

**GRAMMATICAL COHESION ANALYSIS IN  
STUDENTS' WRITING OF RECOUNT TEXT**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for Degree  
of Bachelor of Education in English Language Education



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**2023**

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To

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*Assalamu'alaikum, wr, wb.*

I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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I state that this thesis is ready to be submitted to the Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang to be examined at the Munaqasyah session.

*Wassalamu'alaikum, wr, wb.*

Advisor



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## **DEDICATION**

This thesis is dedicated to:

1. Praise is given to Allah SWT who has blessed the researcher so that the researcher could finish the thesis.
2. My beloved parents and family always who give me endless support, advice, and prays.
3. All of my friends who always give support and pray.

## **MOTTO**

“For indeed, with hardship [will be] ease.”

(QS. Al Inshirah 94:5)

“The only way to do great work is to love what you do.”

(Steve Jobs)

## ABSTRACT

**Title** : **Grammatical Cohesion Analysis in Students' Writing of Recount Text**  
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Writing is one of the skills required for English mastery and proficiency. It is critical for students since writing is a fundamental ability. Furthermore, writing is used not just for communication but also for conveying ideas. This research aimed to analyze the kinds and the dominant of grammatical cohesion most used in students' writing of recount text. This study applied a descriptive qualitative method. The objects of the study were 10 recount texts written by the ninth-grade students of SMP Fawatihul Husna Pegandon Kendal in the academic year of 2022/2023. The data were collected through tests and documentation. The data were analyzed qualitatively using the theory of cohesion. The results showed that there are 133 times or 66 % of references, 69 times or 34% of conjunction, 0 times or 0% of substitution, 0 times or 0% of ellipsis, and a total of 202 times of grammatical cohesion devices from 10 of the students' writing of recount text. It can be concluded that the dominant types used in students' writing of recount text are reference and conjunction. Meanwhile, substitution and ellipsis were hardly found. Therefore, cohesiveness among students in writing was established in poor categories since the rate of percentage is 20,2%. The result of this study can give new knowledge about how to write great sentences correctly and also can be used to help students to strengthen their awareness about grammatical cohesion devices.

**Keywords:** *Grammatical cohesion, Recount text, Students' writing*

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*Bismillahirrohmanirrohim,*

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Sholawat and salam are always offered to the prophet Muhammad SAW who has brought us to this bright era.

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9. The last but not least, those who cannot be mentioned one by one always have a part throughout the research. Thank you very much.

Furthermore, the writer realizes that this thesis is still far from being perfect. So, it requires any suggestions and criticisms in order to make this thesis better. The writer hopes this thesis can be useful for improvement of English teaching and learning

process, especially for the writer and for the readers in general.  
May Allah always provide the best way for us. Amen.

Semarang, June 2023  
The writer,

A handwritten signature in black ink, appearing to read 'Alimiyah', with a long horizontal flourish extending to the right.

Alimiyah  
1803046073

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# **CHAPTER I INTRODUCTION**

This chapter discusses the background of the research, the research questions, and objective of the research, the significance of the research, and the limitation of the research.

## **A. BACKGROUND OF THE RESEARCH**

Language acts as a communication tool in various fields. When viewed in terms of use, human communication tools are distinguished into verbal language and nonverbal language. Verbal communication includes means of oral and written communication. Oral and written communication are both forms of verbal communication. Writing is the ability to articulate an idea or message using written language patterns (Brown & Yule, 2013). Writing is essential in learning activities. It can be invaluable to anyone looking to create meaningful results as part of their learning journey. Writing is the process of expressing ideas or thoughts in a textual medium known as a written language. It is required for the advancement of knowledge.

Writing is one ability required for English mastery and proficiency. It is critical for students

since writing is a fundamental ability, much like listening, speaking, and reading. Furthermore, writing is used not just for communication but also for conveying ideas. It can also be utilized to recall information and to think critically. However, it is difficult to organize and consistently pour an idea into a piece of writing so that readers can follow and understand someone's way of thinking. Many people can speak well yet struggle to express themselves in writing. Although there are speech professionals who can write down their ideas well, this usually occurs after extensive study. This makes sense because the capacity to Writing is the consequence of practice and perseverance in learning. The ability to use Enhanced Spelling, select appropriate words, and construct effective sentences does not ensure someone's ability to write (Zainnurahman, 2021).

To express ideas or concepts, we must be able to connect phrases in a unified whole. This link reflects unity that is bound by linguistic structure and logical unity. This relationship is formed in the shape of a paragraph when writing or composing. It is also difficult to convey concepts in a text or discourse because there are various crucial factors to consider while producing a discourse or text. An article or

essay will be good if the sentence order in each paragraph is good and written by the criteria. As a result, a writer must understand the requirements for creating a good text or discourse. (Graham & Sandmel, 2011) Writing, on the other hand, is one of the most difficult skills to master since it requires the coordination and juggling of several processes and draws on a variety of language and cognitive abilities.

Writing abilities are harder to learn than other linguistic abilities. One of the more difficult skills to master compared to other language skills is writing (Ma'mun & Nadiah, 2019). In contrast to spoken language, written language has writing methods or spelling as well as grammar and vocabulary. In other words, writers must pay attention to the completeness of grammatical elements such as word forms or sentence structure, the accuracy of word choice, the correct use of spelling, and the use of punctuation in expressing ideas in a variety of written languages. Writing is essential for improving cognitive skills. Writing can help children think critically and describe their thoughts in detail. Furthermore, writing skills necessitate knowledge of the many aspects of the Language itself that will become the writing's

substance, thus the writing must be connected in such a way that it becomes coherent, cohesive, and coherent writing.

Learning to write texts at school requires a thorough understanding of the nature of writing itself. Writing is a kind of interpersonal interaction in which messages or information are delivered to other parties in writing utilizing written language as a tool or medium. Writing as a linguistic skill is used to communicate indirectly, rather than face to face. Writing skills must be practiced regularly. For the content of the writing to be weighty, reference materials must be used. Writing activities contain numerous components, including the author as a messenger, the writing's substance, the channel or media, and the reader. Writing is a mental activity in which thoughts are poured into various forms of writing to deliver information, convince, and entertain the reader (Sekhar & Rao, 2018). Writing exercises are an important element of the overall learning process that students experience while in school. Studying English at school is a language skill that is both oral and written. In the preparation of sentences in each paragraph of a text, there are often gaps. Given the importance of composing cohesive



sentences in a text for the language needs of a writer, the problem of composing sentences in a text has received considerable attention in the world of education (Alyousef, 2021). Even though Writing exercises are an essential component of learning activities at school, in dealing with this writing activity many students perceive it as a difficult thing, especially among junior high school students. This happens because there is still a lack of students' ability to compose words and sentences properly and their lack of knowledge about the rules of good and right writing, one of which is regarding cohesion which is a requirement for good and right writing.

In recent times, there has been a growing recognition of the significance of writing due to its inherent requirements and complexities. As a result, writing has gained increased attention within the context of English language education in Indonesia. The primary objective of teaching writing is to foster proficiency in constructing well-written texts. According to Corbett, as cited in (Sutama, 1997), a well-written piece necessitates the fulfillment of three crucial elements: unity, coherence, and adequate development, with coherence being the most pivotal. This implies that a paragraph can possess unity but

still lack coherence. Hence, the focus of this research centers around investigating the field of writing.

But in fact, students' ability in cohesion has not been used thoroughly. Likewise, with problems of lack of functioning one aspect of education that is important is the creation of discourse coherent. For example, in assessing composing exercises for students, teachers only highlight the language in the text not considering solid or whether or not, so that in the achievement of the final goal in the evaluation student's writing ideally as revealed above cannot be obtained. Compilation The ideal discourse is the compilation of discourse that has been prepared with the use of appropriate language and is easy to understand.

According to the cohesive device, a text should have some grammatical cohesiveness. It can connect one paragraph to another. Text can be continuous, sequential, and readable. Then, grammatical cohesiveness will help the reader understand the material that the writer authored. If the writer did not use grammatical coherence methods, the writing may be more confusing and have a poor structure. It is an important position that requires continuity from one sentence to the next.

Grammatical cohesion is the ability to simply and structurally link sentences and paragraphs together, ensuring that there is no gap between one notion and each paragraph or sentence. It is not simply making structural changes not just in every sentence, but also to avoid confusion in reading and understanding the text (Brown & Yule, 2013).

This research focuses on grammatical cohesion. It refers to the choice of words that are more dominant in relating one element to other elements in a text. The relation of meaning that occurs within the text is referred to as cohesion. Incorporating a cohesion device into certain texts; either a spoken or written style would suffice easier guidance to understand the message of texts, especially for the students. This study is significant with the junior high school. Generally, using the term of cohesive functions as a connection to a part of a sentence another sentence will create well-organized texts.

In this research, the researcher focused on written text, particularly recount text. In this study, the researcher choose to recount text because it is one of the genres that required to know and must be mastered by ninth-grade students of Junior High

School as stated in the curriculum. According to (Coogan, 2006), recount literature is created to retell an incident to either inform or entertain the reader. Students are expected to convey their thoughts on the experience or recent occurrences to inform the readers.

In relation to the study that focuses to analyze grammatical cohesion in students' recount text, the researcher give some reasons for chosing the topic. Firstly, recently the awareness of the importance of writing increases because of the necessities and complexities of the writing itself. This fact makes writing get more attention to English language teaching in Indonesia. Furthermore, the main focus of teaching writing is to develop competency in constructing a good writing. Hence the researcher chose writing as the object of the research. Secondly, the researcher wanted to investigate how good students' skill in building sentences and how the students can wтите cohesively in their recount text writing through the use of grammatical cohesion. Thirdly, recount text is chosen because it is one of the genres that must be mastered and easy to make by the ninth-grade students of Junior High School as stated in the curriculum and

the lesson plan. The researcher chose SMP Fawatihul Husna Pegandon Kendal because the school it is required to learn and master English as the language of daily conversation in the boarding school.

Based on the description above, then the researcher is interested in conducting a research entitled **“Grammatical Cohesion Analysis in Students’ Writing Recount Text.”**

## **B. RESEARCH QUESTION**

Based on the research background above, so the writer formulates the research question as in following:

1. What are the types of grammatical cohesion found in students’ writing recount text of ninth grade at SMP Fawatihul Husna Pegandon?
2. How is the cohesiveness of the students’ recount text writing based on the use of grammatical cohesion?

## **C. RESEARCH OBJECTIVES**

The objective of this research are:

1. To analyze the types of grammatical cohesion found in the ninth-grade students of

SMP Fawatihul Husna in the writing of recount text.

2. To explain the grammatical cohesiveness of the students' recount text writings based on the use of grammatical cohesive devices.

