense used in recount texts. Since limited ideas could be seen in the texts which means that teachers should help students to develop their vocabulary by engaging them in some vocabulary activities.

For further researchers, it is suggested to analyze cohesion in other types of text for example like procedure text, explanation text, or others that are written by students. Additionally, it is expected that the further researches would conduct a more detail research by not only giving the amount of cohesive device items found in the texts but also giving how the use of them in the texts is whether they are already appropriately used or not.

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APPENDICES

A. Recount Texts

Text 1

My First Time In Yogyakarta

I and my brother went to grandfather's house in Yogyakarta last month. It was my first trip this city. We went there two days after brother's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandfather's house which is 5 minutes away by foot to malioboro street.

In the first morning, we where still too tired after a long trip from semarang to Yogyakarta. So I decided to stay at home to recharger our energy. I walk around the neighbourhood with my brother just to experience how it is like to be in Yogyakarta. There were too many house. I think which made the space between a house and the other was so small. Even the road was also small that only bicycle and motorcycle can go through on. The second day, all of us went to malioboro street. We saw so many merchant with various of product which they claim to be a traditional product of Yogyakarta. I bought some wooden figure and T-shirt with the word "Yogyakarta" printed on it. While my brother bought some leather handbag. I and my brother were busy choosing some merchandise to be brought home when we go back.

Text 2

Go With Friends

I went to watch futsal with my friends last week. After watching futsal, we plan to eat seblak while drinking iced tea in the restaurant seblak mr boy. After we arrived it turned out that in the stall there were also my other friends. An finally we sat together and copy chatted talking about interesting things to talk about. After eating we plan to go to the house of one of my friends to make assignments

given by the teacher. And we arrived at my friends house there we studied while joking too watching cartoons on television until it didn't feel it was late in the evening and we were all stabbing to go home. Finally we all said goodbye to go home. After I got home I took a shower and continued to make other tasks after I finished sleeping.

Text 3

Holiday

During the holiday, my family and I went my uncle's house in Purwokerto. To attend my sister fiancé event and vacation. Me and my family use the car. I leave home at six.

I sat in the back with my brother. Because he was very noisy, I became happy because the atmosphere was not boring. While on the trip, my father invited Dieng to go on vacation first. We arrived at Dieng at noon. We went to Arjuna Temple and Sikidang crater. After enough, we continue the journey to Purwokerto.

We arrived in Purwokerto at night. We were immediately welcomed by my uncle's family. After that, I went straight to the bathroom. After finished I immediately followed my brother and eat. While eating, my brother and I could not stop laughing because seeing my sister who was crying because of being worked on by a grandfather.

At night, where I go to sleep, because all places are full. Finally, I left the house and sat with my brother. I'm confused where to sleep because I'm already sleepy. I saw my brother who was also confused where to sleep, and my brother slept in a chair in front of my uncle's house. Finally, the table in living room was replaced with a carpet, my brother and I slept in the carpet.

In the morning, I looked for my mother, but my mother had gone to the market. I sat with my brother again. My brother and I continue to tell stories until I could not stop laughing. I feel hungry and my father give me bread.

Did not feel it was time to go home, me and my family leave and got home.

Text 4

Recount Text

I went to Bali with my family and my friends last month. I went to Bali when school registration. So, I left my registration to my kind friend. Firstly, she was fume. But, I knew she was not really angry.

Over there, I danced in Ubud. Many people watched my performance and most of them come from abroad. I did not dance alone, but with my friends. Beginning, I was nervous. As time goes by, I was enjoy the atmosphere.

The next day, I went to Pandawa Beach. There was very hot. I bought young coconut ice and some knick knack. Many of my friends swam. I did not swim because I don't bring my clothes. After sunset, I went back to hotel for take a rest.

The last day, I went to Sukowati market to bought some things for people who were at home. I also forgot to buy things for my kind friend. The things in Sukowati market were not too expensive. Although there were many tourist, the things are still sold cheap.

After from Sukowati market I immediately drove home. One the way home we joked with laughter. Everything was carrying a lot of things. Because of that our bus was full. Even though it was tiring, yesterday we were very happy.

Text 5

Meet My Friends

On Saturday, I went to my friend's house location at Pilang, Boja. There I was with four of my friend. There were only five of us, because the parents of my friend were went work.

The two of us came a long way. So, we waited a long time. We waited while joking around and exchanging stories. After waiting for one hour, finally the two people were waiting for came. We took a picture together. We pose in a funny style and use the application snap chat. We laugh together.

Then, I and my friend went to 'seblak mas boy' to buy food seblak. My three other friends are waiting at home. The trip there only took ten minutes but we waited for the order for one hour. After the order came, we returned home and ate together. Even when we eat we still talk together. After eating we bought a drink at the stall next to the house. After finished bought drinks we returned home. After finishing, we take pictures together again. We like to capture moments together. The time at 3 pm and two of my friends return to their respective homes. After that I came home picked up by sister. Before went home, I invited my sister to buy a hijab. After that, I went go home. The house was quite because both of our parents worked.

Text 6

My History at Holiday

When I was in Junior High School, I and my friends went to River to fishing on Sunday morning. We had breakfast first at home and then left early in the morning by motorcycle. When we arrived in our plantation, my friend parked the motorcycle under the hut. He asked me to collect some dry food and dry grass or leaves. When I already collected enough food and dry leaves.

After cleaning some wild grass around the hut my friend gave me a hop and asked me to dig some soil to find worms. When I already had enough worms, I brought it to my friend and we went straight to the river. We put the worm on the fishing hook as a bait to catch the fish. As a beginner fisher, I cannot apply the worm on the fishing hook like it was about to fall off the hook, but my friend said it was okay. I threw the fishing hook into the river and I got fish. But the fish is small and I was disappointed. And I threw fishing hook again and got big fish.

Text 7

My Holiday

5 days after Idul Fitri, I and my big family went to our sister's house in Temanggung. We departed from Singorojo at 8 o'clock in the morning. We went by car and the car was open. But there were also motorbikes. My mother and I ride in an open car, my brother ride in a car, and my father ride a motorcycle.

In the middle of the trip, suddenly my brother had stomachache and motion sickness. My mother also asked the driver to stop. After that, my mother got down and took my brother to an open car.

After about four hours, we arrived at our sister's house. There I immediately rested, continued to eat and pray. Because it was still Eid, we also stayed in touch with our neighbours' relatives.

Around half-past three we went home. We arrived at 5 p.m. When I got home, I immediately took a shower and pray.

Text 8**I Went To Zoo with My Family**

Long time ago I went to zoo with my family. We chose to go to Gembira Loka Zoo in Yogyakarta. That time, I went to zoo in the morning. Before I was leaving I had breakfast first with my family. After that we went to ride the car until there we immediately bought a ticket. After we bought ticket, we entered the zoo after we entered to zoo, we saw there is animal among them elephant, giraffe, crocodile, eagle and so forth. At that time I approached my favorite animal funny and adorable for me. After we toured the zoo, we decided to go home. We have lunch at the restaurant in Yogyakarta. We chose warm food. After lunch we continue our journey home. After we got home we rested by watching tv. After that I told my neighbor about my experience in Gembira Loka Zoo. That time my heart was very happy to be able to go and trip with my family.

Text 9**Spend on My Holliday**

I went to Semarang with my friends last month. I was very happy. I visited old city in the Semarang. We bought bread for eat. We continued to go to mall for bought cinema tickets. We watched cinema together. Then I bought a bag with my mother. Then I continued to pray at the mosque at the mall. Then drove my friends to buy a drink. Then we left the mall, visited Gramedia to bought books. Fortunately there was still a book bazaar when bought a book, my friend took me to the toilet around Gramedia. After that I went back to looking for the book I wanted because it was afternoon so I go home with my friend by public transportation.

Text 10

My Last Holiday

On my last holiday, I did not go to anywhere. I was only stayed at home. At my home, I helped my parents clean the house. Swept, mopped, gardening, fixed the house, and others. Beside helped my parents working. I also played computer games and played with my little brother and nephew. We played various games. We played video games, mobile games, traditional games, modern games, and we also sport together. We played football, basketball, volley, and badminton together. We also cycling. My brother was very happy when we cycling together on evening. I enjoyed a lot my time at home on my last holiday. But, I felt very lazy when my little brother invited me to played football together, because I can not played football well. On my last holiday, I slept a lot too. One day on my last holiday, one of my friend invited me to toured the city where I live together. Then we played together on some interesting place in my city. There, we had lunch, hunt for photo spot, then go home, because it was late evening.

Text 11

Recount Text

When Eid Al-Fitr, I went to Boyolali with my family. We went on the second day. In Boyolali, we visited in my grandmother house. Every Eid Al-Fitr, we always went to my grandmother house. Not only my family, but all my brother also went to my grandmother house.

When my big family has gathered, we were ate meatball always. My uncle always brought meatball from Bandung. He made meatball it yourself. After we ate meatball, we went to brother house. Because the house is close, we only walked together.

When it is night time, children always played fire work together. And parents were told with others, or watched television. Then we slept in my grandmother house. There are also slept in my uncle and my aunt house. Because my grandmother house not enough.

When morning time, we helped my aunt cook. There are also swept the yard. Then we breakfast together. After that we went the brothers house is far.

We in my grandmother house is four day. Then I and my family returned back home. I was very happy in my grandmother house.

Text 12

Holidays

Few months ago, I and my family went to temanggung to my grandmother, and then we went to pekalongan to visit uncle. There we do a lot of activities like gardening, feeding animals, shopping, making various kinds of food, and much more.

We also tried culinary in Brebes “Sate Blengong” which is in Brebes City Square near the Grand Mosque. The satay is large and large, usually eaten with rice cake and crackers.

After leaving Brebes, we go home and stop in Tegal, precisely on the Transmart to buy lunch, we buy various foods and snacks, then we continue the journey to jogja. We also made a pilgrimage to grandfathers grave.

Text 13**Handball Competition**

Last month. I joined a handball competition in purworejo city. After practicing for a month, and already convinced for the race, my friend and I went to purworejo city on July 24 at 01.30 noon. It spent around 4 hours the way arrived there at 05.30 in the afternoon and immediately cleaned up and had dinner.

The next morning my friend and I went to GOR.WR. SUPRATMAN at 09.00 am. Following the opening ceremony of the junior provincial championship handball. After that, we go ready for the race at 11.00 noon. After the race against purworejo city, semarang city managed to fight with a score of 15-7. Me and my friend went home to clean themselves and then to gor wr. Supratman again to support men.

Text 14**Study Toor In Jakarta**

In grade 8 I did a study toor in Jakarta Tourism I was very happy the school visited dufan, palace bogor, mueum, and cibaduyut.

We left at 3 pm carrying a very large bag and then then we first headed to Lamongan batik first then headed to the Hijj dormitory for rest and showering to change into the Bogor palace there were introduced to the legacy and profile of the president and many more after that we headed to dufan ancol there I was very happy and enjoyed the atmosphere there were lots of games until the sun went down we continued our journey to the top of the in Bogor at 10 pm we got to the in the temperature was very cold the next day we headed to Cibaduyut to buy by then we continued the journey home and we arrived at school at 5 pm.

Text 15**Study tour in malang surabaya**

2 years ago I studytour to malang-surabaya, my school visited 8 tourist sites namely east java par I, funeral of Sunan Ampel, deduwa, BNS, taman safari, Brawijaya museum, suramadu bridge, Agro apple picking tour. There I got a lot of fun experiences with friends. Many challenging rides, the first time we visited the Apple picking tourism site there were allowed to pick our own apples, after that continue the journey to Jatipark, in witch there were many miniatures about folkfore east java, after that we visited BNS and museums in the museums there were many historical relics in from of weapons and vehicles used during the war first. Finally forth day we went to Semarang. This is holiday which are fun.

