# CHAPTER I
# INTRODUCTION

The study discussed background of the study, limitation of the study, research questions, objectives questions, and significance of the study.

## A. Background of the Study

This present study revealed how the thematic meanings and the cohesiveness of the recount texts in English textbook are constructed in realizing theme-rheme on the text. However, the thematic structure in the text is related to cohesiveness. Both of them are necessary to understand each other. Moreover, people use the language as a tool to deliver a message or idea. There are two categories of language namely written and spoken. It means that not only people deliver the message through in spoken language, but also can be delivered in a written language.

The written text is the functional variety of the language that is typically using texts that are composed in writing and it is displayed lexico-grammatical (a wording) and semantic (a meaning) characteristic.[1] Additionally, written text is a form of language use of a composition of words or sentences resulting from one's imagination and knowledge conveyed to other people in written form. For instance, students are able to enlarge identification the sense of

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[1] M.A.K. Halliday, *'Spoken and Written Language'*, (New York: Oxford University Press Inc, 1985),p.43.

making meaning and also enlarge the comprehending information or message from the writer.[2]

In any case, many written texts such as a reading passage, newspaper, an article, essay, academic writing or something related written forms is difficult to understand by public readers, whereas they need information or news through those writing. As citied from Fadlilah's thesis stated that text is commonly difficult to comprehend. The student still cannot well understand and it is very time-consuming. That is a serious problem which makes a number of students are confused about what the message or content is.[3] But, when we well understand comprehending information or message from the writer, we automatically are able to make or create the meaning of the text appropriately.

For instance, in using language, referring to the oral and written forms and the contexts of their used are described in the Systemic Functional Linguistic which is proposed by Michael Halliday. SFL focuses on how language constructs meaning. It is very useful because it sees language as a process of making meaning.[4] Halliday divides language functions into three categories; they are

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[2]Setiarini, 'The Use of Literacy-Instructional Category to Improve Student's Reading Comprehension', *Journal Vision*, 5.1 (2016), 149–68.

[3] Sayidatul Fadhlilah, *'Cohesion Analysis of Reading Text Used in English Textbook for Islamic Studies'*, (Semarang: Walisongo State Islamic University, 2010), p. 1.

[4] M.A.K. Halliday, *'An Introduction to Functional Grammar 2nd Edition'*,(China: Edward Arnold Publisher, 1994),p.xv.

interpersonal meaning, textual meaning, and ideational meaning. Textual meaning can be realized in theme-rheme structure.[5]

Textual meanings are meanings about how the text is constructed as the message.[6] It is necessary to help the writer or speaker to deliver their message or idea. Besides, in analyzing text, we should pay attention to the cohesiveness in the text. The cohesiveness in the text is an important part of analyzing text because important both to the reader in constructing the meaning from a text and to the writer in creating a text that can be easily comprehended. A good and systematic text will catch the reader into better comprehension. According to Halliday, a text is one of the concepts in cohesion. It is considered to be well-formed one when the clauses and sentences within the text link one to another and every word, phrase, clause, and sentence in the text have to connect each other.[7] Moreover, the importance of studying cohesion is to create a good and systematic text and to make easily understand what information is delivered in it. Additionally, it can also reduce the confusion in understanding the text. So, a text cannot be separated from cohesive.

Meanwhile, in the teaching-learning process, the main component that has to prepare by teachers before they teach is material sources. A textbook is the most material sources that can be

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[5] M.A.K. Halliday and Matthiessen, *'An Introduction to Functional Grammar 3rd Edtion'*,(London: Arnold Publisher, 2004),p.211.

[6] Thomas Bloor and Meriel Bloor, *'The Functional Analysisof English 2nd Edition'*,(London: Oxford University Press Inc, 2004),p.84.

[7] Halliday Hasan, *'Cohesion in English'*,(London: Longman Group Limited, 1976),p.2.

used as learning material provider and the guideline of the teaching-learning process in order to reach its goals. One of the most commonly provided materials in a textbook is genres/text types which are commonly presented in the reading passage. Reading is fundamental to understand the written language, also getting the message from the information they have read from the book or others.