#### **D. PEDAGOGICAL SIGNIFICANCE**

The researcher hopes that the findings of this study provide useful information and make a theoretical, practical, and pedagogical contribution.

1. Theoretically

The findings of this study can be used as a theoretical contribution to any strategy cohesion teaching methodologies, particularly cohesion (grammatical) in writing learning concepts, and as input for other researchers researching the same problem.

2. Practically

The study's findings may provide the newest data about how to write outstanding sentences appropriately using cohesion devices, particularly grammatical cohesion devices. and would be utilized by the school's teacher to improve kids' ability to write appropriately.

### 3. Pedagogically

This research can assist teachers in determining the difficulties their pupils have in employing grammatically coherent devices. It can also be utilized to help students improve their understanding of grammatically devices, particularly in recount writing. Furthermore, if they desire to conduct research related to this study, this research may be able to provide references.

## **E. LIMITATIONS OF THE RESEARCH**

The limitations of the research need to be stated so that the reader can respond to the findings of the research in accordance. To avoid deviations in this study, the researcher limited the scope of this research. According to Halliday and Hasan, grammatical cohesion and lexical cohesion are the two kinds of cohesion. The focus of this study is solely on the analysis of grammatical cohesion in students' recount text writing. The data sources were taken from text made by the students of ninth grade at SMP Fawatihul Husna Pegandon Kendal. The kinds of grammatical cohesion discovered in ninth-grade students will be discussed further in this study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses previous research, literature review, and conceptual framework which are related to the research.

#### **A. PREVIOUS RESEARCH**

This research is not the first of its kind. Previous research has been utilized to support and as a reference for this research. The writer found four previous research, they are:

First, it is from research entitled “Cohesive devices used in the Headline News of the Jakarta Post. The researcher is by Vany Tarsidasari Jambak (Tarsidasari jambak, 2019). The researcher is from the State University of Medan. The study examines the various cohesive devices utilized in The Jakarta Post's Headline News. The study's goals are to determine which cohesive devices are used most frequently in Jakarta Post headline news and to derive their characteristics. The headline column of The Jakarta Post's online edition serves as the source for the data. Seven articles are examined in this review. This examination is led utilizing expressive techniques. This study exhibits cohesion, as shown



by the findings. The conjunction is the most common type of cohesive device because the author wants to connect ideas in conjunction to make it easy for readers to understand. The writer then wants to make their news more useful. The research above sought to identify and derive the kinds of cohesive devices that were primarily used in headline news of the Jakarta Post. This is where this study differs from previous research. Whereas, this research is to identify the type of grammatical cohesion that dominantly use in students' writing of recount text.

Second, the research entitled "A Discourse Analysis of Grammatical Cohesion in News Item Text of "Symphony 3" XII Grade English Textbook by Didin Nuruddin Hidayat (Hiidayat & Husna, 2022). This study aims to determine the kind of grammatical cohesion devices that were used in a news item text of a textbook to examine how reference, substitution, ellipses, and conjunction were used to describe the Cohesion that was used in the news item text of an English textbook for senior high school students in the 12th grade "Symphony 3". This study is qualitative descriptive research. The analysis of data found that the grammatical cohesion devices in the news item text of the textbook are reference,

conjunction, and ellipsis. References become the most common devices, followed by conjunction and ellipsis. Surprisingly, there is no substitution found in this text. Hence, substitution and ellipsis are the two most minor common forms of cohesive devices. It demonstrates that the two types of coherent devices have no use in written discourse.

The next previous research is from the English Education Department of UIN Walisongo Semarang, 2018 entitled "Cohesion Analysis of Soekarno's Speech Entitled Only a Nation with Self Reliance Can Become a Great Nation" (Ghofar, 2018). This thesis aimed to determine the primary types of coherence used in Soekarno's speech, as well as to illustrate the educational implications of the discourse analysis. The study discovered two kinds of cohesiveness in Soekarno's speech: grammatical cohesion and lexical cohesion. The study discovered two kinds of cohesiveness in Soekarno's speech: grammatical cohesion and lexical cohesion. The subject of the research distinguishes this research from earlier research. The topic of the above research is Soekarno's Speech Entitled Only a self-sufficient nation may become a great nation, while this research is a recount text made by ninth-grade students of

SMP Fawatihul Husna Pegandon.

These the previous studies above give many benefits for the researcher related to their topic. Thus, these studies give input for this study whether the similarity between the research above with this study is the theory of cohesion from M.A.K Halliday and Ruqaiya Hasan. The difference between this study and the study above is this research object is focused on the grammatical cohesion found in the students' writing recount text.

## **B. LITERATURE REVIEW**

### **A. Writing**

Writing is the process of generating and developing ideas, then writing them down and editing them. Writing is the most difficult skill for practically everyone studying English. They have numerous challenges when attempting to communicate ideas and create some clauses in a written text. Complex grammar is required while producing any type of literature to explain an idea completely. To make students' writing develop efficiently and completely, they must first understand how to form specific clauses in written language (Ma'mun N. ).

Writing is very important to improve thinking skills. Writing can help students think critically, and explain in detail what is being thought. In addition, writing skills require mastery of the various elements of the language itself which will become the content of the writing so that the writing must be intertwined in such a way that it becomes coherent, cohesive, and coherent writing.

Writing skills are more difficult to master compared to the other three language skills. Writing is the most complex skill. In contrast to spoken language, in written language, there are procedures for writing (spelling) in addition to grammar and vocabulary. In other words, in a variety of written languages, writers are required to pay attention to the completeness of grammatical elements such as word forms or sentence structure, the accuracy of word choice, the correct use of spelling, and the use of punctuation in expressing ideas.

**a. Components of writing**

A writer ought to take into account a few

aspects of writing before beginning to write. For a writer to produce good writing, Raimes (1983) states that eight aspects of writing must be taken into consideration. These are the parts:

1. Grammar: verbal rules, agreement, and pronouns
2. Mechanics: punctuation, spelling, and handwriting.
3. Organization: paragraphs, subjects, and supports, as well as unity and cohesion.
4. Choice of words: vocabulary and expressions.
5. Purpose: the motive for writing
6. Audience: the reader(s) and the author's
7. Goals: generating concepts, beginning, drafting, and revising
8. Content: relevance, clarity, novelty, and logic.

Furthermore, Heaton (1988: 135) stated that there are five general components or main areas for writing good prose: Usage of language: the capacity to write sentences that are both correct and appropriate; mechanical skills: the capacity to use written language conventions correctly, such

as punctuation and spelling; Content treatment: the capacity to come up with new ideas and discard irrelevant information; stylistic skill: the capacity to effectively manipulate paragraphs and sentences; judgmental skills: the capacity to select, arrange, and arrange pertinent information, as well as the capacity to write in a manner appropriate for a particular purpose and with a particular audience in mind (Heaton, 1988).

According to Brown and Bailey (Bailey, 1984) writing can be broken down into five key components: organization, content, grammar, punctuation, and style.

### 1. Organization

Organization refers to the structure and arrangement of ideas within a piece of writing. It involves the logical flow of information, the coherence between sentences and paragraphs, and the overall structure of the text. An effectively organized piece of writing presents ideas clearly and systematically, making it easier for the reader to follow the writer's intended message.

### 2. Content

The content relates to the substance or subject matter of the writing. It encompasses the ideas, arguments, examples, evidence, and information that the writer presents to convey their message or communicate their intended purpose. Strong content demonstrates a deep understanding of the topic, engages the reader, and supports the writer's main points effectively.

### 3. Grammar

Grammar involves the system and rules governing the structure of a language. In writing, grammar refers to the correct and appropriate use of words, phrases, clauses, and sentence structures. It includes aspects such as verb agreement, subject-verb agreement, verb tenses, word order, pronoun usage, and sentence formation. Proper grammar ensures clarity, accuracy, and coherence in written communication.

### 4. Punctuation

Punctuation refers to the marks or symbols used in writing to enhance meaning, indicate pauses, and clarify the

structure of sentences. It includes punctuation marks such as periods, commas, semicolons, colons, question marks, exclamation marks, and quotation marks. Effective use of punctuation helps to convey the writer's intended meaning, improve readability, and facilitate comprehension for the reader.

## 5. Style

Style refers to the writer's unique voice, tone, and choice of language in conveying their message. It encompasses elements such as word choice, sentence structure, figurative language, rhetorical devices, and overall writing tone. Style contributes to the overall impact and effectiveness of the writing, as it can engage and captivate the reader, evoke emotions, and communicate the writer's personality or perspective.

By considering these five components: organization, content, grammar, punctuation, and style, writers can create well-crafted and effective pieces



of writing that communicate their ideas clearly and engagingly.

## **b. Genres of Writing**

Brown (2004:219) distinguishes three types of genres of writing:

### **1. Academic Writing**

Academic writing is the genre of writing used in academic settings, such as universities and research institutions. It follows specific conventions and standards, including a formal tone, precise language, and citation of sources. Academic writing encompasses research papers, essays, dissertations, literature reviews, and scholarly articles.

### **2. Job-Related Writing**

Job-related writing refers to writing tasks performed in a professional or work-related context. It includes various forms of written communication used in the workplace, such as emails, memos, reports, proposals, resumes, and cover letters. The purpose of job-related writing is often to convey information, make requests, provide updates, or persuade colleagues or superiors.

### 3. Personal Writing

Personal writing encompasses any form of writing that is self-expressive, subjective, or intended for personal use. It includes genres such as diaries, journals, letters, personal essays, creative writing (poetry, short stories, etc.), and blogs. Personal writing allows individuals to reflect on their thoughts, experiences, emotions, or creative ideas in a personal and often informal manner.

These genres serve different purposes and follow distinct conventions. Understanding the characteristics and expectations of each genre can help writers effectively communicate their ideas and achieve their intended goals within specific contexts.

#### **B. The Concept of Cohesion**

According to Halliday and Hasan, the concept of cohesiveness is designed to account for relation in speech, but in a different way, without implying that there is some structural unit above the phrase. Cohesion differently of possibilities for connecting something to what has come before. Cohesion is concerned with how the concepts of a sentence and paragraph are connected into a coherent

whole. (Halliday, 2014) Cohesion as defined by Michael Halliday and Ruqaiya Hasan refers to how textual elements are connected seamlessly thus creating meaning and cohesive elements hold great importance as they help to a structure for communication that maintains the flow of information and drives its purpose. The primary types of textual linkage by Halliday and Hasan include both grammatical linkages as well as lexical linkage.

1. Grammatical Cohesion: To connect various parts of a text requires the strategic use of grammatical devices and sentence structure. The contents of this statement cover cohesive techniques that have been brought up before such as referencing or substituting phrases for words being used in connection with conjunctions along with dealing with lexical cohesion, and understanding inter-word associations falls under the scope of grammatical cohesion.
2. Lexical Cohesion: By utilizing particular vocabulary items and lexeme selections within a given text one can establish links among its various portions called lexical cohesion belonging to the wider concept

named grammatical cohesiveness. Selecting words that are connected in meaning is a key factor in creating a cohesive discourse, and to obtain lexical cohesion various mechanisms like antonymy and synonymy can be applied.