B. Breaking Down the Texts into Sentences**Text 1**

- (1) I and my brother went to grandfather's house in Yogyakarta last month. It was my first trip this city.
- (2) We went there two days after brother's graduation ceremony in Semarang. We arrived at Yogyakarta at night.
- (3) We spent a week staying in my grandfather's house which is 5 minutes away by foot to malioboro street.
- (4) In the first morning, we where still too tired after a long trip from semarang to Yogyakarta.
- (5) So I decided to stay at home to recharger our energy.
- (6) I walk around the neighbourhood with my brother just to experience how it is like to be in Yogyakarta.
- (7) There were too many house.
- (8) I think which made the space between a house and the other was so small.

- (9) Even the road was also small that only bicycle and motorcycle can go through on.
- (10) The second day, all of us went to malioboro street.
- (11) We saw so many merchant with various of product which they claim to be a traditional product of Yogyakarta.
- (12) I bought some wooden figure and T-shirt with the word "Yogyakarta" printed on it.
- (13) While my brother bought some leather handbag.
- (14) I and my brother were busy choosing some merchandise to be brought home when we go back.

Text 2

- (1) I went to watch futsal with my friends last week.
- (2) After watching futsal, we plan to eat seblak while drinking iced tea in the restaurant seblak mr boy.
- (3) After we arrived it turned out that in the stall there were also my other friends.
- (4) An finally we sat together and copy chatted talking about interesting things to talk about.
- (5) After eating we plan to go to the house of one of my friends to make assignments given by the teacher.
- (6) And we arrived at my friends house there we studied while joking too watching cartoons on television until it didn't feel it was late in the evening and we were all stabbing to go home.
- (7) Finally we all said goodbye to go home.
- (8) After I got home I took a shower and continued to make other tasks after I finished sleeping.

Text 3

- (1) During the holiday, my family and I went my uncle's house in Purwokerto.
- (2) To attend my sister fiancé event and vacation.
- (3) Me and my family use the car. I leave home at six.
- (4) I sat in the back with my brother.
- (5) Because he was very noisy, I became happy because the atmosphere was not boring.
- (6) While on the trip, my father invited Dieng to go on vacation first.
- (7) We arrived at Dieng at noon.
- (8) We went to Arjuna Temple and Sikidang crater.
- (9) After enough, we continue the journey to Purwokerto.
- (10) We arrived in Purwokerto at night.
- (11) We were immediately welcomed by my uncle's family.
- (12) After that, I went straight to the bathroom.
- (13) After finished I immediately followed my brother and eat.
- (14) While eating, my brother and I could not stop laughing because seeing my sister who was crying because of being worked on by a grandfather.
- (15) At night, where I go to sleep, because all places are full.
- (16) Finally, I left the house and sat with my brother.
- (17) I'm confused where to sleep because I'm already sleepy.
- (18) I saw my brother who was also confused where to sleep, and my brother slept in a chair in front of my uncle's house.
- (19) Finally, the table in living room was replaced with a carpet, my brother and I slept in the carpet.
- (20) In the morning, I looked for my mother, but my mother had gone to the market.
- (21) I sat with my brother again.
- (22) My brother and I continue to tell stories until I could not stop laughing.
- (23) I feel hungry and my father give me bread.
- (24) Did not feel it was time to go home, me and my family leave and got home.

Text 4

- (1) I went to Bali with my family and my friends last month.
- (2) I went to Bali when school registration.
- (3) So, I left my registration to my kind friend.
- (4) Firstly, she was fume.
- (5) But, I knew she was not really angry.
- (6) Over there, I danced in Ubud.
- (7) Many people watched my performance and most of them come from abroad.
- (8) I did not dance alone, but with my friends.
- (9) Beginning, I was nervous.
- (10) As time goes by, I was enjoy the atmosphere.
- (11) The next day, I went to Pandawa Beach.
- (12) There was very hot.
- (13) I bought young coconut ice and some knick knack.
- (14) Many of my friends swam.
- (15) I did not swim because I don't bring my clothes.
- (16) After sunset, I went back to hotel for take a rest.
- (17) The last day, I went to Sukowati market to bought some things for people who were at home.
- (18) I also forgot to buy things for my kind friend.
- (19) The things in Sukowati market were not too expensive.
- (20) Although there were many tourist, the things are still sold cheap.
- (21) After from Sukowati market I immediately drove home.
- (22) One the way home we joked with laughter.
- (23) Everything was carrying a lot of things.
- (24) Because of that our bus was full.
- (25) Even though it was tiring, yesterday we were very happy.

Text 5

- (1) On Saturday, I went to my friend's house location at Pilang, Boja.
- (2) There I was with four of my friend.
- (3) There were only five of us, because the parents of my friend were went work.
- (4) The two of us came a long way.
- (5) So, we waited a long time.
- (6) We waited while joking around and exchanging stories.
- (7) After waiting for one hour, finally the two people were waiting for came.
- (8) We took a picture together.
- (9) We pose in a funny style and use the application snap chat. We laugh together.
- (10) Then, I and my friend went to 'seblak mas boy' to buy food seblak.
- (11) My three other friends are waiting at home.
- (12) The trip there only took ten minutes but we waited for the order for one hour.
- (13) After the order came, we returned home and ate together.
- (14) Even when we eat we still talk together.
- (15) After eating we bought a drink at the stall next to the house.
- (16) After finished bought drinks we returned home.
- (17) After finishing, we take pictures together again.
- (18) We like to capture moments together.
- (19) The time at 3 pm and two of my friends return to their respective homes.
- (20) After that I came home picked up by sister.
- (21) Before went home, I invited my sister to buy a hijab.
- (22) After that, I went go home.
- (23) The house was quite because both of our parents worked.

Text 6

- (1) When I was in Junior High School, I and my friends went to River to fishing on Sunday morning.
- (2) We had breakfast first at home and then left early in the morning by motorcycle.
- (3) When we arrived in our plantation, my friend parked the motorcycle under the hut.
- (4) He asked me to collect some dry food and dry grass or leaves.
- (5) When I already collected enough food and dry leaves.
- (6) After cleaning some wild grass around the hut my friend gave me a hop and asked me to dig some soil to find worms.
- (7) When I already had enough worms, I brought it to my friend and we went straight to the river.
- (8) We put the worm on the fishing hook as a bait to catch the fish.
- (9) As a beginner fisher, I cannot apply the worm on the fishing hook like it was about to fall off the hook, but my friend said it was okay.
- (10) I threw the fishing hook into the river and I got fish.
- (11) But the fish is small and I disappointed.
- (12) And I threw fishing hook again and got big fish.

Text 7

- (1) 5 days after Idul Fitri, I and my big family went to our sister's house in Temanggung.
- (2) We departed from Singorojo at 8 o'clock in the morning.
- (3) We went by car and the car was open.
- (4) But there were also motorbikes.
- (5) My mother and I ride in an open car, my brother ride in a car, and my father ride a motorcycle. In the middle of the trip, suddenly my brother had stomachache and motion sickness.

- (6) My mother also asked the driver to stop.
- (7) After that, my mother got down and took my brother to an open car.
- (8) After about four hours, we arrived at our sister's house.
- (9) There I immediately rested, continued to eat and pray.
- (10) Because it was still Eid, we also stayed in touch with our neighbours' relatives.
- (11) Around half-past three we went home.
- (12) We arrived at 5 p.m.
- (13) When I got home, I immediately took a shower and pray.

Text 8

- (1) Long time ago I went to zoo with my family.
- (2) We chose to go to Gembira Loka Zoo in Yogyakarta.
- (3) That time, I went to zoo in the morning.
- (4) Before I was leaving I had breakfast first with my family.
- (5) After that we went to ride the car until there we immediately bought a ticket.
- (6) After we bought ticket, we entered the zoo after we entered to zoo, we saw there is animal among them elephant, giraffe, crocodile, eagle and soforth.
- (7) At that time I approached my favorite animal funny and adorable for me.
- (8) After we toured the zoo, we decided to go home.
- (9) We have lunch at the restaurant in Yogyakarta.
- (10) We chose warm food.
- (11) After lunch we continue our journey home.
- (12) After we got home we rested by watching tv.
- (13) After that I told my neighbor about my experience in Gembira Loka Zoo.
- (14) That time my heart was very happy to be able to go and trip with my family.

Text 9

- (1) I went to Semarang with my friends last month.
- (2) I was very happy.
- (3) I visited old city in the Semarang.
- (4) We bought bread for eat.
- (5) We continued to go to mall for bought cinema tickets.
- (6) We watched cinema together.
- (7) Then I bought a bag with my mother.
- (8) Then I continued to pray at the mosque at the mall.
- (9) Then drove my friends to buy a drink.
- (10) Then we left the mall, visited Gramedia to bought books.
- (11) Fortunately there was still a book bazaar when bought a book, my friend took me to the toilet around Gramedia.
- (12) After that I went back to looking for the book I wanted because it was afternoon so I go home with my friend by public transportation.

Text 10

- (1) On my last holiday, I did not go to anywhere.
- (2) I was only stayed at home.
- (3) At my home, I helped my parents clean the house.
- (4) Swept, mopped, gardening, fixed the house, and others.
- (5) Beside helped my parents working.
- (6) I also played computer games and played with my little brother and nephew.
- (7) We played various games.
- (8) We played video games, mobile games, traditional games, modern games, and we also sport together.
- (9) We played football, basketball, volley, and badminton together.
- (10) We also cycling.
- (11) My brother was very happy when we cycling together on evening.

- (12) I enjoyed a lot my time at home on my last holiday.
- (13) But, I felt very lazy when my little brother invited me to played football together, because I can not played football well.
- (14) On my last holiday, I slept a lot too.
- (15) One day on my last holiday, one of my friend invited me to toured the city where I live together.
- (16) Then we played together on some interesting place in my city.
- (17) There, we had lunch, hunt for photo spot, then go home, because it was late evening.

Text 11

- (1) When Eid Al-Fitr, I went to Boyolali with my family.
- (2) We went on the second day.
- (3) In Boyolali, we visited in my grandmother house.
- (4) Every Eid Al-Fitr, we always went to my grandmother house.
- (5) Not only my family, but all my brother also went to my grandmother house.
- (6) When my big family has gathered, we were ate meatball always.
- (7) My uncle always brought meatball from Bandung.
- (8) He made meatball it yourself.
- (9) After we ate meatball, we went to brother house.
- (10) Because the house is close, we only walked together.
- (11) When it is night time, children always played fire work together.
- (12) And parents were told with others, or watched television.
- (13) Then we slept in my grandmother house.
- (14) There are also slept in my uncle and my aunt house.
- (15) Because my grandmother house not enough.
- (16) When morning time, we helped my aunt cook.
- (17) There are also swept the yard.
- (18) Then we breakfast together.

- (19) After that we went the brothers house is far.
- (20) We in my grandmother house is four day.
- (21) Then I and my family returned back home.
- (22) I was very happy in my grandmother house.