In an English textbook, students are expected to be able to comprehend many genres/text types, such as descriptive, recount, news item, anecdote, narrative, exposition, and reports. A recount is one of the genre texts which retell an event or someone experienced in the past. It is one of the genres in the basic competence that should be achieved by the students. It has some variations created by an author based on her/his experiences.

The reason why the researcher choose recount text because it is a text which has a social function to retells the events for the purpose of informing and entertaining and to deal with actual and vicarious experiences both abstract and reality in the world. Recount text has some variation created by an author based on her/his experiences. Furthermore, it is the material that should be achieved by students in basic competence. So, it is more interesting to be studied.

So, based on the reason above, the researcher is conduct to investigate the thematic meanings and cohesive devices of recount text in English textbook "Bahasa Inggris" published by the Ministry of Education and Culture.

## B.  Limitation of the study

Based on the background of the study and identification of the problems and due to the researcher's limitation of knowledge, this study has some limitations.

The first is the material source. The main material source is textbooks. The researcher used English Textbook "Bahasa Inggris" published by the Ministry of Education and Culture for tenth grade as the object of study. The second limitation is the material itself. The research is focused to take recount text as data analysis. There are four chapters will be discussed in this study. There some titles in every single chapters that will analyze below: Chapter 8: *Meeting My Idol,* Chapter 9: *The Battle of Surabaya,* Chapter 10: *B.J. Habibie,* Chapter 11: *Cut Nyak Dhien.* So*,* this present study only focused on the analysis of recount text based on SFL theory (Systemic Functional Linguistics). However, this study is focused on analyzing thematic meaning which is realized in theme rheme structure. Furthermore, the researcher also wants to know the cohesive devices in the recount text. There are two kind elements involves in the discourse, there are cohesion and coherence. Cohesion are involves grammatical cohesion and lexical cohesion. Those are cohesiveness in the text. In this case, the researcher only limits focusing in grammatical cohesion. Because of thematic and cohesiveness have relation in analyzing text.

## C. Research Question

This study has some research questions as follows:

1. How are the thematic meanings of Recount Texts realized in English Textbook "Bahasa Inggris" published by the Ministry of Education and Culture?

2. What cohesive devices are realized in English Textbook "Bahasa Inggris" published by the Ministry of Education and Culture?

3. How does this result study contribute to the teaching-learning process of Discourse Analysis subject?

## D. The Objectives of Study

This objectives of the study are as follow:

1. The study analyze the Thematic Meanings of Recount Texts realized in "Bahasa Inggris" published by the Ministry of Education and Culture.

2. The study analyze the cohesive devices of Recount Texts realized in "Bahasa Inggris" published by the Ministry of Education and Culture

3. The study explain the contribution of the resulting study to the teaching-learning process in Discourse Analysis subject

## E. Significance of the Research:

This study is intended to meet the following significance:

1. For teacher: Firstly, teacher can provide some information on how to analyze the text. Secondly, the teacher can apply the result

study as feedback on their teaching activities, and improve their knowledge. Thirdly, the teacher can increase the brief explanation of thematic meanings and cohesive devices of recount text in the textbook as learning material.

2. For students: it can enrich linguistic fields, especially about thematic meaning and cohesiveness of the text to students who took linguistic concentration. Students also know how to make a good writing with well-organized ideas and cohesiveness by applying the term thematic structure. It can help students to understanding about cohesion so they are able to compose a good writing.

3. The researcher: It will be useful for the researcher to increase knowledge about Systemic Functional Linguistic and also discourse analysis is contributed as a useful for further researcher.

# CHAPTER II
# THEORETICAL FRAMEWORK

In this chapter, the researcher is conducted to discuss about something related to this research.