Both grammar and vocabulary cohesion are essential for the development of coherent texts, and achieving coherence is important for any piece as it ensures that there are meaningful links among its various elements leading to easy comprehension. This can be done by establishing valuable links between different concepts while also maintaining consistency over time. The focal point of Halliday and Hasan's framework is the cohesiveness required for analyzing discourse accurately while also understanding how language functions for communication, and one way for researchers to better understand how speakers and writers convey their intended messages effectively is through examining cohesive devices employed in a text.

Cohesion can be defined as an element of the

text that contains grammatical and lexical aspects to connect the meaning or aspects of the text by using one topic and one idea as a topic of discussion, based on some of the assertions above. Cohesion Device Types Cohesion is classified into two categories by (Halliday, 2014). At this point there are grammatical cohesion devices such as (a) reference (pronominal, demonstrative, definite article, and comparative), (b) substitution and ellipsis (nominal, verbal, and clausal), and (c) conjunction (adversative, additive, temporal, and causal). Second, there are lexical coherent devices such as repetition and collocation. This study focused primarily on grammatical cohesion.

#### **a) Grammatical Cohesion**

Grammatical cohesion is an important part of forming meaning in a discourse or text. Good discourse is a discourse that has a relationship between its constituent elements. The element in question can be the language used. Therefore, the use of form (language) helps build a complete and unified discourse.

Grammatical cohesion is divided into four parts, specifically reference, substitution,

ellipsis, and conjunction, while lexical cohesion is divided into reiteration (repetition, synonymy, etc.) and, collocation (co-occurrence of lexical items).

1) Reference

According to Halliday and Hasan, reference involves signaling specific information for retrieval. In the case of reference, the information to be retrieved is the referential meaning, which pertains to the identity of the particular thing or class of things being referred to. Cohesion, in this context, lies in the continuity of reference, where the same thing reappears in the discourse. Gerrot and Wignell further explain that reference refers to systems that introduce and track the identity of participants throughout the text, and it is connected to textual meaning and mode. The following are three types of reference:

- a. A personal reference is achieved by using pronouns and possessive

forms that indicate the function of individual in the speech situation. Personal reference refers to people or things associated with them. Examples of personal reference include pronouns like "I," "you," "we," "they," "she," "he," "it," and "one," possessive pronouns like "mine," "yours," "ours," "his," "hers," "theirs," and "its," as well as possessive identifiers like "my," "your," "our," "his," "her," "their," "its," and "one's.

- b. Demonstrative reference involves referring to something by specifying its location or proximity. It is a form of verbal pointing, where the speaker identifies the referent by indicating its position on a scale of proximity. Demonstrative words like "this," "these," "that," "those," "here," "there," "then," and "the" are used in demonstrative reference.

- c. Comparative reference is a type of reference that establishes cohesion by comparing one thing to another. It involves indicating a comparison between two entities. For example: "It's the same cat as the one we saw yesterday," "It's a similar dog to the one we saw yesterday," and "It's a different dog from the one we saw yesterday." The referent in these examples is the one seen yesterday, and the comparative words "same," "similar," and "different" point forward to it.

## 2) Substitution

Substitution in English grammar refers to the act of replacing a word or phrase with a substitute word like "one," "so," or "do" to prevent redundancy. Substitution, categorized as a form of cohesive relation or tie, involves the exchange of one element within a text or discourse for another. According to Halliday and Hasan (1976:88),



substitution entails the substitution of one element with another, allowing the writer to avoid repeating a lexical item by replacing it. Additionally, Renkema (2004:101) clarifies that substitution involves the substitution of a word (group) or segment of a sentence with a "dummy" word, which carries the same meaning. This means that there is no omission in the text; rather, the writer substitutes it with another word that maintains a connection to the preceding context.

### 3) Ellipsis

Paul and Goione (1973:263-264) suggest that ellipsis serves as a means to substitute omitted words within a quoted sentence. This entails replacing the omitted word(s) with other words that maintain a connection to the preceding topic. Furthermore, ellipsis is employed to prevent redundancy in speech or writing. When certain words are elided from an expression, the use of ellipsis enhances the coherence between

different expressions. Additionally, the omission of words contributes to a more concise and efficient form of communication, eliminating unnecessary repetition. Nevertheless, it is important to note that the utilization of ellipsis as a cohesive strategy should be less frequent in academic contexts due to its more informal and colloquial nature.

- The first experiment of the day was very successful, and the second ~~experiment of the day~~ was much more challenging.
- Tomorrow is the day of the final exam. Please make sure you ~~arrive for the exam tomorrow~~ on time.

Irrespective of the removed phrases, it is evident in statement (a) that 'the second' pertains to the experiment, and in (b) that the arrival is connected to the 'final exam'. Hence, these two clauses and

sentences exhibit robust cohesive connections regardless of any omitted keywords.

#### 4) Conjunction

A sentence establishes a connection with another sentence. According to Halliday and Hasan (1976:320), there are multiple ways in which the systems enable the meaningful connection between different parts of a text. The use of conjunctions serves as markers to describe the relationship between clauses and demonstrate their meaningful connection. Another commonly employed strategy in academic writing is to incorporate accurate coordinating and subordinating conjunctions (such as 'and', 'so', 'because', and 'while') and conjunctive adverbs (like 'however' and 'therefore') to enhance writing. Conjunctions not only play a significant role in grammatically joining words, phrases, clauses, and

sentences, but each conjunction also carries a lexical meaning that further indicates and specifies relationships between ideas. When correctly utilized diversely, these conjunctions can greatly enhance coherence in academic writing.

Grammatical Cohesion				
Reference		Substitution	Ellipsis	Conjunction
Personals		Nominal	Nominal	Additive
Existential	Possessive	one/ones, the same, so		and, and also, nor, or, or else, which, that, furthermore, moreover, by the way,  in other words, likewise,  on the other hand, thus
I, me, you, we, us, our, he, she, it, they, them, one	my/mine, your/yours,  our/ours, his, her/hers, its, their/theirs, one's			
Demonstratives		Verbal	Verbal	Adversative
this/that, these/those, here/there		do, be, have, do the same, likewise,  do so, be so,  do it/that, be it/that		yet, though, only, but, however, at least,  in fact, rather, on the contrary,  I mean, in any case, on the other hand
Definite article		Clausal	Clausal	Causal
The		so, not		so, thus, therefore, because, otherwise, as a result, accordingly
Comparatives				Temporal
same, identical, similar(ly), such, different, other, else				then, and then, next, after that, before that, first ... then, at first, formerly ... finally eventually, after, soon, later, next time, when, while, meanwhile,  at once, soon, to sum up, in conclusion

**Table 1. Types of Grammatical Cohesion**

### 3. Text

According to Halliday and Hasan (1976:2), a text, as a semantic unit, is a unity of meaning in context, a texture that conveys the fact that it links to its surroundings as a whole. A text's embodiment or reality is a group of related sentences. Every sentence in any text, except the first, has some type of cohesion with a preceding sentence, usually the one immediately before. As a result, the expression of the semantic unit of the text is found in the coherence of the sentences that comprise it. People utilize the text to enrich their information and knowledge. The great and structured text will guide readers to better comprehension (Fadlilah, 2017). According to Halliday and Hasan (1976), the structure is a unifying relation. Because of the structure, the parts of a sentence or clause obviously "cohere" with each other. Any structure's elements have an inherent unity that assures they all express part of a text

Text is defined as a way to communicate. Communication can be written, spoken, or multimodal. The multimodal text incorporates language and other modes of communication such as visual, sound, or spoken as presented in a film or computer presentation. Text is speech (oral) or written

meaning that functions to express ideas. When expressing ideas in text form, we must choose words and have a strategy for presenting those words so that ideas are conveyed properly. The choice of words with the strategy of presenting these words is largely determined by the purpose and situation (context). This is because the text is a social process that is oriented towards certain social goals and in the context of certain situations as well. When compiling a text for a specific purpose, it means that we choose the form and structure of the text that we will use so that the message is conveyed appropriately. The choice of text structure by speakers to achieve a goal in a communicative social activity is determined by the context of the situation at hand. An act of communication carried out to achieve a certain goal is manifested in a concrete form in the form of text. For the same purpose, it is usually good not to use a text that is the same forever. Despite being similar, the similarities between the texts can be easily identified. Several texts that have similarities in the actions taken are usually grouped in the same genre.

Text is a fundamental concept in linguistic analysis, according to Michael Halliday and Ruqaiya Hasan. It refers to a unit of language that has coherent

meaning and is complete in itself. According to their definition, a text is a section of language that exhibits a functional unity and serves a communication or social function.

Halliday and Hasan identified the following important textual characteristics:

1. Coherence: A text's overall sense of unity and connection is known as coherence. A coherent text has logical connections between ideas, a consistent topic or theme, and information that flows from one part to another. To establish coherence throughout a text, cohesive devices like references, conjunctions, and lexical choices are utilized.
2. Cohesiveness: The degree to which the various components of a text are interconnected and dependent on one another is known as cohesiveness. In order to establish these connections and create a text that is cohesive, cohesive devices are essential.
3. Dependence in the Present: The setting in which they are written and interpreted is fundamental to texts. The social, cultural, and situational context, as well as the speaker's or writer's and the audience's shared knowledge and assumptions, influence a text's meaning and interpretation.
4. Objectives of Use: Texts fill an informative need or



satisfy a specific social capability. Depending on the communicative intent of the speaker or writer, they can inform, persuade, entertain, instruct, or perform other speech acts.

5. Text Formats: In addition, Halliday and Hasan identified various genres or types of texts that are distinguished by particular linguistic features and conventions. Narratives, explanations, arguments, procedural texts, and many more are examples of text types. Organizational structures, language patterns, and communicative objectives are unique to each type of text.

The communicative nature of language and the significance of coherence, cohesion, and context in understanding and analyzing texts are emphasized in the Halliday and Hasan framework's concept of text. Researchers can gain insight into how language is used to convey meaning, achieve communicative goals, and create meaningful interactions between speakers/writers and their audiences by examining the features and functions of texts.

Texts can be grouped into two broad categories (genres), namely the literary genre and the factual genre. The literary genre aims to create the emotions and imagination of the reader. Literary

genres make readers laugh, cry, and self-reflect/purify themselves. Literary genres can be grouped into three types, namely narrative, poetic, and dramatic texts. The factual genre presents information or ideas and aims to describe, tell, or convince the reader. There are 7 types of factual genres, including explanation text, narrative, exposition: discussion, response or review, procedure, description, and observation report. In general, any structured unit hangs together in such a way that it forms text. Texture can be expressed through the structure. According to the statement above, something spoken or written can be called a text if it contains texture, coherent ties, and structures.