Text 12

- (1) Few months ago, I and my family went to temanggung to my grandmother, and then we went to pekalongan to visit uncle.
- (2) There we do a lot of activities like gardening, feeding animals, shopping, making various kinds of food, and much more.
- (3) We also tried culinary in Brebes “Sate Blengong” which is in Brebes City Square near the Grand Mosque.
- (4) The satay is large and large, usually eaten with rice cake and crackers.
- (5) After leaving Brebes, we go home and stop in Tegal, precisely on the Transmart to buy lunch, we buy various foods and snacks, then we continue the journey to jogja.
- (6) We also made a pilgrimage to grandfathers grave.

Text 13

- (1) Last month. I joined a handball competition in purworejo city.
- (2) After practicing for a month, and already convinced for the race, my friend and I went to purworejo city on July 24 at 01.30 noon.
- (3) It spent around 4 hours the way arrived there at 05.30 in the afternoon and immediately cleaned up and had dinner.
- (4) The next morning my friend and I went to GOR.WR. SUPRATMAN at 09.00 am.
- (5) Following the opening ceremony of the junior provincial championship handball.

- (6) After that, we go ready for the race at 11.00 noon.
- (7) After the race against purworejo city, semarang city managed to fight with a score of 15-7.
- (8) Me and my friend went home to clean themselves and then to gor wr. Supratman again to support men.

Text 14

- (1) In grade 8 I did a study toor in Jakarta Tourism I was very happy the school visited dufan, palace bogor, mueum, and cibaduyut.
- (2) We left at 3 pm carrying a very large bag and then then we first headed to Lamongan batik first then headed to the Hijj dormitory for rest and showering to change into the Bogor palace there were introduced to the legacy and profile of the president and many more after that we headed to dufan ancol there I was very happy and enjoyed the atmosphere there were lots of games until the sun went down we continued our journey to the top of the in Bogor at 10 pm we got to the in the temperature was very cold the next day we headed to Cibaduyut to buy by then we continued the journey home and we arrived at school at 5 pm.

Text 15

- (1) 2 years ago I studytour to malang-surabaya, my school visited 8 tourist sites namely east java par I, funeral of Sunan Ampel, deduwa, BNS, taman safari, Brawijaya museum, suramadu bridge, Agro apple picking tour.
- (2) There I got a lot of fun experiences with friends.
- (3) Many challenging rides, the first time we visited the Apple picking tourism site there were allowed to pick our own apples, after that continue the journey to Jatimark, in witch there were many miniatures about folkfore east java, after that we visited BNS and museums in the museums there

were many historical relics in from of weapons and vehicles used during the war first. Finally forth day we went to Semarang.

(4) This is holiday which are fun.

C. Coding the Categories of Cohesion

| Category | Sub-category | Symbol |
|-------------|-------------------------|--------|
| Reference | Personal Reference | PR |
| | Comparative Reference | CR |
| | Demonstrative Reference | DR |
| Ellipsis | Clausal Ellipsis | CE |
| | Verbal Ellipsis | VE |
| | Nominal Ellipsis | NE |
| Conjunction | Elaborating Conjunction | EIC |
| | Extending Conjunction | ExC |
| | Enhancing Conjunction | EnC |
| Reiteration | Repetition | Rep |
| | Synonymy | Syn |
| | Hyponymy | Hyp |
| | Meronymy | Mer |
| Collocation | Collocation | Coll |

D. Table of Grammatical Cohesion Analysis

Text 1

Title: My First Time In Yogyakarta

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|--|----------------|------------------|-----------------|---|
| 1. | I and my brother went to grandfather's house in Yogyakarta last month. | 3 | I And My | PR ExC PR | The Student - The Student's |
| 2. | It was my first trip this city. | 3 | It My This | DR PR DR | - The Student's - |
| 3. | We went there two days after brother's graduation ceremony in Semarang. | 2 | We There | PR DR | I and my brother Grandfather's house |
| 4. | We arrived at Yogyakarta | 1 | We | PR | I and my |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|---|----------------|------------------------|-----------------------|--|
| | at night | | | | brother |
| 5. | We spent a week staying in my grandfather's house which is 5 minutes away by foot to malioboro street. | 2 | We My | PR PR | I and my brother The Student's |
| 6. | In the first morning, | 1 | The | DR | - |
| 7. | we where still too tired after a long trip from semarang to Yogyakarta. | 2 | We Still | PR EnC | I and my brother - |
| 8. | So I decided to stay at home to recharger our energy | 3 | So I Our | EnC PR PR | - The Student I and my brother's |
| 9. | I walk around the neighbourhood with my brother just to experience how it is like to be in Yogyakarta | 4 | I The My It | PR DR PR DR | The Student - The Student's - |
| 10. | There were too many house. | 1 | There | DR | Neighbourhood |
| 11. | I think which made the space between a house and the other was so small. | 4 | I The And The | PR DR ExC DR | The Student - - - |
| 12. | Even the road was also small that only bicycle and motorcycle can go through on. | 3 | The Also And | DR ExC ExC | - - - |
| 13. | The second day, all of us went to malioboro street. | 2 | The Us | DR PR | - The Student and his/her brother |
| 14. | We saw so many merchant with various of product | 1 | We | PR | I and my brother |
| 15. | which they claim to be a traditional product of Yogyakarta. | 1 | They | PR | People |
| 16. | I bought some wooden figure and T-shirt with the word "Yogyakarta" printed on it. | 3 | I And The | PR ExC DR | The Student - - |
| 18. | While my brother bought some leather handbag. | 1 | My | PR | The Student's |
| 19. | I and my brother were busy | 3 | I | PR | The Student |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|----------------|-----------|---------------------------------------|
| | choosing some merchandise to be brought home | | And My | ExC PR | - The Student's |
| 20. | when we go back. | 1 | We | PR | The Student and his/her brother |

Text 2

Title: Go With Friends

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|---|----------------|------------------------------|-----------------------------|---|
| 1. | I went to watch futsal with my friends last week. | 2 | I My | PR PR | The Student The Student's |
| 2. | After watching futsal, | 0 | | | |
| 3. | we plan to eat seblak while drinking iced tea in the restaurant seblak mr boy. | 2 | We The | PR DR | The Student and his/her friends - |
| 4. | After we arrived | 1 | We | PR | The Student and his/her friends |
| 5. | it turned out that in the stall | 2 | It The | DR DR | - - |
| 6. | there were also my other friends. | 3 | There Also My | DR ExC PR | Restaurant seblak mr boy - The Student's |
| 7. | An finally we sat together and copy chatted talking about interesting things to talk about. | 4 | Finally We And (2) | EnC PR ExC ExC | - The Student and his/her friends - |
| 8. | After eating we plan to go to the house of one of my friends to make assignments given by the teacher | 4 | We The My The | PR DR PR DR | The Student and his/her friends The Student's - |
| 9. | And we arrived at my friends house | 3 | And We | ExC PR | - The Student |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|--------------------------|-----------------------|--|
| | | | My | PR | and his/her friends The Student's |
| 10. | there we studied while joking too watching cartoons on television | 2 | There We | DR PR | The Student's friends house The Student and his/her friends |
| 11. | until it didn't feel it was late in the evening | 4 | Until It It The | EnC DR DR DR | - - - - |
| 12. | and we were all stabbing to go home. | 2 | And We | ExC PR | - The Student and his/her friends |
| 13. | Finally we all said goodbye to go home. | 2 | Finally We | EnC PR | - The Student and his/her friends |
| 14. | After I got home | 1 | I | PR | The Student |
| 15. | I took a shower and continued to make other tasks | 2 | I And | PR ExC | The Student - |
| 16. | after I finished sleeping. | 1 | I | PR | The Student |

Text 3

Title: Holiday

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|--|----------------|-----------------------------|-----------------------------|---|
| 1. | During the holiday, my family and I went my uncle's house in Purwokerto. | 5 | The My And I My | DR PR ExC PR PR | - The Student's - The Student The Student's |
| 2. | To attend my sister fiancé event and vacation. | 2 | My And | PR ExC | The Student's - |
| 3. | Me and my family use the car. | 4 | Me And | PR ExC | The Student's - |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|---|----------------|------------------|-----------------|--|
| | | | My The | PR DR | The Student - |
| 4. | I leave home at six. | 1 | I | PR | The Student |
| 5. | I sat in the back with my brother. | 3 | I The My | PR DR PR | The Student - The Student's |
| 6. | Because he was very noisy, | 1 | He | PR | The Student's brother |
| 7. | I became happy | 1 | I | PR | The Student |
| 8. | because the atmosphere was not boring. | 1 | The | DR | - |
| 9. | While on the trip, my father invited Dieng to go on vacation first. | 2 | The My | DR PR | - The Student's |
| 10. | We arrived at Dieng at noon. | 1 | We | PR | The Student and his/her family |
| 11. | We went to Arjuna Temple and Sikidang crater. | 2 | We And | PR ExC | The Student and his/her family - |
| 12. | After enough, we continue the journey to Purwokerto. | 2 | We The | PR DR | The Student and his/her family - |
| 13. | We arrived in Purwokerto at night. | 1 | We | PR | The Student and his/her family |
| 14. | We were immediately welcomed by my uncle's family. | 2 | We My | PR PR | The Student and his/her family The Student's |
| 15. | After that , I went straight to the bathroom. | 3 | I That The | PR DR DR | The Student Welcomed by the uncle's family - |
| 16. | After finished I immediately followed my brother and eat. | 3 | I My And | PR PR ExC | The Student The Student's - |
| 18. | While eating, | 0 | | | |
| 19. | my brother and I could not stop laughing | 3 | My And | PR ExC | The Student's - |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|----------------------------------|------------------------------|---|
| | | | I | PR | The Student |
| 20. | because seeing my sister who was crying | 1 | My | PR | The Student's |
| 21. | because of being worked on by a grandfather. | 0 | | | |
| 22. | At night, where I go to sleep, | 1 | I | PR | The Student |
| 23. | because all places are full. | 0 | | | |
| 24. | Finally, I left the house and sat with my brother. | 5 | Finally I The And My | EnC PR DR ExC PR | - The Student - - The Student's |
| 25. | I'm confused where to sleep | 1 | I | PR | The Student |
| 26. | because I'm already sleepy. | 1 | I | PR | The Student |
| 27. | I saw my brother who was also confused where to sleep, | 3 | I My Also | PR PR ExC | The Student The Student's - |
| 28. | and my brother slept in a chair in front of my uncle's house. | 3 | And My My | ExC PR PR | - The Student's The Student's |
| 29. | Finally, the table in living room was replaced with a carpet, | 2 | Finally The | EnC DR | - - |
| 30. | my brother and I slept in the carpet. | 4 | My And I The | PR ExC PR DR | The Student's - The Student - |
| 31. | In the morning, I looked for my mother, | 3 | The I My | DR PR PR | - The Student The Student's |
| 32. | but my mother had gone to the market. | 3 | But My The | ExC PR DR | - The Student's - |
| 33. | I sat with my brother again. | 2 | I My | PR PR | The Student The Student's |
| 34. | My brother and I continue to tell stories | 3 | My And I | PR ExC PR | The Student's - The Student |
| 35. | until I could not stop laughing. | 2 | Until I | EnC PR | - The Student |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|------------------------|------------------------|--|
| 36. | I feel hungry and my father give me bread. | 4 | I And My Me | PR ExC PR PR | The Student - The Student's The Student |
| 38. | Did not feel it was time to go home, | 1 | It | DR | - |
| 39. | me and my family leave and got home. | 4 | Me And My And | PR ExC PR ExC | The Student - The Student's - |

Text 4

Title: No title (Recount Text)