## A. Previous Research

This research is not the first research. The researcher found some researchers related to this research. Then, the researcher chose some literature as references and comparisons of this research authenticity:

(I)     The first previous study was undergraduate thesis entitled "*An Analysis Theme-Rheme Organization on Academic Essay Written by the Fifth Semester Students of Uin Raden Fatah Palembang*, by Robi'ah Adawiyah (2017) from English Education Study Program Faculty of Teacher Training and Education Uin Raden Fatah. This study has main research finding, that is found out which thematic development pattern is mostly applied in student's academic essay from three levels of achievement; low, middle and high. This study focused on analyzing the organization pattern of Theme-Rheme on the fifth-semester student's essay writing. The descriptive qualitative method was used as the method in this study. The data were the student's academic essay from a low, middle and high level of achievement. The validity of this study used instrument validity and analysis validity. The result of the study showed that Simple Linear

Progression became the most applied pattern on high achiever's text occurred 23 (54.76%), while in middle occurred 21 (53.84%) and Constant Theme Progression becomes the most pattern applied in low achiever's text was 22 (46.80%).[8]

The similarity both my current study and this study focuses on analyzing theme rheme structures. However, this research is different in having research aim and object. The research above aims to found out which thematic development pattern is mostly applied in student's academic essay from three levels of achievement; low, middle and high. While my study aims to find out the thematic structure realized and describe the cohesiveness of recount texts in the English textbook. The research above focused on fifth-semester student's essay writing as the research object, while my study focused on analyzing recount text in English textbook "Bahasa Inggris" published by the Ministry of Education and Culture.

(II) The second previous study was Aldina Fitri Khumala Devi (2014), *Theme Analysis on The Headline Entitled "Japanese Firms move Into Ri Service Sector"* from English Department Faculty of Humanities Dian Nuswantoro University Semarang. This research aims to find the types of theme found in the headline. This research used a descriptive and qualitative approach. In analyzing data, the researcher used the framework proposed by Wignell and Gerot. The

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[8]Robi'ah Adawiyah, 'An Analysis of Theme-Rheme Organization on Academic Essay Written by The Fifth Semester Students of UIN Raden Fatah Palembang, *Training and Education Faculty of Teacher Training and Education UIN Raden Fatah Palembang*, (2017), abstract.

result showed that there are 32 clauses showing the 3 types of a theme in the 10 paragraphs of the headline. They were interpersonal, topical and textual themes.[9]

This study actually has differences and similarities with my current study. This study is focused on analyzing the types of the theme in the headline while my current study aims to find out the thematic structure are realized on recount text and also describe the cohesiveness of recount text in an English textbook. Besides, both of my study and this previous study has differences. The differences are both of study regarding an object of study. This study used the headline as research object while my study uses an English textbook.

(III)  The third previous study related to my current study is *"Thematic Structure in Reading Comprehension Texts in English Textbooks" International Journal of Languages, Literature, and Linguistics. vol. 4, No. 1, March 2018*, written by Vinh To (2018). This study aimed to investigate the use of thematic structure in a selected English textbook series. This study used descriptive qualitative research. The result of this study showed that there were the variety of themes were adopted in the selected texts across levels, effectively contributing to the texts' coherence, though the differences in theme choice were not significant among levels.[10]

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[9] Aldina fitri khumala Devi, 'Theme Analysis on the Headline Entitled "Japanese Firms Move into RI Service Sector"', *Universitas Dian Nuswantoro Semarang*, (2014),abstract.

[10] Vinh To, 'Thematic Structure in Reading Comprehension Texts in English Textbooks', *International Journal of Language, Literature and Linguistic*, 4.1 (2018),abstract.

This research actually almost has similarities with my current research, which is focused on the thematic structure. However, the difference both of the study is in having an object. This study analyzed thematic structures in reading comprehension text in an English textbook. Whereas my current study also uses English textbook as a research object. But, in my current study, the study only focuses on a textbook that is English textbook "Bahasa Inggris" published by the Ministry of Education and Culture. Meanwhile, in this study, the researcher used four English textbooks in a book series used in level education in the Vietnamese context, there were elementary, pre-intermediate, intermediate and upper-intermediate

(IV)    Another study related to my study is the journal of Southeast Asia Language Teaching and Learning, Vol.1, No.1, January 2018 entitled *"The Markedness in EFL Student's Recount Text: A Systemic Functional Analysis"* by Ridwan Hanafiah from Faculty of Cultural Science, University of Sumatera Utara. This study aims to discover the types and the dominant type of theme markedness in EFL student's recount text based on the theory of Systemic Functional Linguistics. This study used qualitative content analysis approach and writing sheets are used as the instrument of collecting data. This resulting study showed that there were 1114 clauses in the data are discovered and there were two types of markedness; marked theme and unmarked theme. The unmarked theme was the dominant types in this study.[11]

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[11] Ridwan Hanafiah and Muhammad Yusuf, 'Theme Markedness in EFL Students ' Recount Texts : A Systemic Functional Analysis', *Southeast Asia Language Teaching and Learning*, 1.1 (2018), abstract.