#### **4. General Concept of Recount Text**

According to Anderson and Anderson (1977:48), recount text is a text type that retells past events, usually in the sequence in which they occurred. The goal of recount text is to provide the reader with a description of what happened and when it happened. Recount text is a text that retells an event, activity, event, or past experience that has been carried out or observed chronologically with the aim of informing, entertaining the reader, or both

(Anderson, 1977). Recount text can be classified into three types, namely personal recount, factual (informational) recount, and imaginative recount text.

a. Definition of Recount Text

A recount is a type of nonfiction writing that provides information on a previous event or experience. It can be written in the first or third person, past tense, and chronological order. Therefore, it can be concluded that recount text is a text that tells the reader about one story, action, or activity. Its goal is to entertain or inform the reader. A recount is a text which retells events or experiences in the past.

b. Generic Structure of Recount Text

The generic structure of a recount text includes an orientation, a series of events, and reorientation. The orientation introduces the reader to the topic and sets the scene for the events that will be recounted. The series of events describes what happened in chronological order. And the last, the reorientation concludes the text by summarizing or reflecting on what has been recounted. The generic structure of a recount text typically consists of three main parts:

1. Orientation: The orientation sets the scene by providing background information about the time, place, people, and any other relevant details necessary to understand the context of the event being recounted. It answers questions like who, what, where, and when.

Example: "Last month, during my vacation in Bali..."

2. Events/Recount: The events or recount section presents a chronological account of the main events or experiences being recounted. It describes what happened in sequential order, often using past tense verbs. This section focuses on providing details, descriptions, and actions related to the event or experience.

Example: "On the first day, we visited the famous Waikiki Beach. The sun was shining brightly, and the waves were perfect for surfing. We spent the entire day in the water, catching waves and enjoying the warm sand."

3. Reorientation/Conclusion:

The reorientation or conclusion wraps up the recount by summarizing the main points or highlighting the significance of the events described. It may include personal reflections, comments, or an evaluation of the experience. This section often concludes with a closing statement.

Example: "Overall, my vacation in Hawaii was an incredible experience. I will cherish the memories of the beautiful beaches, delicious food, and the warmth of the Hawaiian people. It was truly a trip of a lifetime."

c. Purpose of Recount Text

The purpose of a recount text is to retell or recount past events, experiences, or situations. The primary goal is to inform, entertain, or educate the reader by providing a detailed and chronological account of what happened. Recount texts aim to share personal or factual information about specific occurrences in a clear and organized manner.

The purposes of a recount text can vary depending on the context and the writer's

intention. Some common purposes of recount texts include:

1. **Informing:** Recount texts can inform readers about specific events, experiences, or situations. They provide factual details, descriptions, and explanations to give the reader a clear understanding of what took place.
2. **Entertaining:** Recount texts can be written in an engaging and entertaining manner to captivate and amuse the reader. They may include vivid descriptions, humorous anecdotes, or engaging storytelling techniques to entertain the audience.
3. **Reflecting:** Recount texts can serve as a means of personal reflection. Writers may share their own thoughts, feelings, or insights about the events or experiences they are recounting. This adds a reflective or introspective element to the text.
4. **Educating:** Recount texts can also have an educational purpose. They may be used to teach or provide examples of

specific events, historical occurrences, or experiences to help readers gain knowledge or understand a particular subject better.

5. Persuading: In some cases, recount texts may have a persuasive purpose. They may aim to persuade the reader to adopt a certain viewpoint, opinion, or action based on the events or experiences being recounted.

d. The Characteristics and Language Feature of Recount Text

There are three characteristics of recount text that can be identified. Besides that, these three characteristics need to be included or must be present in the recount text. Following are the three characteristics of recount text.

1. Recount text uses past tense or past sentences. Examples such as the use of the verb 3 went, woke up, departed, burned, ate, and so on.
2. Recount text uses part of speech adverbs and adverbs to explain time, place, and method. Examples include last October,

Bandung, On the third day, at the park, and so on.

3. Recount text uses part-of-speech conjunctions and time connectives to sort the events and events in the story so that a unified text is formed. Examples are and, after, the that, before, and so on.

Recount texts utilize various language features to effectively convey past events or experiences. Some common language features found in recount texts include:

1. Past Tense Verbs: Recount texts predominantly use past tense verbs to describe actions and events that have already occurred. This helps create a sense of time and place, making the narrative more cohesive and chronological. Example: "We walked along the beach and enjoyed the stunning sunset."
2. Time Connectives: Time connectives are words or phrases that indicate the sequence or order of events in a recount. They help establish a clear timeline and maintain coherence within the text.



Example: "First, we arrived at the hotel. Then, we unpacked our bags and went exploring."

3. Adverbs and Adverbial Phrases: Adverbs and adverbial phrases provide additional details about actions, adding depth and specificity to the recount. They help the reader visualize the events more vividly. Example: "The waves crashed loudly against the shore as we surfed skillfully."
4. Descriptive Language: Recount texts often incorporate descriptive language to provide sensory details and create a more engaging experience for the reader. Descriptive language appeals to the reader's senses and helps them visualize the events being recounted. Example: "The air was filled with the aroma of freshly baked bread as we entered the bakery."
5. Direct Speech: Direct speech is used to present the exact words spoken by individuals involved in the recounted events. It adds authenticity and brings the narrative to life. Example: John said, "I

can't believe we made it to the top of the mountain!"

6. **Personal Pronouns:** Recount texts frequently employ personal pronouns to refer to the individuals or groups involved in the events being recounted. This helps establish a sense of personal connection between the reader and the narrative. Example: "We were thrilled to witness the breathtaking view from the summit."
7. **Sequential Language:** Sequential language, such as "first," "next," "after," "finally," etc., is used to clearly outline the order in which events occurred. This assists in organizing the recount and maintaining coherence. Example: "After we finished our meal, we headed to the theater for the concert."

This language features help create a cohesive and engaging recount text by providing a clear chronological structure, descriptive details, and a sense of personal involvement. The selection and use of these features contribute to the overall

effectiveness and impact of the recount.

e. Types of Recount Text

Recount text is divided into five types:

1. Personal Recount Text

This usually retells an event of personal experiences or events from the writer's perspective. They often include detailed descriptions, emotions, and reflections, aiming to engage the reader and provide insight into the writer's journey or perspective.

2. Biography Recount Text

A biography recount text is a type of recount that focuses on retelling the life story of a specific individual. It provides a chronological account of the person's life, highlighting important events, achievements, and experiences that shaped their journey. The purpose of a biography recount is to inform and educate readers about the life and accomplishments of the subject.

3. Factual Recount Text

Factual recount text is a type of recount that presents a straightforward and objective

account of past events or experiences. It aims to provide accurate information and details without personal opinions or interpretations. Factual recounts focus on presenting facts clearly and concisely. for example, a science experiment, or a police report.

#### 4. Imaginative Recount Text

An imaginative recount text is a type of recount that uses creative and imaginative elements to retell past events or experiences. It goes beyond presenting factual information and incorporates fictional or speculative elements to engage the reader's imagination. Imaginative recounts often focus on creating vivid descriptions, evoking emotions, and adding imaginative interpretations to enhance the storytelling.

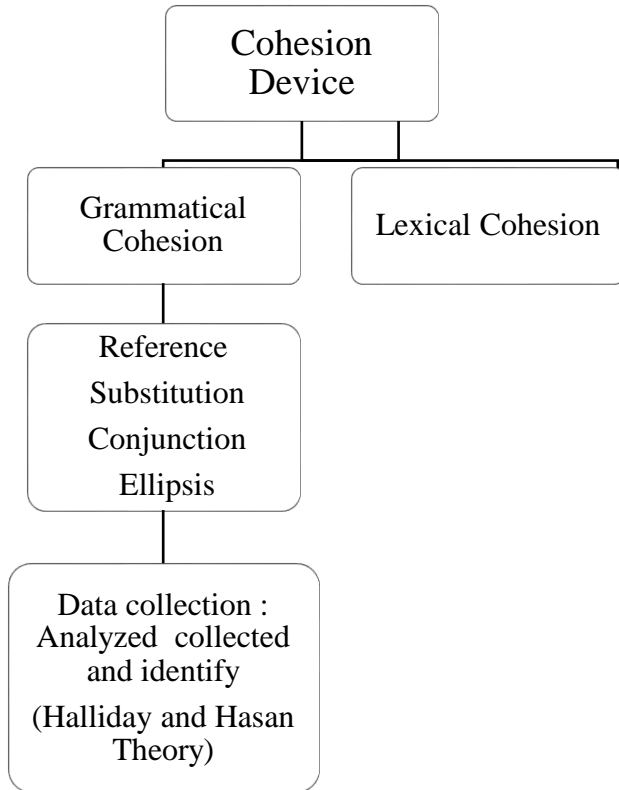
#### 5. Historical Recount.

Historical recount text is a type of recount that provides an objective and factual account of past historical events. It aims to present a chronological narrative of significant historical occurrences, often drawing from primary and secondary sources to provide accurate and detailed information.

Historical recounts focus on conveying historical facts, context, and the impact of these events on society (Sudarwati & Eudia, 2013).

### **C. CONCEPTUAL FRAMEWORK**

The conceptual framework of cohesion, based on the theory proposed by Halliday and Hasan, revolves around the idea that cohesion is a fundamental aspect of language that ensures coherence and understanding in discourse. Halliday and Hasan identified various cohesive devices that contribute to the establishment of cohesion in texts, there are Grammatical cohesion (reference, substitution, ellipsis, and conjunction) and lexical cohesion. In the discourse analysis subject, it could be used as a teaching media for the teaching and learning process. However, but in this research just focused on grammatical cohesion, and used the students' writing of recount text as it figured in the following framework:



## **CHAPTER III RESEARCH METHOD**

This part discusses the method applied in conducting the research which consists of research design, source of data, collecting data technique, the procedure of analyzing the data, and coding of analyzing the grammatical cohesion devices.

### **A. RESEARCH DESIGN**

The researcher developed a research plan in advance of conducting the study. This particular researcher opted for a descriptive qualitative approach, which involves analyzing data through sentences. The qualitative method employed in this research is a systematic procedure that generates descriptive data in the form of words. These words can range from spoken language to matters about religion, society, culture, and philosophy. The focus is on capturing meaning, value, and comprehension (Kaelan, 2012).