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|--|----------------|----------------------|-----------------------|--|
| 1. | I went to Bali with my family and my friends last month. | 4 | I My And My | PR PR ExC PR | The Student The Student's - The Student's |
| 2. | I went to Bali when school registration. | 1 | I | PR | The Student |
| 3. | So, I left my registration to my kind friend. | 4 | So I My My | EnC PR PR PR | - The Student The Student's The Student's |
| 4. | Firstly, she was fume. | 2 | Firstly She | EnC PR | - My kind friend |
| 5. | But, I knew she was not really angry. | 3 | But I She | ExC PR PR | - The Student My kind friend |
| 6. | Over there, I danced in Ubud. | 2 | There I | DR PR | Bali The Student |
| 7. | Many people watched my performance | 1 | My | PR | The Student's |
| 8. | and most of them come from abroad. | 2 | And Them | ExC PR | - People |
| 9. | I did not dance alone, but with my friends. | 3 | I But My | PR ExC PR | The Student - The Student's |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|-------------------|-----------------|--|
| 10. | Beginning, I was nervous. | 1 | I | PR | The Student |
| 11. | As time goes by, I was enjoy the atmosphere. | 2 | I The | PR DR | The Student - |
| 12. | The next day, I went to Pandawa Beach. | 3 | The Next I | DR EnC PR | - - The Student |
| 13. | There was very hot. | 1 | There | DR | Pandawa Beach |
| 14. | I bought young coconut ice and some knick knack. | 2 | I And | PR ExC | The Student - |
| 15. | Many of my friends swam. | 1 | My | PR | The Student's |
| 16. | I did not swim | 1 | I | PR | The Student |
| 17. | because I don't bring my clothes. | 2 | I My | PR PR | The Student The Student's |
| 18. | After sunset, I went back to hotel for take a rest. | 1 | I | PR | The Student |
| 19. | The last day, I went to Sukowati market to bought some things for people who were at home. | 3 | The Last I | DR EnC PR | - - The Student |
| 20. | I also forgot to buy things for my kind friend. | 3 | I Also My | PR ExC PR | The Student - The Student's |
| 21. | The things in Sukowati market were not too expensive. | 1 | The | DR | - |
| 22. | Although there were many tourist, | 2 | Although There | EnC DR | - Sukowati market |
| 23. | the things are still sold cheap. | 2 | The Still | DR EnC | - - |
| 24. | After from Sukowati market I immediately drove home. | 1 | I | PR | The Student |
| 25. | One the way home we joked with laughter. | 1 | We | PR | The Student, his/her family and his/her friends |
| 26. | Everything was carrying a lot of things. | 0 | - | - | - |
| 27. | Because of that our bus | 2 | That | DR | A lot of |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|-------------------------------------|----------------|-------------------|-----------|--|
| | was full. | | Our | PR | things The Student, his/her family and his/her friends's |
| 28. | Even though it was tiring, | 2 | Even though It | EnC DR | - - |
| 29. | yesterday we were very happy | 1 | We | PR | The Student, his/her family and his/her friends |

Text 5

Title: Meet my Friends

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|--|----------------|----------------------|--------------------|--|
| 1. | On Saturday, I went to my friend's house location at Pilang, Boja. | 2 | I My | PR PR | The Student The Student's |
| 2. | There I was with four of my friend. | 3 | There I My | DR PR PR | my friend's house location at Pilang, Boja The Student The Student's |
| 3. | There were only five of us , | 2 | There Us | DR PR | my friend's house location at Pilang, Boja The Student and his/her friends |
| 4. | because the parents of my friend were went work. | 2 | The My | DR PR | - The Student's |
| 5. | The two of us came a long way. | 2 | The Us | DR PR | - The Student and his/her friends |
| 6. | So, we waited a long time. | 2 | So We | EnC PR | - The Student and his/her friends |
| 7. | We waited while | 2 | We | PR | The Student and |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|---|----------------|-----------------------|-----------------------|---|
| | joking around and exchanging stories. | | And | ExC | his/her friends - |
| 8. | After waiting for one hour, | 0 | | | |
| 9. | finally the two people were waiting for came. | 2 | Finally The | EnC DR | - - |
| 10. | We took a picture together. | 1 | We | PR | The Student and his/her friends |
| 11. | We pose in a funny style and use the application snap chat. | 3 | We And The | PR ExC DR | The Student and his/her friends - - |
| 12. | We laugh together. | 1 | We | PR | The Student and his/her friends |
| 13. | Then, I and my friend went to 'seblak mas boy' to buy food seblak. | 4 | The I And My | DR PR ExC PR | - The Student - The Student's |
| 14. | My three other friends are waiting at home. | 1 | My | PR | The Student's |
| 15. | The trip there only took ten minutes | 2 | The There | DR DR | - Seblak mas boy |
| 16. | but we waited for the order for one hour. | 3 | But We The | ExC PR DR | - The Student and his/her friends - |
| 17. | After the order came, we returned home and ate together. | 3 | The We And | DR PR ExC | - The Student and his/her friends - |
| 18. | Even when we eat we still talk together. | 3 | We (2) Still | PR PR EnC | The Student and his/her friends - |
| 19. | After eating we bought a drink at the stall next to the house. | 3 | We The The | PR DR DR | The Student and his/her friends - - |
| 20. | After finished bought drinks we returned home. | 1 | We | PR | The Student and his/her friends |
| 21. | After finishing, we take pictures together | 1 | We | PR | The Student and his/her friends |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|---------------------------|-----------------------|---|
| | again. | | | | |
| 22. | We like to capture moments together. | 1 | We | PR | The Student and his/her friends |
| 23. | The time at 3 pm and two of my friends return to their respective homes. | 4 | The And My Their | DR ExC PR PR | - - The Student's The Student's friends' |
| 24. | After that I came home picked up by sister | 2 | That I | DR PR | - The Student |
| 25. | Before went home, I invited my sister to buy a hijab. | 2 | I My | PR PR | The Student The Student's |
| 26. | After that, I went go home. | 2 | That I | DR PR | - The Student |
| 27. | The house was quite because both of our parents worked. | 2 | The Our | DR PR | - The Student and his/her sister's |

Text 6

Title: My History at Holiday

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|---|----------------|------------------------------|----------------------------|--|
| 1. | When I was in Junior High School, | 1 | I | PR | The Student |
| 2 | I and my friend went to River to fishing on Sunday morning. | 3 | I And My | PR ExC PR | The Student - The Student's |
| 3. | We had breakfast first at home and then left early in the morning by motorcycle. | 4 | We And Then The | PR ExC EnC DR | The Student and his/her friend - - - |
| 4. | When we arrived in our plantation, | 2 | We Our | PR PR | The Student and his/her friend The Student and his/her friend's |
| 5. | my friend parked the motorcycle under the hut. | 3 | My The The | PR DR DR | The Student's - - |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|-----------------------|--------------------------|--|
| 6. | He asked me to collect some dry food and dry grass or leaves. | 4 | He Me And Or | PR PR ExC ExC | The Student's The Student - - |
| 7. | When I already collected enough food and dry leaves. | 2 | I And | PR ExC | The Student - |
| 8. | After cleaning some wild grass around the hut | 1 | The | DR | - - |
| 9. | my friend gave me a hop and asked me to dig some soil to find worms. | 4 | My Me And Me | PR PR ExC PR | The Student's The Student - The Student |
| 10. | When I already had enough worms, | 1 | I | PR | The Student |
| 11. | I brought it to my friend | 3 | I It My | PR DR PR | The Student - The Student's |
| 12. | and we went straight to the river. | 3 | And We The | ExC PR DR | - The Student and his/her friend - |
| 13. | We put the worm on the fishing hook as a bait to catch the fish. | 4 | We The (3) | PR DR DR DR | The Student and his/her friend - |
| 14. | As a beginner fisher, I cannot apply the worm on the fishing hook | 3 | I The (2) | PR DR DR | The Student - - |
| 15. | like it was about to fall of the hook, | 2 | It the | DR DR | - - |
| 16. | but my friend said it was okay. | 3 | But My It | ExC PR DR | - The Student's - |
| 17. | I threw the fishing hook into the river | 3 | I The (2) | PR DR DR | The Student - - |
| 18. | and I got fish. | 2 | And I | ExC PR | - The Student |
| 19. | But the fish is small | 2 | But The | ExC DR | - - |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|------------------|------------------|-----------------------|
| 20. | and I disappointed. | 2 | And I | ExC PR | - The Student |
| 21. | And I threw fishing hook again and got big fish. | 3 | And (2) I | ExC ExC PR | - - The Student |

Text 7

Title: My Holiday

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|---|----------------|--------------------------------|------------------------------------|---|
| 1. | 5 days after Idul Fitri, I and my big family went to our sister's house in Temanggung. | 4 | I And My Our | PR ExC PR PR | The Student - The Student's The Student and his/her big family's |
| 2. | We departed from Singorojo at 8 o'clock in the morning. | 2 | We The | PR DR | The Student and his/her big family - |
| 3. | We went by car and the car was open. | 3 | We And The | PR ExC DR | The Student and his/her big family - - |
| 4. | But there were also motorbikes. | 3 | But There Also | ExC DR ExC | - - |
| 5. | My mother and I ride in an open car, my brother ride in a car, and my father ride a motorcycle. | 6 | My (3) And (2) I | PR PR PR ExC ExC PR | The Student's - - - - The Student |
| 6. | In the middle of the trip, suddenly my brother had stomachache and motion sickness. | 4 | The (2) My And | DR DR PR ExC | - The Student's - |
| 7. | My mother also asked the driver to | 3 | My Also | PR ExC | The Student's - |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|---|----------------|-------------------------------|---------------------------|--|
| | stop. | | The | DR | - |
| 8. | After that , my mother got down and took my brother to an open car. | 4 | That My (2) And | DR PR PR ExC | The Student's mother asked the driver to stop The Student's - |
| 9. | After about four hours, we arrived at our sister's house. | 2 | We Our | PR PR | The Student and his/her big family The Student and his/her big family's |
| 10. | There I immediately rested, continued to eat and pray. | 3 | There I And | DR PR ExC | The sister's house The Student - |
| 11. | Because it was still Eid, we also stayed in touch with our neighbours' relatives. | 4 | It Still We Our | DR EnC PR PR | - - The Student and his/her big family The Student and his/her big family's |
| 12. | Around half-past three we went home. | 1 | We | PR | The Student and his/her big family |
| 13. | We arrived at 5 p.m. | 1 | We | PR | The Student and his/her big family |
| 14. | When I got home, I immediately took a shower and pray. | 3 | I (2) And | PR PR ExC | The Student - |