The similarity both my current study and this study focuses on analyzing theme rheme structures and recount text. Both of the studies used the theory of System Functional Linguistics. However, this research is different in having research aim and object. The research above aims to discover the types and dominants types of theme markedness in EFL student's recount text. While my study aims to find out the thematic structure realized and describe the cohesiveness of recount texts in the English textbook. The research above focused on 33 recount texts written by second-year students of the English literature department of the University of Sumatera Utara. Whereas the data of my current study taken from English textbook at tenth grade.

(V)     The last previous study from the international journal of Systemic Functional Linguistic, Vol 1, No 2, 2017 entitled "*An Analysis of Experiential and Textual Meaning of Kelambu Nyawa Text*" by Suliadi from University of Mataram. This study aimed at the representation of experiential meaning, textual meaning, and general ideology realized in Mosquito Net Text. This study conducted by using qualitative-quantitative descriptive (mix-method). In collecting data, observation, interviews, document and note-taking method were employed. The result showed that the dominant process found in the Mosquito Net Text is a material process (35.50%). Whereas the dominant theme in the text is a topical theme. It was used 146 times

(48.18%). Furthermore, the ideology realized in the text of Mosquito Net is the belief of the Sufism in God as the source of everything.[12]

The similarity both of the study is focused on analyzing textual meaning. It also used Systemic Functional Linguistic as the theory of this study. However, both of study has differences in having aim and object. This study analyzes experiential meaning, textual meaning and general ideology realized in Mosquito Net text, whereas my current study only focused on analyzing the textual meaning of recount text found in the English textbook. My current study aims to find out the thematic structure realized and describe the cohesiveness of recount texts in the English textbook, while the study above aimed to investigate experiential meaning, textual meaning and general ideology "kelambu nyawa" realized in Mosquito Net text. This study used the ancient written text found in South Lombok Regency whereas my current study used English textbook as the research object.

## B. Theoretical Framework

### 1. Systemic Functional Linguistics

In understanding the concept of linguistic theory, Systemic Functional Linguistics is a theory about language as a resource for making base on a context of situation and a context of culture Systemic Functional Linguistics was developed by Michael Halliday,

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[12] Suliadi, 'An Analysis of Experiential and Textual Meaning of Kelambu Nyawa Text', *International Journal of Systemic Functional Linguistic*, 1.1 (2017), abstract.

a professor of linguistics from university of Sidney. The aim of Systemic Functional Linguistics has been to construct a grammar for purpose of text analysis: one that would make it possible to say sensible and useful things about any text, spoken or written in modern English.[13]

Meanwhile, according to Thomas Bloor (2004) in his book entitled *The Functional Analysis of English* state that the branch of linguistics is known by the name of Systemic Functional Linguistics, the grammar that systemic functional linguists have developed is known as Systemic Functional Grammar. It is study about language 'system of meaning', when people use language, they produce language, they construct meaning which is people used the ways of creating of meaning. It is become a study of how meanings are built up through the choice of words and other grammatical resources.[14]

Other statements are become from Suzanne Eggins (2004) in her book "*an Introduction to systemic functional linguistics*". She stated that Systemic Functional Linguistics Systemic has been described as a functional-semantic approach to language which explores both how people use language in different contexts, and how language is structured for use as a semiotic system.[15]

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[13] M.A.K. Halliday, *'An Introduction to Functional Grammar 2nd Edition'*,(China: Edward Arnold Publisher, 1994),p.xv.

[14] Thomas Bloor and Meriel Bloor, *'The Functional Analysis of English 2nd Edition'*, (London: Oxford University Press Inc, 2004),p.2.

[15] Suzanne Eggins, *'An Introduction to Systemic Functional Linguistics 2nd Edition'*,(London: Continuum International Publishing Group, 2004),p.20-21.