Qualitative research methods are commonly known as naturalistic research methods because they are conducted in natural settings. These methods are utilized to explore scientific phenomena and gather in-depth data that holds significant meaning (Sugiyono, 2019). Qualitative research aims to understand the social world and individuals' perspectives by examining concepts, behaviors, thoughts, and

human issues. It provides descriptive insights into various aspects such as behavior, perception, motivation, and actions within a specific natural context, without any intentional human interference. This approach is widely employed in scientific studies to maximize its effectiveness as a research method. (Sidiq & Choiri, 2019) Descriptive qualitative research is a method that seeks to verbally elucidate the understanding and interpretation of theories related to phenomena and the environment. Its goal is to describe social reality, including situations and conditions, through detailed explanations and in-depth descriptions. In this study, the research method employed is descriptive qualitative research, specifically focusing on examining and describing the use of grammatical cohesive devices in the recount writings of tenth-grade students. In essence, this method provides a thorough and specific exploration of the student's proficiency in employing grammatical cohesion devices in their recount texts

## **B. PARTICIPANTS AND SETTING**

### **1. Participants**

The participants for this study were 9<sup>th</sup> Grade students at Junior High School Fawatihul Husna Pegandon in the academic year 2022/2023. The researcher took data from one class, that consisted of



21 students.

## **2. Setting**

This research was conducted at SMP Fawatihul Husna Pegandon which is located in Kendal Regency, Central Java on 25th January 2023.

## **C. SAMPLE**

According to Margono, the sampling technique is a method of determining the number of samples based on the desired sample size and considering the characteristics and distribution of the population to ensure a representative sample. There are two main categories of sampling techniques: probability sampling and non-probability sampling. Probability sampling ensures that every element in the population has an equal chance of being selected as a sample member. On the other hand, non-probability sampling does not provide equal opportunities for each population member to be selected. For this study, a probability sampling technique called simple random sampling was employed (Sugiyono, 2019).

A purposive sampling technique was applied to select the sample in this research. Purposive sampling, also known as judgmental sampling or selective sampling, is a non-probability sampling technique used in research. It involves

selecting individuals or cases for a study based on specific characteristics or qualities that align with the research objectives. In purposive sampling, researchers deliberately choose participants who can provide relevant and meaningful insights into the research topic. The key principle behind purposive sampling is to select participants who possess specific attributes, expertise, knowledge, or experiences that are valuable for the research study. This sampling technique is commonly used when the researcher aims to gain an in-depth understanding or explore specific aspects of a phenomenon rather than making generalizations about a larger population.

There are various subtypes of purposive sampling that researchers can use, depending on their research objectives. Some examples include:

1. Expert sampling: In this approach, researchers select individuals who are considered experts or authorities in a particular field or subject matter.
2. Snowball sampling: This technique involves initially selecting a few participants who meet the desired criteria, and then asking them to refer other individuals who also fit the criteria. This method is useful when the target population is hard to reach or identify.

3. Maximum variation sampling: Researchers deliberately select participants who display a wide range of characteristics or experiences related to the research topic. This approach helps ensure diversity and captures a broader understanding of the phenomenon under study.
4. Homogeneous sampling: This sampling strategy involves selecting participants who share similar characteristics or attributes, such as age, gender, occupation, or socioeconomic status. It is useful when the researcher wants to focus on a specific subgroup within the population.

Purposive sampling allows researchers to gather rich and detailed information from participants who possess relevant knowledge or experiences. However, since it does not involve random selection, the findings cannot be statistically generalized to the larger population. Therefore, researchers should be cautious when interpreting the results and consider the limitations of this sampling technique.

In qualitative research, samples are not termed respondents, but rather resource persons, participants, informants, friends, and teachers. The sample was

taken since the researcher faced restrictions in performing the study in terms of time, energy, funding, and an extensive population.

#### **D. SOURCE OF DATA**

This study focuses on analyzing recount texts written by ninth-grade students of SMP Fawatihul Husna Pegandon. The data collection process involved the use of students' worksheets and documentation. The collected data can be categorized into two types: primary data and secondary data. The primary data refers to the main and initial data directly related to this research, specifically the recount texts produced by ninth-grade students. On the other hand, the secondary data consists of additional sources that support and supplement the main data, including theses, articles, internet sources, and journals.

#### **E. METHODS OF COLLECTING DATA**

This research is qualitative research using purposive sampling techniques. Purposive sampling used in qualitative research is to obtain data based on the research purpose (Satori & Komariah, 2010). It is similar to Alwasilah (2010:149) who

states that the researcher can choose the subject of the research in qualitative research because it is based on the purpose of the researcher (Alwasilah, 2012). Further, Cresswell (2009:178) states that "the idea behind qualitative research is to purposely select participant or site (or documents or visual material) that will best help the researcher understand the problem and the research question (Cresswell, 2009). Having a clear analysis of data has been collected.

In this research, the data was derived from students' worksheets and the documentation of their paper assignments. The data collection method employed was the use of documentary techniques. The collected data was then analyzed using Halliday and Hasan's (1976) cohesion theory. The analysis process involved categorizing the data according to different types of cohesive devices, determining the percentage of each device, and describing the findings regarding the usage and function of these cohesive devices.

For the procedure of this research, the researcher asked the students to write a recount text. In this case, the students are not given any treatment. To make the students understand the paper test, the researcher explained the goal and the instructions of the test. The following procedures are :

1. The researcher asked permission from the teacher to conduct the writing test.

2. The researcher asked the students about what are they going to do.
3. Before doing the writing test, the researcher distributed the sheet for writing test items.
4. The researcher explained cohesion in general
5. The researcher explained the instructions.
6. When the students finish their tests, the researcher collected the students' work.

## **F. INSTRUMENT**

The qualitative approach relies heavily on the human researcher as the primary tool. In this particular study, the researcher assumed multiple roles, including planning, data collection, analysis, and reporting of the findings. For data collection, only one instrument was utilized, which was a writing test. Students were instructed to create a recount text as part of this test. Additionally, a data classification sheet was employed as a second instrument to collect and analyze the data according to the theories applied in the research.

## **G. METHODS OF ANALYZING DATA**

This research uses content analysis. (Ibrahim, 2015) states that content analysis is an approach and method that is used to analyze data and discourse or text becomes the object

of the analysis to find the meaning of the messages. The obtained data were analyzed using content analysis techniques. The analysis aims to find out what type of grammatical cohesion is used by the students. The analyzed students' writing is based on the theory proposed by Halliday and Hasan (1976) that there are four devices of grammatical cohesion including; references, substitution, ellipsis, and conjunction.

The researcher employed a specific approach to analyzing cohesive devices, particularly grammatical cohesion. The analysis process involved several steps. Initially, the researcher thoroughly read the restated text. Subsequently, the sentences within the text were segmented into clauses and assigned corresponding numbers. Following this, the clauses were classified according to the grammatical cohesion framework and organized in a table. Next, the researcher computed the percentage of grammatical cohesion occurrences to quantify their frequency in the form of a percentage:

$$P = (N / T) \times 100\%$$

Where:

P = The total percentage of grammatical cohesion.

N = the number of each type of grammatical cohesion.

T = the total number of grammatical cohesive items produced by students.

Researchers found it more convenient to describe the benefits of each text type by using percentages. Once the various steps were completed, the final stage involved summarizing the findings.



## **CHAPTER IV FINDING AND DISCUSSION**

This chapter focus on the data analysis of students' writing consisting of types of grammatical cohesion used and dominant types of grammatical cohesion composed by ninth grade students of SMP Fawatihul Husna Pegandon, and the discussion.

### **A. RESEARCH FINDINGS**

The researcher presented the results of their study on the prevalent types of grammatical cohesion used by ninth-grade students at SMP Fawatihul Husna Pegandon in their recount text writing. The data was collected and analyzed using specific codes mentioned in the text. Additionally, the table provided displays the frequency and percentage of the dominant types of grammatical cohesion used.

<b>No.</b>	<b>Types of Grammatical Cohesion</b>				<b>Total</b>
	<b>Reference</b>	<b>Conjunction</b>	<b>Substitution</b>	<b>Ellipsis</b>	
T1	17	4	-	-	21
T2	10	6	-	-	16
T3	9	3	-	-	12
T4	13	7	-	-	20
T5	10	6	-	-	16

T6	22	12	-	-	34
T7	9	7	-	-	16
T8	5	4	-	-	9
T9	19	12	-	-	31
T10	19	8	-	-	27
<b>Total</b>	<b>133</b>	<b>69</b>	-	-	<b>202</b>

### a. Data Analysis Table

The table shows the number of grammatical cohesion in all texts but all categories of grammatical cohesion occur in the data. It can be seen that the most frequent uses are reference and conjunction. The details are described as follows:

#### 1. Reference

In this data, the researcher found that reference is the most dominant types of grammatical cohesion devices used by students. Reference is divided into three types, those are personal reference, demonstrative reference, and comparative reference.

##### a. Personal Reference

In this data, the writer found some members of personal reference include I, my, she, he it, they, we, etc. here are the examples sentences each of them made by participants:

##### 1) T1

**M**y name is Nurus Syifaul Karimah. **I** am grade nine. **I** want to tell **you** about **my** vacation. Last holiday, **I** had vacation to Tirta

Arum. I went with my friends. In there, we took some pictures in garden. Then we swam in swimming pool. After from tirta Arum we went to Aneka Jaya marketplace. In there, we bought some accessories in first floor. Before we returned to home, we went to mixue first and then after that we returned to home.

2) T2

My name is Thalia Ramadani, I am grade nine. My last holiday, I am with my father and my sister went to Kali Karang waterfall. In there, I enjoyed the view and played water in the river. After that we ate gado-gado and ice tea. After that we took a picture and enjoyed the vacation.

3) T3

My name is Fidelia Putri Abidahfus Syifa. I am grade nine. Last holiday I went to picnic in Tirta Asri limpung with my family. We went to restaurant with my family and we were swimming at pool. After that, we bought some souvenirs and then we go home.

4) T4

My last holiday I went to Tirta Arum. In

Tirto Arum we were swimming and took picture. I went there with my friends names are Tika, Syifa, Atta, Syakila and Della. We went there by bus. But suddenly, it was raining when we were swimming. It was raining so hard, and then we decided to go to bathroom. After that, we went to parking area and returned home.

5) T5

I and my uncle went to Semarang for holiday. When we arrived in simpang Lima Semarang, my uncle and me bought cloth to make a clothes. After that we went to the Citra Land Mall. In there, we bought food and shopping. After we finished, we headed out to go home.

6) T6

Last holiday I was just at home. On Sunday morning first of all I woke up to prayed. Then, I played a game until 6 a.m. I fell asleep and woke up at 10 o'clock. After that I took a bath and ate some food. And then I prayed dhuhur. After I prayed, I went to Dani's house to asked him for accompanied me to go to watch football tournament. After

that **I** back to **his** house and played with **him** until 5 p.m. Suddenly, **my** mother was calling **me** when **I** played PS games with Dani. **She** got mad at me because **I** didn't tell **her** when **I** left home. **I** go to home and arrived at 6 p.m.