Text 8

Title: I went to zoo with my family

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|------------------------------|-----------------------------|--|
| 1. | I Went To Zoo with My Family | 2 | I My | PR PR | The Student The Student's |
| 2. | Long time ago I went to zoo with my family | 2 | I My | PR PR | The Student The Student's |
| 3. | We chose to go to Gembira Loka Zoo in Yogyakarta | 1 | We | PR | The Student and his/her family |
| 4. | That time, I went to zoo in the morning | 3 | That I The | DR PR DR | - The Student - |
| 5. | Before I was leaving I had breakfast first with my family | 3 | I (2) My | PR PR PR | The Student The Student The Student's |
| 6. | After that we went to ride the car | 3 | That We The | DR PR DR | - The Student and his/her family - |
| 7. | until there we immediately bought a ticket. | 3 | Until There We | EnC DR PR | - - The Student and their family |
| 8. | After we bought ticket, | 1 | We | PR | The Student and their family |
| 9. | we entered the zoo | 2 | We The | PR DR | The Student and their family - |
| 10. | after we entered to zoo, | 1 | We | PR | The Student and their family |
| 11. | we saw there is animal among them elephant, giraffe, crocodile, eagle and soforth. | 4 | We There Them And | PR DR PR ExC | The Student and their family The Zoo The Animal - |
| 12. | At that time I approached my favorite animal funny and adorable for me . | 5 | That I My And Me | DR PR PR ExC PR | - The Student The Student's - The Student |
| 13. | After we toured the | 2 | We | PR | The Student and |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|---|----------------|---------------------------|-----------------------|--|
| | zoo, | | The | DR | their family - |
| 14. | we decided to go home. | 1 | We | PR | The Student and their family |
| 15. | We have lunch at the restaurant in Yogyakarta. | 2 | We The | PR DR | The Student and their family - |
| 16. | We chose warm food | 1 | We | PR | The Student and their family |
| 17. | After lunch we continue our journey home. | 2 | We Our | PR PR | The Student and their family The Student and their family's |
| 18. | After we got home | 1 | We | PR | The Student and their family |
| 19. | we rested by watching tv. | 1 | We | PR | The Student and their family |
| 20. | After that I told my neighbor about my experience in Gembira Loka Zoo. | 4 | That I My (2) | DR PR PR PR | Watching TV The Student The Student's The Student's |
| 21. | That time my heart was very happy to be able to go and trip with my family. | 4 | That My (2) And | DR PR PR ExC | - The Student's The Student's - |

Text 9

Title: SPEN ON MY HOLIDAY

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|---|----------------|----------------|----------|-------------------------------|
| 1. | Spend on My Holliday | 1 | My | PR | The Student's |
| 2. | I went to Semarang with my friends last month | 2 | I My | PR PR | The Student The Student's |
| 3. | I was very happy | 1 | I | PR | The Student |
| 4. | I visited old city in the Semarang | 2 | I The | PR DR | The Student - |
| 5. | We bought bread for eat | 1 | We | PR | The Student and their friends |
| 6. | We continued to go | 1 | We | PR | The Student and |

| No | Clause | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|--------------------------|-----------------------|---|
| | to mall for bought cinema tickets | | | | their friends |
| 7. | We watched cinema together | 1 | We | PR | The Student and their friends |
| 8. | Then I bought a bag with my mother | 3 | Then I My | EnC PR PR | - The Student The Student's |
| 9. | Then I continued to pray at the mosque at the mall | 4 | Then I The (2) | EnC PR DR DR | - The Student - - |
| 10. | Then drove my friends to buy a drink. | 2 | Then My | EnC PR | - The Student |
| 11. | Then we left the mall, visited Gramedia to bought books | 3 | Then We The | EnC PR DR | - The Student and their friends - |
| 12. | Fortunately there was still a book bazaar when bought a book, | 2 | There Still | DR EnC | - - |
| 13. | my friend took me to the toilet around Gramedia | 3 | My Me The | PR PR DR | The Student's The Student - |
| 14. | After that I went back to looking for the book I wanted | 4 | That I (2) The | DR PR PR DR | - The Student The Student -- |
| 15. | because it was afternoon | 1 | It | DR | |
| 16. | so I go home with my friend by public transportation. | 3 | So I My | EnC PR PR | - The Student The Student's |

Text 10

Title: My Last Holiday

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|---|----------------|------------------------|----------------------|--|
| 1. | My Last Holiday | 1 | My | PR | The Student's |
| 2. | On my last holiday, I did not go to anywhere | 2 | My I | PR PR | The Student's The Student |
| 3. | I was only stayed at home | 1 | My | PR | The Student's |
| 4. | At my home, I helped my parents clean the house. | 4 | My (2) I The | PR PR PR DR | The Student's The Student's The Student - |
| 5. | Swept, mopped, gardening, fixed the house, and others | 2 | The And | DR ExC | - - |
| 6. | Beside helped my parents working | 1 | My | PR | The Student's |
| 7. | I also played computer games | 2 | I Also | PR ExC | The Student - |
| 8. | and played with my little brother and nephew. | 3 | And (2) My | ExC ExC PR | - - The Student's |
| 9. | We played various games. | 1 | We | PR | The Student and their relatives |
| 10. | We played video games, mobile games, traditional games, modern games, | 1 | We | PR | The Student and their relatives |
| 11. | and we also sport together | 2 | And We | ExC PR | - The Student and their relatives |
| 12. | We played football, basketball, volley, and badminton together. | 2 | We And | PR ExC | The Student and their relatives - |
| 13. | We also cycling. | 2 | We Also | PR ExC | The Student and their relatives - |
| 14. | My brother was very happy | 1 | My | PR | The Student's |
| 15. | when we cycling | 1 | We | PR | The Student and |

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|-------------------------|----------------------|--|
| | together on evening. | | | | their relatives |
| 16. | I enjoyed a lot my time at home on my last holiday | 3 | I My (2) | PR PR PR | The Student The Student's The Student's |
| 17. | But, I felt very lazy | 2 | But I | ExC PR | - The Student |
| 18. | when my little brother invited me to played football together, | 2 | My Me | PR PR | The Student's The Student |
| 19. | because I can not played football well. | 1 | I | PR | The Student |
| 20. | On my last holiday, I slept a lot too | 2 | My I | PR PR | The Student's The Student |
| 21. | One day on my last holiday, one of my friend invited me to toured the city | 4 | My (2) Me The | PR PR PR DR | The Student's The Student's The Student - |
| 22. | where I live together | 1 | I | PR | The Student |
| | Then we played together on some interesting place in my city. | 3 | Then We My | EnC PR PR | - The Student and their relatives The Student |
| 23. | There, we had lunch, hunt for photo spot, | 2 | There We | DR PR | Interesting place The Student and their relatives |
| 24. | then go home, | 1 | Then | EnC | - |
| 25. | because it was late evening. | 1 | It | DR | - |

Text 11

Title: Recount Text

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|---|----------------|----------------|--------------|-----------------------------------|
| 1. | When Eid Al-Fitr, I went to Boyolali with my family | 2 | I My | PR PR | The Student The Student's |
| 2. | We went on the second day | 2 | We The | PR DR | The Student and their family - |
| 3. | In Boyolali, we | 2 | We | PR | The Student and |

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|---------------------------|------------------------------|---|
| | visited in my grandmother house | | My | PR | their family The Student |
| 4. | Every Eid Al-Fitr, we always went to my grandmother house. | 2 | We My | PR PR | The Student and their family The Student's |
| 5. | Not only my family, but all my brother also went to my grandmother house. | 5 | My (3) But Also | PR PR PR ExC ExC | The Student's The Student's The Student's - - |
| 6. | When my big family has gathered, | 1 | My | PR | The Student's |
| 7. | we were ate meatball always | 1 | We | PR | The Student and their family |
| 8. | My uncle always brought meatball from Bandung. | 1 | My | PR | The Student's |
| 9. | He made meatball it yourself | 2 | He It | PR PR | The Student's uncle - |
| 10. | After we ate meatball, | 1 | We | PR | The Student and their family |
| 11. | we went to brother house. | 1 | We | PR | The Student and their family |
| 12. | Because the house is close, | 1 | The | DR | - |
| 13. | we only walked together. | 1 | We | PR | The Student and their family |
| 14. | When it is night time, | 1 | It | DR | - |
| 15. | children always played fire work together | 0 | - | - | - |
| 16. | And parents were told with others, or watched television. | 2 | And Or | ExC ExC | - - |
| 17. | Then we slept in my grandmother house. | 3 | Then We My | EnC PR PR | - The Student and their family The Student's |
| 18. | There are also slept in my uncle and my | 5 | There | DR | The Student's grandmother's |

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|---------------------------|------------------------|--|
| | aunt house | | Also My (2) And | ExC PR PR ExC | house - The Student's The Student's - |
| 19. | Because my grandmother house not enough. | 1 | My | PR | The Student's |
| 20. | When morning time, we helped my aunt cook | 2 | We My | PR PR | The Student and their family The Student |
| 21. | There are also swept the yard. | 3 | There Also The | DR ExC DR | The Student's grandmother's house - - |
| 22. | Then we breakfast together | 2 | Then We | EnC PR | - The Student and their family |
| 23. | After that we went the brothers house is far | 3 | That We The | DR PR DR | Had breakfast The Student and their family - |
| 24. | We in my grandmother house is four day | 2 | We My | PR PR | The Student and their family The Student's |
| 25. | Then I and my family returned back home | 4 | Then I And My | EnC PR ExC PR | - The Student - The Student's |
| 26. | I was very happy in my grandmother house | 2 | I My | PR PR | The Student The Student's |

Text 12

Title: Holidays

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|---|----------------|--------------------|-----------------|-----------------------------------|
| 1. | Few months ago, I and my family went to temanggung to my | 4 | I And My (2) | PR ExC PR | The Student - The Student's |

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|---|----------------|------------------------|---------------------|---|
| | grandmother, | | | PR | The Student's |
| 2. | and then we went to pekalongan to visit uncle. | 3 | And Then We | ExC EnC PR | - - The Student and their family |
| 3. | There we do a lot of activities like gardening, feeding animals, shopping, making various kinds of food, and much more. | 3 | There We And | DR PR ExC | Pekalongan The Student and their family - |
| 4. | We also tried culinary in Brebes "Sate Blengong" which is in Brebes City Square near the Grand Mosque | 3 | We Also The | PR ExC DR | The Student and their family - - |
| 5. | The satay is large and large, | 2 | The And | DR ExC | - - |
| 6. | usually eaten with rice cake and crackers. | 1 | And | ExC | - |
| 7. | After leaving Brebes, we go home and stop in Tegal, precisely on the Transmart to buy lunch, | 3 | We And The | PR ExC DR | The Student and their family - - |
| 8. | we buy various foods and snacks, | 2 | We And | PR ExC | The Student and their family - |
| 9. | then we continue the journey to jogja. | 3 | Then We The | EnC PR DR | - The Student and their family - |
| 10. | We also made a pilgrimage to grandfathers grave | 2 | We Also | PR ExC | The Student and their family - |

Text 13

Title: Handball Competition

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|---|----------------|-------------------------------|------------------------------|---|
| 1. | Last month | 0 | - | - | - |
| 2. | I joined a handball competition in purworejo city | 1 | I | PR | The Student |
| 3. | After practicing for a month, and already convinced for the race, | 2 | And The | ExC DR | - - |
| 4. | my friend and I went to purworejo city on July 24 at 01.30 noon. | 3 | My And I | PR ExC PR | The Student's - The Student's |
| 5. | It spent around 4 hours the way arrived there at 05.30 in the afternoon | 4 | It The (2) There | DR DR DR DR | - - - Purworejo |
| 6. | and immediately cleaned up and had dinner | 2 | And (2) | ExC ExC | - - |
| 7. | The next morning my friend and I went to GOR.WR. SUPRATMAN at 09.00 am | 5 | The Next My And I | DR EnC PR ExC PR | - - The Student's - The Student |
| 8. | Following the opening ceremony of the junior provincial championship handball. | 2 | The (2) | DR DR | - - |
| 9. | After that , we go ready for the race at 11.00 noon | 3 | That We The | DR PR DR | Joining opening ceremony The Student and their friend - |
| 10. | After the race against purworejo city, | 1 | The | DR | - |
| 11. | semarang city managed to fight | 0 | - | - | - |