When analyzing text, the grammar becomes a thing to describe how language works. In other words, how language is performed as the expression of meaning involving the idea.[16] Furthermore, it is usually used to find interpretation of language in different ways such as text or analyzing text as a form of discourse.

Systemic Functional Grammar aims to explain the forms of language in terms of the meaning that they express, and to develop a grammar which is designed to make it possible to say sensible and useful things about any text, spoken or written text.[17] While according to Halliday, the aim of Systemic Functional Linguistics has been to construct a grammar for purpose of text analysis: one that would make it possible to say sensible and useful things about any text, spoken or written in modern English.[18]

In Systemic Functional Linguistics, Halliday classified language functions into three categories; they are called as language metafunction which consists of: ideational meanings, interpersonal meanings and textual meaning.[19] Ideational meanings are meanings about how we represent experience in language, which is realized in Transitivity system (a meaning about reality). While interpersonal

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[16] M Khairun Nadzhirin, 'A Transitivity Analysis of Genres in the Tenth Grade Senior High School Textbook Developing English Competencies', *Faculty of Language and Arts State University of Yogyakarta*, 2013,p.10.

[17] Christopher Routledge, *Key Ideas in Linguistics and the Philosophy of Language*, (Edinburgh: Edinburgh University Press Ltd, 2009),p.225.

[18] *M.A.K. Halliday, 'An Introduction to Functional Grammar 2nd Edition'*,(China: Edward Arnold Publisher, 1994),p.xv.

[19] M.A.K. Halliday and Matthiessen, *'An Introduction to Functional Grammar 3rd Edtion'*,(London: Arnold Publisher),p.211.

meanings are meanings about our role relationships with other people and our attitudes to each other (a meaning about interaction). Whatever use we put language to we are always expressing an attitude and taking up a role. The interpersonal realized in Mood system. On the other hand, textual meanings are meanings about how what we're saying hangs together and relates co what was said before and to the context around us (a meaning about the message). Whatever use we put language to we are always organizing our information. This meanings are deals with thematic structure. These three meanings simultaneously realized at clause level.[20]

In this research, the researcher will be no further description about the system of mood and transitivity, but the researcher are focused on textual meaning that are realized in thematic structure (theme-rheme) which is explained in background study above.

a. Textual Meaning

Relating the focus of this study in Systemic Functional Linguistics, this study was proposed by some linguists, especially M.A.K. Halliday. Halliday state that SFL has three components of meaning called 'metafunction' which can be analyzed in grammatical structures, namely ideational meaning, interpersonal meaning and textual meaning. Those meaning has different functions and analysis. Among them, the textual meanings can be referred to as meaning coming from the clause as message.[21]

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[20]Suzanne Eggins, *'An Introduction to Systemic Functional Linguistics 2nd Edition'*,(London: Continuum International Publishing Group, 2004),p12.
[21] Eggins,p.213.

Textual meanings are if when we use language to talk about the language we are using and when we use language to link other pieces of language or help our ideas 'hang together'.[22] In other words, Textual meaning is the ways in which the same experiential and interpersonal meanings have been organized as a message.[23] While in SFL analysis, the textual meanings are realized in the thematic structure. It will recognize a major system (the element of clause) standing for a theme and rheme.[24]

So based on the definition above, we can conclude that textual meanings are meaning about how the text are construct as the message. It can be served by picking a theme and rheme. By picking a theme and rheme, so we can know what the meaning of the clause clearly. To analyze texts of textual meanings both oral and written text we can use thematic meaning analysis.