7) T7

**My** friends and **I** went to Manunggal by bus. Seven of us each paid 3000 rupiah. In bus, **we** talked until **we** fell asleep. Finally **we** slept until the driver told us that **we** had arrived at Manunggal. And then **we** woke up and **we** got ready to get off the bus. After that the bus stopped **and finally we** were in Manunggal.

8) T8

Last sunday **I** went to **Nanto's** house with Roni to look for catfish in the pond. After that **we** played together and went to river to smim. **We** enjoyed time together until dusk. After that **we** returned home and prepared to go to mosque together.

9) T9

**I** went to Indah Kemangi Beach with **my** family which is located in Cepiring distric, Kendal regency. **We** went on Sunday last

month on a day when it was very crowded there. So many people from many regions. Me and my family enjoyed time there while eating noodles and food that we brought from home. Meanwhile my nephew and my uncle were having fun swimming at the beach. Because I was bored, I asked my father to try to ride a banana boat. I was very happy even though I was thrown and fell into the sea many times. It was such a nice and memorable experience for me.

10) T10

That day I was very happy because after a long time, finally I had a vacation. On a Sunday morning I very excited to go to the beach. I fell asleep during the trip. And then I woke up because I heard the sound of the car stopping. After that, my grandmother asked me to help her to take out our stuff and also some food for lunch. Same as me, my older brother also help us to bring those stuff to the place which my father was prepared. We enjoyed time together there. I was very happy at that time.

b. Demonstrative Reference

The researcher found “there, that, this, those” as demonstrative reference are taken from the data.

1) T1

. In **there**, **we** took some pictures in garden. Then we swam in swimming pool. After from tirta Arum we went to Aneka Jaya marketplace. In **there**, **we** bought some accessories in first floor.

2) T2

In **there**, **I** enjoyed the view and played water in the river.

3) T4

. I went **there** with my friends names are Tika, Syifa, Atta, Syakila and Della. We went **there** by bus.

4) T5

In **there**, we bought food and shopping.

5) T9

We went on Sunday last month on a day when it was very crowded **there**. Me and my family enjoyed time **there**

6) T10

We enjoyed time together **there**. I was very happy at **that** time.

c. Comparative Reference

Comparative reference is indirect reference by means of identity or similarity. The researcher found two comparative reference found in this data.

1) T9

It was **such** a nice and memorable experience for me.

2) T10

**Same** as me, my older brother also help us to bring those stuff to the place which my father was prepared.

2. Conjunction

Conjunction takes place in the second rank of most frequently used by the students. Conjunction involves additive, adversative, causal, and temporal.

A. Additive Conjunction

In this data, the researcher found some additive conjunction. Here are the examples made by the participants:

1) T2

I enjoyed the view **and** played water in the river. **we** took a picture **and** enjoyed the vacation.



2) T3

We went to restaurant with my family **and** we were swimming at pool.

3) T4

In Tirto Arum we were smimming **and** took picture. . After that, we went to parking area **and** returned home.

4) T5

When we arrived in simpang Lima Semarang, my uncle **and** me bought cloth to make a clothes. We bought food **and** shopping.

5) T6

I fell asleep **and** woke up at 10 o'clock. After that I took a bath **and** ate some food. I back to his house **and** played with him until 5 p.m.

6) T7

My friends **and** I went to Manunggal by bus. Seven of us each paid 3000 rupiah. In bus, we talked until we fell asleep. Finally we slept until the driver told us **that** we arrived at Manunggal. **And** then we woke up **and** we got ready to get off the bus. After that the bus stopped **and** finally we were in Manunggal.

7) T8

After that we played together **and** went to river to smim. We enjoyed time together until

dusk. After that we returned home **and** prepared to go to mosque together.

8) T9

On December 2022, when it's school holidays I went to Indah Kemangi Beach with my family **which** is located in Cepiring distric, Kendal regency. Me **and** my family enjoyed time there while eating noodles **and** food **that** we brought from home. Meanwhile my nephew **and** my uncle were having fun swimming at the beach. **It** was such a nice **and** memorable experience for me.

9) T10

After that, my grandmother asked me to help her to take out our stuff **and also** some food for lunch. Same as me, my older brother also help us to bring those stuff to the place **which** my father was prepared

## B. Adversative Conjunction

In this data, the reasearcher only found one the example of adversative conjunction.

1) T4

. We went there by bus. **But** suddenly, it was raining when we were swimming

### C. Causal Conjunction

1) T6

She got mad at me **because** I didn't tell her when I left home

2) T9

My nephew and my uncle were having fun swimming at the beach. **Because** I was bored, I asked my father to try to ride a banana boat.

3) T10

That day I was very happy **because** after a long time, finally I had a vacation. On a Sunday morning I very excited to go to the beach. I fell asleep during the trip. And then I woke up **because** I heard the sound of the car stopping.

### D. Temporal Cohesion

1) T1

**Then** we swam in swimming pool. **After** from tirta Arum we went to Aneka Jaya marketplace. In there, we bought some accessories in first floor. Before we returned to home, we went to mixue first **and then after that** we returned to home.

2) T2

**After that** we ate gado-gado and ice tea.

**After that** we took a picture and enjoyed the vacation

3) T3

**After that**, we bought some souvenirs

**and then** we go home.

4) T4

**and then** we decided to go to bathroom.

**After that**, we went to parking area and returned home.

5) T5

**When** we arrived in simpang Lima Semarang, my uncle and me bought cloth to make a clothes. **After that** we went to the Citra Land Mall. In there, we bought food and shopping. **After** we finished, we headed out to go home.

6) T6

**first of all** I woke up to prayed. **Then**, I played a game until 6 a.m. I fell asleep and woke up at 10 o'clock. **After that** I took a bath and ate some food. **And then** I prayed dhuhur. **After** I prayed, I went to Dani's house to asked him for accompanied me to go to watch football

tournament. **After that** I back to his house and played with him until 5 p.m. Suddenly, my mother was calling me **when** I played PS games with Dani. She got mad at me because I didn't tell her **when** I left home. \_

7) T7

**Finally** we slept until the driver told us that we had arrived at Manunggal. **And then** we woke up and we got ready to get off the bus. **After that** the bus stopped **and finally** we were in Manunggal.

8) T8

**After that** we played together and went to river to swim. We enjoyed time together until dusk. **After that** we returned home and prepared to go to mosque together.

9) T9

**When** it's school holidays I went to Indah Kemangi Beach with my family which is located in Cepiring district, Kendal regency. **We** went on Sunday last month on a day **when** it was very crowded there. So many people from many regions. Me and my family enjoyed time there **while** eating noodles and food that we brought from home. **Meanwhile my** nephew

and my\_uncle were having fun swimming at the beach.

10) T10

**After** a long time, **finally** I had a vacation. On a Sunday morning I very exited to go to the beach. I fell asleep during the trip. **And** then I woke up because I heard the sound of the car stopping. **After that**, my grandmother asked me to help her to take out our stuff.

To categorize whether or not recount texts are written cohesively, the writer used a specific criterion based on Halliday and Hasan (1989: 63), the data criterion as follows:

Categories	Number of Cohesive Devices in Precentage
Poor	0 – 25
Fair	26 – 50
Good	51- 75
Excellent	76 – 100

The mean, the writer uses the formula:

$$m = \frac{\sum F_x}{N} \times 100\%$$
$$= \frac{202}{2} \times 100\%$$

10

= 20,2%

We can see from the table that the grammatical cohesion of recount texts from ninth-grade students of SMP Fawatihul Husna Pegandon Kendal are cohesive text in the "Poor" category since the rate of the percentage is 20,2% based on Halliday and Hasan's theory. Furthermore, in relation to the results mentioned above, it can be concluded that the texts collected are less cohesive grammatically with only uses two types of grammatical cohesion and by categorized in the "poor" category. The researcher also found the result of the analysis showed that the types and amount of occurrences of grammatical cohesion less varied between one text to another. However, all the students' recount texts employ grammatical cohesion devices even though some are still not familiar how to apply it.

## **B. DISCUSSIONS**

The discussion below is presented by the findings before. Based on the results of an analysis of the use of grammatical cohesion in the recount text of ninth-grade students of SMP Fawatihul Husna Pegandon, it turns out that the use of grammatical cohesion has been found in several sentences contained in the recount text. From the results of

the analysis of the use of grammatical cohesion tools in students' writing of recount text, the researcher found that the highest frequency and the most dominant grammatical cohesion used by students as a reference. Reference is the first rank among all types of grammatical cohesion devices. Then, the second is followed by a conjunction. In the data, the researcher did not find any substitutions and ellipsis in the students' writing of recount text.

<b>Types of Tools of grammatical Cohesion</b>				<b>Amount</b>
<b>Reference</b>	<b>Substitutio n</b>	<b>Conjuncti on</b>	<b>Ellipsis</b>	
133	0	69	0	202
66%	0%	34%	0%	100%

Based on the results of the research, the researcher was able to formulate a research source conclusion in the form of 10 recount texts written by students of SMP Fawatihul Husna Pegandon using 2 types of grammatical cohesion. The types of cohesion used are reference and conjunction. After being analyzed, it turned out that the use of grammatical cohesion tools in the text amounted to 202 data findings. These 202 findings cover two types of grammatical cohesion.



The highest number of uses of grammatical cohesion, namely reference, is 66% which has 133 items.

The second highest frequency of grammatical cohesion used by students in the text was a conjunction. They appeared in every student's writing of recount text. There were 69 items found in reference. This fact also indicated that the students have been familiar with this kind of grammatical cohesion device.

Compared to references and conjunction, the use of grammatical cohesion of substitution and ellipsis was relatively low. This happens because of the lack of students' understanding of the use of good linguistic rules in writing texts as well as the lack of vocabulary that students have so it slightly hinders the writing process, especially the application of substitution and ellipsis. However, apart from that, based on the findings of the data, it proves that the recount text written by students of SMP Fawatihul Husna Pegandon using the tool of reference and conjunction.

### **C. PEDAGOGICAL IMPLICATION**

This research is valuable for student learning, particularly in practicing and applying the concept of cohesion in their writing. The study can enhance the understanding of the significance of cohesion in various types of writing, such as texts, essays, reports, and others. The

research found that out of the four types of grammatical cohesion, the students predominantly used two types: reference items and conjunction items. Students need to incorporate all types of grammatical cohesion to enhance the coherence and meaning of their texts. Hence, this study provides valuable insights and knowledge for students, emphasizing the importance of cohesion in creating effective recount texts and other types of written content. Through this research, students and future researchers gain a more detailed understanding of the use and functions of grammatical cohesion.