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|-----------------|-----------------|---------------------------------|
| | with a score of 15-7. | | | | |
| 12. | Me and my friend went home to clean themselves | 3 | Me And My | PR ExC PR | The Student - The Student |
| 13. | and then to gor wr. Supratman again to support men. | 2 | And The | ExC EnC | - - |

Text 14

Title: Study Toor In Jakarta

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|--|----------------|-----------------------------------|------------------------------|--|
| 1. | Study Toor In Jakarta | 0 | - | - | - |
| 2. | In grade 8 I did a study toor in Jakarta Tourism | 1 | I | PR | The Student |
| 3. | I was very happy | 1 | I | PR | The Student |
| 4. | the school visited dufan, palace bogor, mueum, and cibaduyut. | 2 | The And | DR ExC | - - |
| 5. | We left at 3 pm carrying a very large bag | 1 | We | PR | The Student and their friends |
| 6. | and then then we first headed to Lamongan batik first | 4 | And Then Then We | ExC EnC EnC PR | - - - The Student and their friends |
| 7. | then headed to the Hijj dormitory for rest and showering to change into the Bogor palace | 4 | Then The And The | EnC DR ExC DR | - - - - |
| 8. | there were introduced to the legacy and profile of the president and many more | 5 | There The And The And | DR DR ExC DR ExC | Bogor - - - - |
| 9. | after that we headed | 2 | That | DR | - |

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|---|----------------|--|---|---|
| | to dufan ancol | | We | PR | The Student and their friends |
| 10. | there I was very happy and enjoyed the atmosphere | 4 | There I And The | DR PR ExC DR | Dufan Ancol The Student - - |
| 11. | there were lots of games | 1 | There | DR | Dufan Ancol |
| 12. | until the sun went down we continued our journey to the top of the in Bogor at 10 pm | 6 | Until The We Our The (2) | EnC DR PR PR DR DR | - - The Student and their friends The Student and their friends' - - |
| 13. | we got to the in the temperature was very cold | 3 | We The (2) | PR DR DR | The Student and their friends - - |
| 14. | the next day we headed to Cibaduyut to buy | 3 | The Next We | DR EnC PR | - - The Student and their friends |
| 15. | by then we continued the journey home | 3 | Then We The | EnC PR DR | - The Student and their friends - |
| 16. | and we arrived at school at 5 pm. | 2 | And We | ExC PR | - The Student and their friends |

Text 15

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|----|--|----------------|----------------|------|------------------|
| 1. | Study tour in malang surabaya | 0 | - | - | - |
| 2. | 2 years ago I studytour to malang-surabaya, | 1 | I | PR | The Student |
| 3. | my school visited 8 tourist sites namely | 1 | My | PR | The Student's |

| No | Sentence | Number of Ties | Cohesive Items | Type | Presupposed Item |
|-----|--|----------------|----------------------------|-------------------------|--|
| | east java park I, funeral of Sunan Ampel, deduwa, BNS, taman safari, Brawijaya museum, suramadu bridge, Agro apple picking tour | | | | |
| 4. | There I got a lot of fun experiences with friends | 2 | There I | DR PR | Tourist sites The Student |
| 5. | Many challenging rides, the first time we visited the Apple picking tourism site | 2 | The We | DR PR | - The Student and their friends |
| 6. | there were allowed to pick our own apples, | 2 | There Our | DR PR | Apple picking tourism site The Student and their friends' |
| 7. | after that continue the journey to Jatimark, | 2 | That The | DR DR | Picking apples - |
| 8. | in witch there were many miniatures about folkfore east java, | 1 | There | DR | Jatim Park |
| 9. | after that we visited BNS and museums | 3 | That We And | DR PR ExC | Visiting Jatim Park The Student and their friends - |
| 10. | in the museums there were many historical relics in from of weapons and vehicles used during the war first | 4 | The There And The | DR DR ExC DR | - The museums - - |
| 11. | Finally forth day we went to Semarang. | 1 | We | PR | The Student and their friends |
| 12. | This is holiday which are fun. | 1 | This | DR | - |

E. Table of Lexical Cohesion Analysis

The **bolded words** are the words get analysed while the *italic words* are the words that have relation with the bolded words.

Text 1

Title: My First Time In Yogyakarta

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|--|---------|---------|--------|------|------|---------------|
| 1. | I and my brother <i>went</i> to grandfather's <i>house</i> in Yogyakarta last month. | | | | | | |
| 2. | It was my first <i>trip</i> this city. | | | | | | |
| 3. | We went there two days after brother's graduation ceremony in Semarang. | [went] | | | | | |
| 4. | We arrived at Yogyakarta at night | | | | | | |
| 5. | We spent a week <i>staying</i> in my grandfather's house which is 5 minutes away by foot to malioboro street. | [house] | | | | | [staying] |
| 6. | In the first morning, | | | | | | |
| 7. | we where still too <i>tired</i> after a long trip from semarang to Yogyakarta. | [trip] | | | | | [long + trip] |
| 8. | So I decided to stay at home to recharger our energy | | [house] | | | | [tired] |
| 9. | I walk around the neighbourhood with my brother just to experience how it is like to be in Yogyakarta | | | | | | |
| 10. | There were too many | [house] | | | | | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|--|------------------------------------|----------|----------|--------------------------------|-----------|-------------------|
| | house. | | | | | | |
| 11. | I think which made the space between a house and the other was so <i>small</i> . | [house] | | [house] | | | |
| 12. | Even the <i>road</i> was also small that only bicycle and motorcycle can go through on. | [small] | | | | | |
| 13. | The second day, all of us went to malioboro street . | [went] | [road] | | | | |
| 14. | We saw so many <i>merchant</i> with various of <i>product</i> | | | | | | |
| 15. | which they claim to be a traditional product of Yogyakarta. | [product] | | | | | |
| 16. | I <i>bought</i> some wooden figure and T-shirt with the word "Yogyakarta" printed on it. | | | | [merchandise] [merchandise] | | [wooden + figure] |
| 18. | While my brother bought some leather handbag . | [brought] | | | [merchandise] | | |
| 19. | I and my brother were busy choosing some merchandise to be brought home | [brought] [merchant] [house] | | | | [product] | [product] |
| 20. | when we go back. | [went] | | | | | |
| TOTAL | | 13 | 2 | 1 | 3 | 1 | 4 |
| | | 20 | | | | | 4 |

Text 2

Title: Go With Friends

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|----|--|------|------|--------|------|------|-------|
| 1. | I went to <i>watch futsal</i> with my friends last week. | | | | | | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|---|---------------------|----------------|--------|------|------|------------------------------------|
| 2. | After watching futsal , | [watch] [futsal] | | | | | |
| 3. | we <i>plan</i> to <i>eat</i> seblak while <i>drinking</i> iced tea in the <i>restaurant</i> seblak mr boy. | | | | | | [drinking]] [iced + tea] |
| 4. | After we arrived | | | | | | |
| 5. | it turned out that in the stall | | [restauration] | | | | |
| 6. | there were also my other friends. | | | | | | |
| 7. | An finally we sat together and copy chatted talking about interesting things to <i>talk</i> about. | [talk] | | | | | |
| 8. | After eating we plan to go to the <i>house</i> of one of my friends to make <i>assignments</i> given by the teacher | [eat] [plan] | | | | | |
| 9. | And we arrived at my friends house | [house] | | | | | |
| 10. | there we studied while joking too watching cartoons on <i>television</i> | [watch] | | | | | [television] |
| 11. | until it didn't feel it was late in the evening | | | | | | |
| 12. | and we were all stabbing to go home . | | [home] | | | | |
| 13. | Finally we all said goodbye to go home . | [home] | | | | | |
| 14. | After I got home | [home] | | | | | |
| 15. | I took a shower and continued to make other tasks | | [assignment] | | | | |
| 16. | after I finished | | | | | | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|-----------|-----------|----------|----------|----------|----------|----------|
| | sleeping. | | | | | | |
| TOTAL | | 9 | 3 | 0 | 0 | 0 | 3 |
| | | 12 | | | | | 3 |

Text 3

Title: Holiday

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|---|------|---------|--------|-------------------|--------------------|----------------|
| 1. | During the holiday, my <i>family</i> and I went my uncle's house in Purwokerto. | | | | | [family] | |
| 2. | To attend my sister fiancé event and vacation. | | | | | [family] | |
| 3. | Me and my family use the car. | | | | | | |
| 4. | I <i>leave</i> home at six . | | [house] | | | [time] | [time] |
| 5. | I sat in the back with my brother . | | | | | [car] [family] | |
| 6. | Because he was very <i>noisy</i> , | | | | | | |
| 7. | I became happy | | | | [atmos- phere] | | |
| 8. | because the <i>atmosphere</i> was not boring . | | | | [atmos- phere] | | |
| 9. | While on the trip , my father invited Dieng to go on <i>vacation</i> first. | | | | | [family] | [vacation] |
| 10. | We arrived at <i>Dieng</i> at noon . | | | | | [time] | [time] |
| 11. | We went to Arjuna Temple and Sikidang crater . | | [leave] | | | [Dieng] [Dieng] | |
| 12. | After enough, we continue the journey to Purwokerto. | | [trip] | | | | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|--|-------------------------|------|-----------------|------|---------------|---|
| 13. | We arrived in Purwokerto at night . | | | | | [time] | [time] |
| 14. | We were immediately welcomed by my uncle's family. | [immediately] | | | | | [immediately + welcomed] |
| 15. | After that, I went straight to the bathroom . | | | | | [house] | |
| 16. | After finished I <i>immediately followed</i> my brother and eat. | | | | | | [immediately] [immediately+followed] |
| 18. | While eating , | [eat] | | | | | |
| 19. | my brother and I could not stop <i>laughing</i> | [my brother] | | | | | |
| 20. | because seeing my sister who was crying | | | | | | [laughing] |
| 21. | because of being worked on by a grandfather . | | | | | [family] | |
| 22. | At night, where I go to <i>sleep</i> , | | | | | | |
| 23. | because all places are full. | | | | | | |
| 24. | <i>Finally</i> , I left the house and sat with my brother. | [leave] | | [uncle's house] | | | |
| 25. | I'm <i>confused</i> where to sleep | [sleep] | | | | | |
| 26. | because I'm already sleepy . | [sleep] | | | | | |
| 27. | I saw <i>my brother</i> who was also confused where to sleep , | [sleep] [confused] | | | | | |
| 28. | and my brother slept in a chair in front of my uncle's house. | [sleep] [my brother] | | | | [living room] | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|---|-------------------------|----------|----------|----------|-----------------------------|----------|
| 29. | Finally , the table in living room was replaced with a carpet , | [finally] | | | | [house] [living room] 2x | |
| 30. | my brother and I slept in the carpet . | [sleep] [my brother] | | [carpet] | | | |
| 31. | In the morning, I looked for my mother , | | | | | [family] | |
| 32. | but my mother had gone to the market. | [my mother] | | | | | |
| 33. | I sat with <i>my brother</i> again. | [my brother] | | | | | |
| 34. | My brother and I continue to tell stories | | | | | | |
| 35. | until I could not stop laughing . | [laughing] | | | | | |
| 36. | I feel <i>hungry</i> and my father give me bread . | | | | | | [hungry] |
| 38. | Did not feel it was <i>time</i> to go home, | | | | | | |
| 39. | me and my family leave and got home. | | | | | | |
| TOTAL | | 16 | 3 | 2 | 2 | 17 | 9 |
| | | 40 | | | | | 9 |

Text 4

Title: No title (Recount Text)