1. Theme and Rheme

According to Halliday and Matthiessen, theme is the point of departure for the message. It is the element the speaker selects for 'grounding' what he is going on to say.[25] Theme contains well-known information which has already been mentioned before in the text. It also comes first in the clause. Theme also functions as the subject of

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[22] Bloor and Bloor.,p.84
[23] Graham Lock, *'Functional English Grammar'*,(New York: Cambridge University Press, 1996),p.116.
[24] Eggins,p.298..
[25] M.A.K. Halliday and Matthiessen, *'Halliday's Introduction to Functional Grammar 4th Edition',* (New York: Routledge, 2014),p.83.

the clause.[26] In addition, the most common type of Theme is a participant, realized by a nominal group. In brief, Halliday made the assumption about Theme. Theme of a clause consists of just one structural element, and that element is represented by just one unit, one nominal group, adverbial group or prepositional phrase.[27]

On the other hand, Rheme is the reminder of the clause (everything after the theme). We can interpret a Rheme as the other constituent of clause consist of new information about the point of departure and it is located in the next of theme. The identification criteria for the Rheme are simple: everything that is not the Theme is the Rheme.[28] While according to Halliday, Rheme can be explained as being the rest of the message. It is can be explained as being the rest of the message. It is typically contains another kind of prominence, prominence as news.[29]

From the definition above, we can conclude that theme and rheme is a structure which cannot be separate in the clause. Both of them are the unit structure in the thematic structure. We can simply to identify those structures. Theme is what the clause is concerned and it served as the start of a clause. Meanwhile rheme is further explain what Theme are developed before. Rheme can be identified after Theme element.

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[26] Eggins,p.299.
[27]Halliday and Matthiessen, *'An Introduction to Functional Grammar 3rd Edtion'*,p.67.
[28]Eggins,p.300.
[29]Halliday and Matthiessen, *'Halliday's Introduction to Functional Grammar 4th Edition'*,p.89.

To give more details about theme and rheme, here the example in the table below:

**Table.2.1 example of theme-rheme**

| Theme | Rheme |
|---|---|
| The duke | has given my aunt that teapot |
| On the ground or in the air | small creatures live and breathe |
| The Lion | beats the unicorn all-round the town |
| However, the unicorn | still did not want to bow the lion |

From the example above, we can see the division of theme and rheme clearly. It is possible to see that theme is not equated with the subject of the sentence, nor is rheme equated with the predicate. We can conclude that Theme may be realized by a nominal group, verbal group, adverbial group, prepositional phrase or a dependent clause. The characteristic of these elements is that they appear first in a clause and represent 'given' information. All the rest of the clause is Rheme representing 'new' information.

Based on its types, theme is divided into number categories: topical theme, interpersonal theme, textual theme. The types of theme will be discussed further below.

1.1. Ideational / Topical Theme

Ideational or topical theme is when an element of the clause to which a Transitivity function can be assigned occurs in first position

in a clause. In all these clauses, the first constituent in the clause is a constituent to which we can attach a transitivity role, such as *Actor, Behaver, Senser* or *Circumstance,* etc. Whereas in every clause must contain one and only one topical theme.[30]

In other definition are given by Thomas Bloor, he stated that Topical Theme in any clause is the first constituent that is part of the meaningful structure of the clause. To put it another way, we can say that topical theme are always represents *Participant, Circumstance,* or *Process.*[31]

In supporting definition, Halliday give a statement that topical theme is containing one and only one of these experiential elements. This means that theme of a clause ends with the first constituent that is participant, circumstance or process.[32] Here the examples:

**Table.2.2. Example of Topical Theme**

| I | 've given | Blood | 36 times |
|---|---|---|---|
| *Actor* | Pr.Material | *Range* | *existent* |
| **Topical** Theme | Rheme | | |

Based on the definitions above, we can conclude that ideational theme or we can be known as topical theme is the element are

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[30] Eggins, p.301-302.
[31] Bloor and Bloor,p.72.
[32]Halliday and Matthiessen, *'An Introduction to Functional Grammar 3rd Edtion',p.79.*

functioning as the point of orientation for the experiential meaning (transitivity) of the clause, such as *circumstance, process* and *participants.* Furthermore in every clause there is containing only one of these experiential elements. Topical Theme can be further divided into marked theme and unmarked theme

1.1.1 Marked Theme

Marked Theme is when Theme conflates with any other constituent from the Mood structure. The commonest type of marked Theme is Theme conflating with an Adjunct: circumstantial.[33] Besides, marked theme is referring as ideational meanings that come before the subject. Marked theme can include circumstantial elements such as place or time, or they may be participants that are not the subject of the clause.[34]

In other words, Halliday give a brief statement that marked theme is something other than the subject. The most usual form is an adverbial group, e.g *today, suddenly, somewhat distractedly,* or prepositional phrase, e.g. *at night, in the corner, without any warning functioning* as Adjunct in the clause.[35]

For example:

| **In Switzerland** | They give you a cognac |
|---|---|
| Topical Theme | Rheme |

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[33] Eggins,p.318.
[34] Daviq Rizal, *'Discourse Analysis'* (Semarang: CV. Karya Abadi Jaya, 2015),p.44.
[35] Halliday and Matthiessen, *'Halliday's Introduction to Functional Grammar 4th Edition',*p.98.