## **CHAPTER V CONCLUSION AND SUGGESTION**

This chapter provides a summary of the key findings and insights derived from the entire study. Additionally, it offers suggestions for enhancing academic instruction and identifies potential areas for future research.

### **A. CONCLUSION**

After analyzing the recount texts written by the students, it was discovered by the researcher that the most prevalent forms of grammatical cohesion devices used by the participants were reference and conjunction. The findings indicate that the students employed two types of grammatical cohesion, totaling 202 instances. Specifically, reference was the most frequently used device, accounting for 133 occurrences (66%). Conjunction followed with 64 instances (34%). Notably, no instances of substitution or ellipsis were identified in the students' recount writing.

Based on the conclusion above, it can be inferred that the students demonstrated a satisfactory level of familiarity with utilizing reference and conjunction. However, the utilization of ellipsis and substitution was noticeably lacking in their recount writing. Consequently, the cohesiveness of the student's writing can be categorized as poor, as indicated by a percentage rate of 20.2% based on

Halliday and Hasan's theory.

## **B. SUGGESTION**

After completing this research, the researcher has recommendations for different stakeholders. For students learning English, it is advised to increase their awareness of the significance of cohesion, particularly grammatical cohesion, which applies to both spoken and written language. Cohesion plays a crucial role in connecting and unifying elements to form meaningful language, and it is essential for comprehending and interpreting complex texts accurately. Therefore, English learners should aim not only to create understandable texts but also to interpret them effectively.

For English teachers, it is recommended to ensure that students have a clear understanding of cohesion, specifically grammatical cohesion. Providing training on cohesive devices can be beneficial for learners. Teachers should also consider assigning marks for the correct usage of cohesive devices in students' writing, highlighting the importance of these aspects in English composition. Encouraging students to write paragraphs utilizing a variety of cohesive devices can enhance the quality of their writing. Additionally, teachers should facilitate vocabulary development through engaging vocabulary activities.

For future researchers, it is suggested to analyze lexical cohesion in the text to examine the usage of lexical devices and to assess students' comprehension of lexical cohesion. Furthermore, conducting research at different levels of study and exploring other types of texts with a larger sample size would contribute to expanding the knowledge base in this area.

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## LIST OF APPENDIX

### Appendix 1 Letter of Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

Nomor: 376/Un.10.3/D1/TA.00.01/01/2023

30 Januari 2023

Lamp : -

Hal : Mohon Izin Riset

a.n. : Alimiyah

NIM : 1803046073

Yth.

Kepala Sekolah

di SMP Fawatihul Husna Pegandon

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Alimiyah

NIM : 1803046073

Alamat : Tamangede RT 04 RW 04 Kec. Gemuh Kab. Kendal

Judul Skripsi : **GRAMMATICAL COHESION ANALYSIS IN STUDENTS' WRITING OF RECOUNT TEXT**

Pembimbing : Nadiyah Ma'mun, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 2 hari.

Mulai tanggal 30 Januari 2023 sampai dengan tanggal 31 Januari 2023

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



a.n. Dekan,

Muhammad Junaedi Dekan Bidang Akademik

Muhammad Junaedi

Tembusan :

Dekan FITK UIN Walisongo (sebagai laporan)

## Appendix 2 Letter



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 15 Juli 2022

Nomor : 3314/Un.10.3/J4/DA.04.09/07/2022

Lamp. : -

Hal : Penunjukan Pembimbing

Kepada Yth.  
Nadiyah Ma'mun, M. Pd.

*Assalamu'alaikum Wr. Wb.*

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Alimiyah  
NIM : 1803046073  
Judul : **An Analysis of Grammatical Cohesion in Students Writing Recount Text of Eight Grade at SMP Fawatihul Husna Pegandon.**

Dan menunjuk saudara Nadiyah Ma'mun, M. Pd. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya diucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

a.n. Dekan



Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris



**YAYASAN FAWATIHUL HUSNA**  
**SMP FAWATIHUL HUSNA**  
NPSN: 69996024 Ijin Pendirian : 420/1974/Disdikbud  
Alamat: Jl. KH. Abdul Wahab Pegandon Kendal 51357  
Email: smpfawatihulhusnapegandon21@gmail.com



### SURAT KETERANGAN

Nomor : 426/SK.SMP.FH/I/2022

Yang bertanda tangan dibawah ini, Kepala Sekolah SMP Fawatihul Husna menerangkan bahwa :

Nama : Alimiyah

NIM : 1803046073

Judul : **"GRAMMATICAL COHESION ANALYSIS IN STUDENTS' WRITING OF RECOUNT TEXT"**

Adalah benar nama tersebut diatas telah melaksanakan penelitian di SMP Fawatihul Husna Pegandon.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kendal, 28 Januari 2023  
Kepala Sekolah  
  
Eko Hadi Purwanto, S.Pd



*Appendix 3*





## Appendix 4

-S 1 ( My holiday experience )

**My** name is Nurus Syifaul Karimah. **I** am grade nine. **I** want to tell **you** about **my** vacation. Last holiday, **I** had vacation to Tirta Arum. **I** went with **my** friends. In **there**, **we** took some pictures in garden. **Then we** swam in swimming pool. **After** from tirta Arum **we** went to Aneka Jaya marketplace. In **there**, **we** bought some accessories in first floor. Before **we** returned to home, **we** went to mixue first **and then after that we** returned to home.

Cohesive devices		Number of the use
Reference	Personal	15 (my, I, you, we )
	Demonstrative	2 (there)
	Comparative	
Conjunction	Additive	
	Adversative	
	Clausal	
	Temporal	4 (then,after, and then, after that)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		21

S 2 ( My last holiday)

**My** name is Thalia Ramadani, **I** am grade nine. **My** last holiday, **I** am with **my** father **and my** sister went to Kali Karang waterfall. In **there**, **I** enjoyed the view **and** played water in the river. **After that we** ate gado-gado **and** ice tea. **After that we** took a picture **and** enjoyed the vacation.

Cohesive devices		Number of the use
Reference	Personal	9 (my, I, we)
	Demonstrative	1 (there)
	Comparative	
Conjunction	Additive	4 (and)
	Adversative	
	Clausal	
	Temporal	2 (after that)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		16

S 3

**My** name is Fidelia Putri Abidahfus Syifa. **I** am grade nine. Last holiday **I** went to picnic in Trita Asri limpung with **my** family. **We** went to restaurant with **my** family **and we** were swimming at pool. **After that, we** bought some souvenirs **and then we** go home.

Cohesive devices		Number of the use
Reference	Personal	9 (my, I, we)
	Demonstrative	
	Comparative	
Conjunction	Additive	1 (and)
	Adversative	
	Clausal	
	Temporal	2 (after that, and then)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		12



S 4

**My** last holiday **I** went to Tirta Arum. In Tirta Arum **we** were swimming **and** took picture. **I** went **there** with **my** friends names are Tika, Syifa, Atta, Syakila **and** Della. **We** went **there** by bus. **But** suddenly, **it** was raining **when** we were swimming. **It** was raining so hard, **and then we** decided to go to bathroom. **After that, we** went to parking area **and** returned home.

Cohesive devices		Number of the use
Reference	Personal	11 (my, I we, it)
	Demonstrative	2 (there)
	Comparative	
Conjunction	Additive	4 (and)
	Adversative	1 (but)
	Clausal	
	Temporal	2 (after that, when)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		20

S 5 ( Went to Semarang)

At the holiday, 2 days before entered to the boarding school, **I and my** uncle went to semarang for holiday. **When we** arrived in simpang Lima Semarang, **my** uncle **and me** bought cloth to make a clothes. **After that we** went to the Citra Land Mall. In **there**, **we** bought food **and** shopping. **After we** finished, **we** headed out to go home.

Cohesive devices		Number of the use
Reference	Personal	9 (I, me, my, we)
	Demonstrative	1 (there)
	Comparative	
Conjunction	Additive	3 (and)
	Adversative	
	Clausal	
	Temporal	3 (when, after that, after)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		16

S 6

Last holiday **I** was just at home. On Sunday morning **first of all I** woke up to prayed. **Then, I** played a game until 6 a.m. **I** fell asleep **and** woke up at 10 o'clock. **After that I** took a bath **and** ate some food. **And then I** prayed dhuhur. **After I** prayed, **I** went to **Dani's** house to asked **him** for accompanied **me** to go to watch football tournament. **After that I** back to **his** house **and** played with **him** until 5 p.m. Suddenly, **my** mother was calling **me when I** played PS games with Dani. **She** got mad at me **because I** didn't tell **her when I** left home. **I** go to home **and** arrived at 6 p.m.

Cohesive devices		Number of the use
Reference	Personal	22 (I, my, me, Dani's, his, him, she)
	Demonstrative	
	Comparative	
Conjunction	Additive	4 (and)
	Adversative	
	Clausal	1 (because)
	Temporal	7 (then, first (of all), after that, and then, after, when)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		34

S 7 ( Trip to Manunggal)

**My** friends **and I** went to Manunggal by bus. Seven of us each paid 3000 rupiah. In bus, **we** talked until **we** fell asleep. **Finally we** slept until the driver told us **that we** had arrived at Manunggal. **And then we** woke up **and we** got ready to get off the bus. **After that** the bus stopped **and finally we** were in Manunggal.

Cohesive devices		Number of the use
Reference	Personal	9 (my, I, we)
	Demonstrative	
	Comparative	
Conjunction	Additive	3 (and, that)
	Adversative	
	Clausal	
	Temporal	4 (finally, after that, and finally)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		16

S 8 (untitled)

Last sunday **I** went to **Nanto's** house with Roni to look for catfish in the pond. **After that we** played together **and** went to river to swim. **We** enjoyed time together until dusk. **After that we** returned home **and** prepared to go to mosque together.

Cohesive devices		Number of the use
Reference	Personal	5 ( I, Nanto's, we)
	Demonstrative	
	Comparative	
Conjunction	Additive	2 (and)
	Adversative	
	Clausal	
	Temporal	2 (after that)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		9

S 9 ( Holiday in Kemangi Beach )

On December 2022, **when it**'s school holidays **I** went to Indah Kemangi Beach with **my** family **which** is located in Cepiring distric, Kendal regency. **We** went on Sunday last month on a day **when it** was very crowded **there**. So many people from many regions. **Me and my** family enjoyed time **there while** eating noodles **and** food **that** we brought from home. **Meanwhile my** nephew **and my** uncle were having fun swimming at the beach. **Because I** was bored, **I** asked **my** father to try to ride a banana boat. **I** was very happy even though **I** was thrown and fell into the sea many times. **It** was **such** a nice **and** memorable experience for **me**.