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|----|---|------------------|--------|--------|------|------|----------|
| 1. | <i>I went to Bali</i> with my <i>family</i> and my friends last month. | | | | | | [family] |
| 2. | I went to Bali when school registration . | [I went to Bali] | | | | | |
| 3. | So, I left my | | [went] | | | | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|--|----------|---------------------|--------|-------------------|------|-------|
| | <i>registration</i> to my kind friend. | | [registra- tion] | | | | |
| 4. | Firstly, she was <i>fume</i> . | | | | | | |
| 5. | But, I knew she was not really angry . | | [fume] | | | | |
| 6. | Over there, I <i>danced</i> in Ubud. | | | | | | |
| 7. | Many people watched my performance | | | | | | |
| 8. | and most of them come from abroad. | | | | | | |
| 9. | I did not dance alone, but with my friends. | [danced] | | | | | |
| 10. | Beginning, I was nervous. | | | | | | |
| 11. | As time goes by, I was enjoy the <i>atmosphere</i> . | | | | | | |
| 12. | The next day, I went to Pandawa Beach. | | | | | | |
| 13. | There was very hot . | | | | [atmos- phere] | | |
| 14. | I bought young coconut ice and some knick knack. | | | | | | |
| 15. | Many of my friends swam . | [swim] | | | | | |
| 16. | I did not <i>swim</i> | | | | | | |
| 17. | because I don't bring my clothes. | | | | | | |
| 18. | After sunset, I went back to hotel for take a rest. | | | | | | |
| 19. | The last day, I went to Sukowati market to <i>bought</i> | | | | | | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|---|----------|----------|----------|----------|----------|-------------------------|
| | some things for people who were at home. | | | | | | |
| 20. | I also forgot to buy things for my kind friend . | | | | | | [kind + friend] |
| 21. | The things in Sukowati market were not too <i>expensive</i> . | | | | | | |
| 22. | Although there were many tourist, | | | | | | |
| 23. | the things are still sold cheap . | | | | | | [bought] [expensive] |
| 24. | After from Sukowati market I immediately drove home. | | | | | | [immediately + drove] |
| 25. | One the way home we <i>joked</i> with laughter . | | | | | | [joked] |
| 26. | Everything was carrying a lot of things. | | | | | | |
| 27. | Because of that our bus was full. | | | | | | [drove] |
| 28. | Even though it was tiring, | | | | | | |
| 29. | yesterday we were very happy | | | | | | |
| TOTAL | | 3 | 3 | 0 | 1 | 0 | 7 |
| | | | | | | | |

Text 5

Title: Meet my Friends

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|----|--|------|------|--------|------|------|-------|
| 1. | On Saturday, I went to my friend's house location at | | | | | | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|---|----------|------|--------|------|--------|-----------------|
| | Pilang, Boja. | | | | | | |
| 2. | There I was with four of my friend. | | | | | | |
| 3. | There were only five of us, | | | | | | |
| 4. | because the <i>parents</i> of my friend were went work. | | | | | | |
| 5. | The two of us came a long way. | | | | | | |
| 6. | So, we <i>waited</i> a long <i>time</i> . | | | | | | |
| 7. | We waited while joking around and exchanging stories. | [waited] | | | | | |
| 8. | After waiting for one hour, | [waited] | | | | | |
| 9. | finally the two people were waiting for came. | [waited] | | | | | |
| 10. | We took a picture together. | [take] | | | | | |
| 11. | We pose in a funny style and use the application snap chat. | | | | | | [funny + style] |
| 12. | We laugh together. | | | | | | |
| 13. | Then, I and my friend went to 'seblak mas boy' to <i>buy</i> food seblak. | | | | | | |
| 14. | My three other friends are waiting at home. | [waited] | | | | | |
| 15. | The trip there only took ten minutes | | | | | [time] | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|---|-------------------|----------|----------|----------|----------|----------|
| 16. | but we waited for the order for one hour . | [waited] | | | | [time] | |
| 17. | After the order came, we returned home and ate together. | [return] [eat] | | | | | |
| 18. | Even when we <i>eat</i> we still talk together. | | | | | | |
| 19. | After eating we bought a drink at the stall next to the house. | [eat] [buy] | | | | | |
| 20. | After <i>finished</i> bought drinks we returned <i>home</i> . | [buy] [return] | | | | | |
| 21. | After finishing , we <i>take</i> pictures together again. | [finished] | | | | | |
| 22. | We like to capture moments together. | | [take] | | | | |
| 23. | The time at 3 pm and two of my friends <i>return</i> to their respective homes . | [home] | | | | | |
| 24. | <i>After</i> that I came home picked up by <i>sister</i> | | | | | | |
| 25. | Before went home, I invited my sister to buy a hijab. | [sister] [buy] | | | | | [after] |
| 26. | After that, I went go home. | | | | | | |
| 27. | The house was quite because both of our parents worked. | [parents] | [home] | | | | |
| TOTAL | | 17 | 2 | 0 | 0 | 2 | 2 |
| | | 21 | | | | | 2 |

Text 6

Title: My History at Holiday

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|---|-----------|------|------------------|------|------------------------------|-------------------------------|
| 1. | When I was in Junior High School, | | | | | | |
| 2 | I and my friend went to River to <i>fishing</i> on Sunday <i>morning</i> . | | | | | | [fishing] |
| 3. | We had <i>breakfast</i> first at home and then left early in the morning by motorcycle. | | | [Sunday morning] | | | [breakfast] [left early] |
| 4. | When we arrived in our <i>plantation</i> , | | | | | | |
| 5. | my friend <i>parked</i> the motorcycle under the hut . | | | | | [plantation] | [parked] |
| 6. | He asked me to <i>collect</i> some dry food and dry grass or leaves . | | | | | [plantation] [plantation] | [dry food] [dry grass] |
| 7. | When I already collected enough food and dry leaves . | [collect] | | | | | [enough food] [dry leaves] |
| 8. | After cleaning some wild grass around the hut | | | | | [grass] | [wild + grass] |
| 9. | my friend gave me a hop and asked me to <i>dig</i> some sail to find <i>worms</i> . | | | | | [worms] | [dig] |
| 10. | When I already had enough worms , | | | | | | [enough worms] |
| 11. | I brought it to my friend | | | | | | |
| 12. | and we went straight to the river . | | | [river] | | | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|--|-----------|----------|----------|----------|----------|-------------------------|
| 13. | We <i>put</i> the worm on the fishing hook as a bait to catch the fish. | | | | | | |
| 14. | As a beginner fisher , I cannot apply the worm on the fishing hook | [fish] | [put] | | | | |
| 15. | like it was about to fall of the hook, | | | | | | |
| 16. | but my friend said it was okay. | | | | | | |
| 17. | I <i>threw</i> the fishing hook into the river | | | [river] | | | |
| 18. | and I got <i>fish</i> . | | | | | | |
| 19. | But the fish is <i>small</i> | | | [fish] | | | |
| 20. | and I disappointed. | | | | | | |
| 21. | And I threw fishing hook again and got big fish . | [threw] | | | | | [small] [big + fish] |
| TOTAL | | 3 | 1 | 4 | 0 | 5 | 13 |
| | | 13 | | | | | |

Text 7

Title: My Holiday

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|----|--|------|------|--------|------|------|-------|
| 1. | 5 days after Idul Fitri, I and my big <i>family</i> went to our sister 's <i>house</i> in Temanggung. | | | | | | |
| 2. | We <i>departed</i> from Singorojo at 8 o'clock in the morning. | | | | | | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|---|---------------|---------|--------|----------------------------------|------|------------------------|
| 3. | We went by <i>car</i> and the car was open. | | | [car] | | | |
| 4. | But there were also <i>motorbikes</i> . | | | | | | |
| 5. | My mother and I <i>ride</i> in an open car , my brother ride in a car, and my father ride a motorcycle . | [motor-bikes] | | | [family] [family] [family] | | [ride] [open + car] |
| 6. | In the middle of the trip, suddenly my brother had stomachache and motion sickness. | | | | | | |
| 7. | My mother also asked the driver to stop. | | | | | | |
| 8. | After that, my mother got down and took my brother to an open car . | [open car] | | | | | |
| 9. | After about four hours, we arrived at our sister's house . | [house] | | | | | |
| 10. | There I immediately rested, continued to eat and pray. | | | | | | |
| 11. | Because it was still Eid, we also stayed in touch with our neighbours' relatives . | | | | [family] | | |
| 12. | Around half-past three we went home . | | [house] | | | | |
| 13. | We arrived at 5 | | | | | | [departed] |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|--|-----------|----------|----------|----------|----------|----------------------|
| | p.m. | | | | | | |
| 14. | When I got home, I immediately took a shower and pray. | [home] | | | | | [immediately + took] |
| TOTAL | | 4 | 1 | 1 | 4 | 0 | 4 |
| | | 10 | | | | | 4 |

Text 8

Title: I went to zoo with my family

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|--|----------------------|-------|--------|----------|--------|------------------------|
| 1. | I Went To Zoo with My Family | | | | | | |
| 2. | Long <i>time</i> ago I went to <i>zoo</i> with my family | | | | | | |
| 3. | We chose to go to Gembira Loka Zoo in Yogyakarta | | [zoo] | | | | |
| 4. | That time, I went to zoo in the morning | [zoo] | | | | [time] | |
| 5. | <i>Before</i> I was leaving I had breakfast first with my family | | | | | | |
| 6. | After that we went to <i>ride</i> the car | | | | | | [before] [ride] |
| 7. | until there we immediately bought a <i>ticket</i> . | | | | | | [immediately + bought] |
| 8. | After we bought ticket , | [bought] [ticket] | | | | | |
| 9. | we entered the zoo | | | [zoo] | | | |
| 10. | after we entered to zoo, | [entered] | | | | | |
| 11. | we saw there is | | | | [animal] | | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|--|-----------|-----------|----------|----------|----------|---------------------|
| | <i>animal</i> among them elephant, giraffe, crocodile, eagle and soforth. | | | | | | |
| 12. | At that time I approached my favorite animal <i>funny</i> and adorable for me. | | [funny] | | | | [favourite+ animal] |
| 13. | After we toured the zoo, | | | [zoo] | | | |
| 14. | we decided to go home. | | | | | | |
| 15. | We have <i>lunch</i> at the restaurant in Yogyakarta. | | | | | | [lunch] |
| 16. | We chose warm food | | | | | [lunch] | [warm+food] |
| 17. | After lunch we continue our <i>journey</i> home. | | | | | | |
| 18. | After we got home | | | | | | |
| 19. | we rested by watching tv. | | | | | | |
| 20. | After that I told my neighbor about my experience in Gembira Loka Zoo. | | | | | | |
| 21. | That time my heart was very happy to be able to go and trip with my family. | | [journey] | | | | |
| TOTAL | | 3 | 3 | 2 | 1 | 2 | 6 |
| | | 11 | | | | | 6 |

