

THE GRAMMATICAL COHESION OF RECOUNT TEXT IN ENGLISH TEXTBOOKS

(An Analysis Study of *Pathway to English* and *English Zone*
Published by Erlangga for Tenth Grade of Senior High School)

THESIS

Submitted in Partial Fulfillment of the Requirement
For Gaining The Degree of Education Bachelor
in English Language Education



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MOTTO

إِنَّ النَّجَاحَ احْتِجَاجٌ لِلْمُجَاهَدَةِ بِعَمَلٍ جَدِّ كَذَا الرِّيَاضَةَ

Perjuangan lahir dengan kerja keras dan perjuangan batin dengan tirakat.¹

Then, let it be!

¹ Taufiqul Hakim, *Motivasi dan Nutrisi Rohani*, (Jepara: PP Darul Falah, 2014), p. 100

DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone whom actually it is not enough with only write their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

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3. My nicest brother, Dendy Muhammad Yusuf and Muhammad Althofuz Zaky.

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Semarang, 7th June 2016

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ABSTRACT

Hanita Masithoh (123411046) “*THE GRAMMATICAL COHESION OF RECOUNT TEXT IN ENGLISH TEXTBOOKS (An Analysis Study of Pathway to English and English Zone Published by Erlangga for Tenth Grade of Senior High School)*”, A Final Project, Semarang: Bachelor Program of English Language Education of Education and Teacher Training Faculty (FITK), Walisongo State Islamic University Semarang, 2016.

Actually, a textbook is one of the material references of teaching at school. It is used to run learning process. The selection of the textbooks determines the quality of the materials which will be delivered to the students. For that reason, the writer analyzed the grammatical cohesion in the textbooks for Tenth Grade of Senior High School, namely *Pathway to English* and *English Zone*. The purposes of this study was to find out the grammatical cohesion of recount text in *Pathway to English* and *English Zone*. And also, to find out a better book in grammatical cohesion side for tenth grade of senior high school.

This study used qualitative approach. In doing this research, the researcher used two steps. First, selecting textbooks and then deciding recount texts. The data analyzed by dividing and numbering sentences into clauses. After that, Putting the number of grammatical cohesive devices into tables based on its types. Then, the writer put the number of cohesive devices in the form of percentage. Finally, the writer made an interpretation based on the result.

In *English Zone* textbook, there are four recount texts. Text 1 and 2 contained complete grammatical cohesion. Text 3 and 4 contained only two types of grammatical cohesion (reference and conjunction). In *Pathway to English* textbook, there are three recount texts. Text 1 and 3 contained three types of grammatical cohesion (reference, ellipsis, conjunction). Text 2 contained complete grammatical cohesion. *English zone* is more recommend rather than *Pathway to English*, because *English Zone* categorize as good criteria. Meanwhile, *Pathway to English* in fair criteria.

Keywords : Grammatical Cohesion, Textbook, Recount Text.

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