Cohesive devices		Number of the use
Reference	Personal	16 ( it, I, my, we, me)
	Demonstrative	2 (there)
	Comparative	1 (such)
Conjunction	Additive	6 (and, which, that)
	Adversative	
	Clausal	1 (because)
	Temporal	5 (when, while, meanwhile)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		31

S10 (My experience at Marina Beach)

**That** day **I** was very happy **because after** a long time, **finally I** had a vacation. On a Sunday morning **I** very excited to go to the beach. **I** fell asleep during the trip. **And then I** woke up **because I** heard the sound of the car stopping. **After that, my** grandmother asked **me** to help **her** to take out our stuff **and also** some food for lunch. **Same** as **me, my** older brother also help **us** to bring those stuff to the place **which my** father was prepared. **We** enjoyed time together **there. I** was very happy at **that** time.

Cohesive devices		Number of the use
Reference	Personal	15 (I, my, me, her, us, we)
	Demonstrative	3 (that, there)
	Comparative	1 (same)
Conjunction	Additive	2 (and also, which)
	Adversative	
	Clausal	2 (because)
	Temporal	4 (after, finally, and then, after that)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		27

## *Appendix 5*

### **RENCANA PELAKSANAAN**

#### **PEMBELAJARAN RPP**

SATUAN PENDIDIKAN : SMP Fawatihul

Husna

MATA PELAJARAN : Bahasa Inggris

KELAS / SEMESTER : VIII / 2

MATERI / TEMA : RECOUNT

TEXT

PEMBELAJARAN KE : 2 (DUA)

ALOKASI WAKTU : 2 x 45 mnt (2

JPL)

#### **A. KOMPETENSI INTI**

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab dan peduli (toleransi, gotong royong) santu, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan keberadaannya.

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin taghunya tentang ilmu pengetahuan, teknologi, seni budaya, terkait fenomena dan kejadian tampak mata.

KI-4 : Mengolah menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) an ranah abstrak dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

#### **B. KOMPETENSI DASAR**

**3.12** Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks Recount dengan menyatakan, dan menanyakan tentang kegiatan, kejadian, dan peristiwa pendek dan sederhana sesuai dengan kontek penggunaannya.

**4.15** Menyusun Teks Recount lisan dan tulis pendek, dan sederhana tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **C. INDIKATOR PENCAPAIAN KOMPTENSI**

**3.12.2** Mengidentifikasi ungkapan yang digunakan untuk memahami teks Recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana,



sesuai dengan konteks penggunaannya.

**4.14.1** Mengidentifikasi ungkapan untuk memahami makna teks Recount dan tulis, pendek dan sederhana, tentang kegiatan kejadian dan peristiwa.

**4.15.3** Menggunakan struktur teks dan unsur kebahasaan yang digunakan untuk menyusun teks Recount lisan dan tulis pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa .

#### **D. TUJUAN PEMBELAJARAN**

1. Setelah membaca dan mengamati teks bacaan yang disajikan dalam kelompok, siswa mampu mengidentifikasi strukture teks, dan unsur kebahasaan yang terkandung dalam Teks Recount dengan benar.
2. Setelah membaca Teks Recount yang disajikan secara individu, siswa mampu membuat teks recount sederhana dari pengalaman pribadinya yang menarik dengan tepat.

## **E. MATERI DAN METODE PEMBELAJARAN**

### **Materi Teks Recount**

- Pengertian : Recount adalah teks yang ditujukan untuk menceritakan pengalaman masa lalu atau peristiwa sejarah.
- Tujuan : menceritakan suatu pengalaman atau kejadian yang terjadi di masa lalu dengan tujuan menghibur atau menginformasikan kepada pembaca.
- Struktur teks: orientasi; menceritakan latar belakang informasi tentang siapa, di mana, dan kapan peristiwa itu terjadi. Peristiwa (event); menceritakan suatu peristiwa sesuai urutan kronologis. Reorientasi; berisi rangkuman dari semua kejadian, bagian ini juga berisi pendapat atau kesan penulis terhadap kejadian yang diceritakan.
- Unsur kebahasaan: fokus pada peristiwa dan waktu tertentu adverbial of time, adverbial of place. Mengenalkan tokoh atau perilaku tertentu. Menggunakan action verbs, simple past tense. Menggunakan temporal conjunctions seperti: before, after, when, while, until, during, ... as ..., at the time, at the moment, after that, firstly, then, etc.
- Contoh Recount Text

### **My Happy Moment**

My family and I went to the beach last weekend. First, we took a minibus to the bus station. It was very crowded. Our journey took two hours and twenty minutes.

We were so happy when we arrived at the beach. My sister, Sita, ran quickly and jumped in to the water. We swam near the beach. Our father told us to be careful. My father and my mother lay down on the sand. My father read a newspaper, while my mother happily sang a number of popular songs. After we played, we ate our picnic lunch.

It was a great and fun day. Then, we enjoyed the sunset together.

### **METODE PEMBELAJARAN dan MODEL PEMBELAJARAN**

Metode pembelajaran yang digunakan adalah Discovery learning, sedangkan model pembelajaran yang digunakan adalah CTL (Contextual).

## **F. MEDIA DAN SUMBER BELAJAR**

- Sumber belajar yang digunakan sebagai pendukung proses pembelajaran antara lain:
  1. Buku paket
  2. Kamus (aplikasi dictionary)
  3. Bahan ajar (hand out)
  4. Video youtube
  5. LKPD
  6. Power Point
- Media belajar
  1. In focus
  2. Laptop

3. Hand phone
4. Google classroom

## **G. KEGIATAN PEMBELAJARAN**

### 1. Pendahuluan

- Guru menyiapkan peserta didik secara psikis dan fisik, untuk mengikuti proses pembelajaran dengan memberi salam, menanyakan kabar dan kesiapan belajar dengan meminta mereka merapikan kelas dan penampilan mereka, serta tidak lupa guru mengingatkan peserta didik untuk mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran mereka.
- Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang telah dipelajari sebelumnya.
- Guru menyampaikan tentang tujuan pembelajaran, atau kompetensi dasar yang akan dicapai.
- Guru memberikan soal pretest, pilihan ganda 10 nomer, mempersilahkan mereka mengerjakan selama 5 menit saja.
- Selanjutnya guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

### 2. Inti

- Pada kegiatan inti, guru menanyakan tentang pengalaman mereka ketika liburan di rumah, yang bertepatan dengan masa pandemi covid-19.
- Selanjutnya, peserta didik diminta untuk gabung bersama kelompok masing-masing.
- Setelah semua siap dalam kelompoknya, guru meminta mereka untuk menceritakan pengalaman mereka ketika liburan awal pandemi. Selanjutnya guru meminta salah satu perwakilan dari kelompoknya untuk menceritakan pengalamannya sambil berdiri (boleh menggunakan Bahasa Indonesia, boleh memakai Bahasa Inggris).
- Setelah itu, guru memberikan contoh Teks Recount, selanjutnya meminta mereka untuk membaca, mencari kata-kata yang belum mereka mengerti, menemukan kata kerja bentuk kedua, setelah itu menentukan struktur teks sesuai dalam materi.
- Dengan dibantu oleh guru, peserta didik mendefinisikan dalam kelompoknya masing-masing tujuan dan pengertian dari Teks Recount berdasarkan dari unsur kebahasaan dalam teks tersebut.
- Selanjutnya secara individu guru memberikan tugas kepada peserta didik untuk membuat Teks Recount sederhana sesuai pengalaman mereka yang dianggap menarik dan berkesan.

### 3. Penutup

- Selanjutnya peserta didik diarahkan untuk menemukan kesimpulan dari Teks Recount berdasarkan pengertian tujuan dan unsur kebahasaannya.
- guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- Guru memberikan soal post test, soal yang sama dengan soal pretest yang diberikan pada awal pertemuan.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.
- Pembelajaran diakhiri dengan salam dan doa bersama.

## H. PENILAIAN PEMBELAJARAN

### a. Penilaian proses

#### Lembar pengamatan sikap

Aspek yang dinilai	Catatan				Skor
	KURANG	CUKUP	BAIK	SANGAT BAIK	K = < 60 C = 60 – 69 B = 70 – 79 SB = 80 – 100
Kedisiplinan, kejujuran, kesantunan, kepercayaan diri, dan tanggung jawab.					

#### Pedoman penilaian:

- Jarang menunjukkan sikap Kedisiplinan, kejujuran, kesantunan, kepercayaan diri, dan tanggung jawab.
- Kadang-kadang menunjukkan sikap Kedisiplinan, kejujuran, kesantunan, kepercayaan diri, dan tanggung jawab.

- Sering menunjukkan sikap Kedisiplinan, kejujuran, kesantunan, kepercayaan diri, dan tanggung jawab.
- Selalu menunjukkan sikap Kedisiplinan, kejujuran, kesantunan, kepercayaan diri, dan tanggung jawab.

#### Rubrik Penilaian Sikap

ASPEK	DESKR PSI
Jujur	Mengerjakan pretest, post, dan tugas individu membuat tes yang linknya telah tersedia di google classroom.
Disiplin	Mengikuti alur kegiatan sesuai dengan waktu yang diberikan oleh guru
Santun	Menanggapi dan memberikan apresiasi terhadap cerita/ pengalaman yang disampaikan oleh peserta didik lainnya, dengan pilihan kata yang tidak menyinggung orang lain.
Percaya diri	Mencoba menjawab pertanyaan guru dengan sebaik-baiknya.
Tanggung jawab	Menyelesaikan tugas dan menganalisis dengan sungguh-sungguh dengan tepat waktu.
Kerja sama	Dapat kerja sama dengan kelompok.

#### b. Penilaian hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Membuat teks Recount sederhana berdasarkan pengalaman pribadi	Observasi	Teks formatif (Penugasan)	Write a recount based on your own holiday experience!
Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam membaca Teks Recount yang disajikan dalam Bahan ajar.	Observasi (accuracy, fluency, intonation)	Performance	

Aspek	Skor
Accuracy, fluency, and intonation	4
Susunan teks tulis sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan	4

#### a. Aspek accuracy, fluency, and intonation Keterangan :

- I. Kurang lancar dan akurat dalam pengucapan dan intonasi ketika reading comprehension
- II. Cukup lancar dan akurat dalam pengucapan dan intonasi ketika reading comprehension
- III. lancar dan akurat dalam pengucapan dan intonasi ketika reading comprehension

IV. Sangat lancar dan akurat dalam pengucapan dan intonasi ketika reading comprehension

b. Aspek penyusunan teks tulis

$$\text{Nilai Akhir} = \frac{\text{Jumlah skor benar}}{4} \times \text{skor maksimal}$$

Penilaian untuk pengetahuan

Jumlah soal ada 10 nomer

Skore = jumlah jawaban benar kali 10

= 100

## CURRICULUM VITAE

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Semarang, June 2023  
The Reasearcher

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