Text 9

Title: SPEN ON MY HOLIDAY

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|---|-------------|------|--------|----------------------|------------|--------|
| 1. | Spend on My Holiday | | | | | | |
| 2. | I went to Semarang with my friends last month | | | | | | |
| 3. | I was very happy | | | | | | |
| 4. | I <i>visited</i> old city in the Semarang | | | | | | |
| 5. | We bought bread for <i>eat</i> | | | | | | [eat] |
| 6. | We <i>continued</i> to go to mall for bought cinema tickets | [buy] | | | [cinema] [cinema] | | |
| 7. | We watched <i>cinema</i> together | | | | | | |
| 8. | Then I bought a bag with my mother | [buy] | | | | | |
| 9. | Then I continued to <i>pray</i> at the mosque at the mall | [continued] | | | [mall] [mall] | | [pray] |
| 10. | Then drove my friends to <i>buy</i> a drink. | | | | | | |
| 11. | Then we left the mall , visited Gramedia to bought books | [visited] | | [mall] | | | |
| 12. | Fortunately there was still a book <i>bazaar</i> when bought a book , | [buy] | | | | [bazaar] | |
| 13. | my friend took me to the toilet around <i>Gramedia</i> | | | | | [Gramedia] | |
| 14. | After that I went back to looking for the book I | | | [book] | | | |

| No | Clause | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|--|-----------|----------|----------|----------|----------|---------------------------|
| | wanted | | | | | | |
| 15. | because it was afternoon | | | | | | |
| 16. | so I go home with my friend by public transportation. | | | | | | [public + transportation] |
| TOTAL | | 5 | 0 | 2 | 4 | 2 | 3 |
| | | 13 | | | | | |

Text 10

Title: My Last Holiday

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|---|----------|--------|---------|---------|---------|--------------------|
| 1. | My Last Holiday | | | | | | |
| 2. | On my <i>last holiday</i> , I did not go to anywhere | | | | | | [stayed] |
| 3. | I was only <i>stayed at home</i> | [home] | | | | | [stayed] |
| 4. | At my <i>home</i> , I <i>helped</i> my parents <i>clean</i> the house. | | [home] | | | | |
| 5. | Swept, mopped, gardening, fixed the house, and others | | | [house] | [clean] | | |
| 6. | Beside helped my parents working | [helped] | | | | | |
| 7. | I also played computer games | | | | | | |
| 8. | and played with my little brother and nephew. | | | | | | [little + brother] |
| 9. | We played various games. | | | | | | [various + games] |
| 10. | We played | | | | | [games] | [traditional] |

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|--|--------------------------|---------|--------|------|---------|------------------------------|
| | video games, mobile games, traditional games, modern games, | | | | | | + games] [modern + games] |
| 11. | and we also sport together | | | | | | |
| 12. | We played football, basketball, volley, and badminton together. | [together] | | | | [sport] | |
| 13. | We also cycling. | | | | | [sport] | |
| 14. | My brother was very <i>happy</i> | | | | | | |
| 15. | when we cycling together on evening. | [cycling] [together] | | | | [time] | |
| 16. | I enjoyed a lot my <i>time</i> at home on my last holiday | [home] [last holiday] | [happy] | | | | |
| 17. | But, I felt very lazy | | | | | | |
| 18. | when my little brother invited me to played <i>football</i> together, | [little brother] | | | | | |
| 19. | because I can not played football <i>well</i> . | [football] | | | | | [well] |
| 20. | On my last holiday , I slept a lot too | [last holiday] | | | | | |
| 21. | One day on my last holiday , one of my friend invited me to <i>toured</i> the city | [last holiday] | | | | | [toured] |
| 22. | where I live | | | | | | |

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|--|------------|------|----------------------|------|----------|-------|
| | gathered, | | | | | | |
| 7. | we were ate <i>meatball</i> always | | | | | | |
| 8. | My uncle always brought meatball from Bandung. | [meatball] | | | | [family] | |
| 9. | He made meatball it yourself | [meatball] | | | | | |
| 10. | After we ate meatball , | [meatball] | | | | | |
| 11. | we went to brother house. | | | | | [family] | |
| 12. | Because the house is close, | | | [brother's house] | | | |
| 13. | we only walked <i>together</i> . | | | | | | |
| 14. | When it is night time, | | | | | | |
| 15. | children always played fire work together | [together] | | | | | |
| 16. | And parents were told with others, or watched television. | | | | | [family] | |
| 17. | Then we <i>slept</i> in my grandmother house. | | | | | | |
| 18. | There are also slept in my uncle and my aunt house | [slept] | | | | [family] | |
| 19. | Because my grandmother house not enough. | | | | | | |
| 20. | When morning time, we helped my aunt cook | | | | | | |
| 21. | There are also swept the yard. | | | | | | |

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|--|------------|----------|----------|----------|----------|----------|
| 22. | Then we breakfast together | [together] | | | | | |
| 23. | After that we went the brothers house is far | | | | | | |
| 24. | We in my grandmother house is four day | | | | | | |
| 25. | Then I and my family returned back home | | | | | | [went] |
| 26. | I was very happy in my grandmother house | | | | | | |
| TOTAL | | 6 | 0 | 1 | 0 | 6 | 3 |
| | | 13 | | | | | 3 |

Text 12

Title: Holidays

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|----|---|------|------|--------|--------------|----------|-------|
| 1. | Few months ago, I and my <i>family</i> went to temanggung to my grandmother, | | | | | [family] | |
| 2. | and then we went to pekalongan to <i>visit</i> uncle. | | | | | [family] | |
| 3. | There we do a lot of <i>activities</i> like gardening, feeding animals, shopping, making various kinds of food, and much more. | | | | [activities] | | |
| 4. | We also tried <i>culinary</i> in Brebes “Sate | | | | | | |

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|--|-----------|----------|----------|--------------------------|----------|-------------------|
| | Blengong” which is in Brebes City Square near the Grand Mosque | | | | | | |
| 5. | The satay is <i>large</i> and large , | [large] | | | [culinary] | | |
| 6. | usually eaten with rice cake and crackers . | | | | [culinary] [culinary] | | |
| 7. | After leaving Brebes, we go home and stop in Tegal, precisely on the Transmart to <i>buy lunch</i> , | | | | | | |
| 8. | we buy various foods and snacks , | [buy] | | | [foods] | [lunch] | [various + foods] |
| 9. | then we continue the journey to jogja. | | | | | | |
| 10. | We also made a pilgrimage to grandfathers grave | | [visit] | | | [family] | |
| TOTAL | | 2 | 1 | 0 | 5 | 4 | 1 |
| | | 12 | | | | | |

Text 13

Title: Handball Competition

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|----|--|------|---------------|--------|------|------|----------------|
| 1. | Last month | | | | | | [last + month] |
| 2. | I joined a handball <i>competition</i> in purworejo city | | | | | | |
| 3. | After practicing for a month, and already | | [competition] | | | | |

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|--|---------|------|--------|------|------|--------------------------|
| | convinced for the race , | | | | | | |
| 4. | my friend and I went to purworejo city on July 24 at 01.30 noon. | | | | | | |
| 5. | It spent around 4 hours the way arrived there at 05.30 in the afternoon | | | | | | |
| 6. | and immediately cleaned up and had dinner | [clean] | | | | | [immediately + clean up] |
| 7. | The next morning my friend and I went to GOR.WR. SUPRATMAN at 09.00 am | | | | | | |
| 8. | Following the opening ceremony of the junior provincial championship handball. | | | | | | |
| 9. | After that, we go ready for the race at 11.00 noon | [race] | | [race] | | | |
| 10. | After the race against purworejo city, | [race] | | [race] | | | |
| 11. | semarang city managed to fight with a score of 15-7. | | | | | | |
| 12. | Me and my friend went home to clean themselves | | | | | | |

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|---|------|------|--------|------|------|-------|
| 13. | and then to go wr. Supratman again to support men. | | | | | | |
| | | 3 | 1 | 2 | 0 | 0 | 2 |
| | | 6 | | | | | 0 |

Text 14

Title: Study Toor In Jakarta

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|----|---|----------|------|--------|----------------------|------|------------|
| 1. | Study Toor In Jakarta | | | | | | |
| 2. | In grade 8 I did a study toor in <i>Jakarta Tourism</i> | | | | | | |
| 3. | I was very <i>happy</i> | [happy] | | | | | |
| 4. | the school visited dufan, palace bogor, mueum, and cibaduyut. | | | | [Jakarta Tourism] | | |
| 5. | We left at 3 pm <i>carrying</i> a very large bag | | | | | | [carrying] |
| 6. | and then then <i>we first headed</i> to Lamongan batik first | [first] | | | [Jakarta Tourism] | | |
| 7. | then headed to the Hijj dormitory for <i>rest</i> and showering to change into the Bogor palace | [headed] | | | | | [rest] |
| 8. | there were introduced to the legacy and profile of the president and many more | | | | | | |

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|--|--------------------------|----------|----------|--------------------|----------|-----------------|
| 9. | after that we headed to dufan ancol | [headed] | | | | | |
| 10. | there I was very <i>happy</i> and enjoyed the atmosphere | | [happy] | | | | |
| 11. | there were lots of games | | | | | | |
| 12. | until the sun went down we <i>continued</i> our <i>journey</i> to the top of the in Bogor at 10 pm | | | | | | |
| 13. | we got to the in the <i>temperature</i> was very cold | | | | [tempera- ture] | | |
| 14. | the next day we headed to Cibaduyut to buy | [headed] | | | | | [next + day] |
| 15. | by then we continued the journey home | [continued] [journey] | | | | | |
| 16. | and we arrived at school at 5 pm. | | | | | | |
| TOTAL | | 6 | 1 | 0 | 3 | 0 | 3 |
| | | 10 | | | | | |

Text 15

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|----|---|------|------|--------|--------------------|------|-------|
| 1. | Study tour in malang surabaya | | | | | | |
| 2. | 2 years ago I studytour to malang-surabaya, | | | | | | |
| 3. | my school visited 8 <i>tourist sites</i> namely | | | | [tourist sites] | | |

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|-----|---|------|------|--------|------|------|--|
| | east java park I, funeral of Sunan Ampel, deduwa, BNS, taman safari, Brawijaya museum, suramadu bridge, Agro apple picking tour | | | | | | |
| 4. | There I got a lot of fun experiences with friends | | | | | | [fun + experiences] |
| 5. | Many challenging rides , the first time we visited the Apple picking tourism site | | | | | | [challenging + rides] [first+time] |
| 6. | there were allowed to pick our own apples, | | | | | | |
| 7. | after that continue the journey to Jatimpark, | | | | | | |
| 8. | in witch there were many miniatures about folkfore east java, | | | | | | |
| 9. | after that we visited BNS and museums | | | | | | |
| 10. | in the museums there were many historical relics in from of weapons and vehicles used during the war first | | | | | | [historical + relics] |

| No | Sentence | Rep. | Syn. | Ident. | Hyp. | Mer. | Coll. |
|--------------|---|-------------|-------------|---------------|-------------|-------------|--------------|
| 11. | Finally forth day we went to Semarang. | | | | | | [forth+day] |
| 12. | This is holiday which are fun. | | | | | | |
| TOTAL | | 0 | 0 | 0 | 1 | 0 | 5 |
| | | 1 | | | | | 5 |



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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FAKULTAS BAHASA DAN SENI

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Pada hari Selasa tanggal 30 00:00:00 bulan Juni tahun 2020 jam 11:00:00 s.d 12:00:00 bertempat di B8 102 telah dilaksanakan ujian skripsi mahasiswa dengan :

Nama : Pinky Tiffany
NIM : 2201415046
Judul Skripsi : The Realization of Cohesive Devices in Students' Recount Text (A Case of Tenth Grader Students of SMA Negeri 1 Boja)

Persyaratan administrasi :

1. Bukti Pembayaran SPP : Ada/Tidak
2. KRS : Ada/Tidak
3. Rekapitulasi SKSSKS (minimal 130 SKS)

Hasil Ujian Skripsi : Diterima dengan revisi
Nilai Akhir Skripsi : 86.2

Demikian berita acara pelaksanaan ujian skripsi dibuat untuk dapat digunakan dengan semestinya.

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