## 1.1.2 Unmarked Theme

Unmarked Theme is when the constituent that is Theme is also playing one of the following roles: *Subject* (in a declarative), *Finite* (in an interrogative), *Predicator* (in an imperative), *W-H element* (in a WH-interrogative). In other words, unmarked Theme is when Theme conflates with the Mood structure constituent that typically occurs in first position in clauses of that Mood class.[36] Meanwhile, according to Halliday, Theme is the Subject of the clause it introduced in the topical theme.[37] When a subject is in the Theme position in a declarative clause it is also to be Unmarked Theme. The clause of unmarked theme appears as nominal group.[38] Example:

| *Diana* | *has donated blood 36 times* |
|---------|------------------------------|
| Topical Theme | Rheme |

In brief explanation, we can conclude that Marked Theme is the common element realized by the prepositional or adverbial phrases which are acting as circumstantial adjuncts. However the subject is the starting point of the clause can be known as unmarked theme.

Halliday and Matthiesien added that Topical Theme are divided into two subtypes: Simple and Multiple Theme. Simple Theme are always has a Topical element. Here is an example of Simple Theme:

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[36]Eggins,p.318.

[37]Halliday and Matthiessen, *'Halliday's Introduction to Functional Grammar 4th Edition'*,p.97.

[38]Bloor and Bloor,p.73.

22

| _She_ | _was so kind to her four cats_ |
|---|---|
| **Top.** | Rheme |

However, Multiple Theme are contain a sequence of Themes, with often several Textual and/or Interpersonal Theme occurring before Topical Theme.[39] Here is an example:

| _And_ | _the servant_ | _was waiting for the cats_ |
|---|---|---|
| **Tex.** | **Top.** | Rheme |

The two types of Theme above appear in one clause. Each type has its own realization in the clause. Textual Theme is realized by conjunction 'and' and Topical Theme is realized by nominal group 'the servant'.

1.2. Interpersonal Theme

Interpersonal Theme is the element when a constituent we would assign a Mood label (but not a Transitivity label) occurs at the beginning of a clause.[40] Interpersonal elements occurring before the Topical Theme are also thematic. They may be Modal Adjuncts, Vocatives, Finite or Wh element.[41] In other definition, Interpersonal Theme is used when the speaker or writer wants to projects his or her

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[39] Daviq Rizal,p.46.
[40] Eggins,p.302.
[41] Gerrot and Wignell P, _'Maing Sense of Systemic Functional Grammar'_ (New South Wales: Gerd Stabler, 1994),p.87.

angle on the value of what the clause is saying. It covers one or more of the element of finite, WH-element, vocative and modal adjunct.[42]

Based on the explanation above, Interpersonal Theme is an element which comes before Rheme, it is the constituent which is assigned a mood function. According to Eggin, the constituents which can function as Interpersonal Theme are the unfused Finite (in interrogative structure) and four categorizes of Modal Adjunct: mood, vocative, polarity and comment.

1.2.1    Finite (unfused Finite)

| *Can* | *you* | *take my bag for me?* |
|-------|-------|----------------------|
| Inter. | Top. | Rheme |

1.2.2    Mood Adjunct

Mood adjunct are indicate with *I think, maybe, just, in my opinion, actually* etc.

Here is an example:

| *Maybe* | *Aisyah* | *could help.* |
|---------|----------|---------------|
| Inter. | Top. | Rheme |

1.2.3    Vocative

Vocatives (a name or nickname used to address someone) are only thematic if they occur before the Topical Theme, a Finite verb or a Modal Adjunct.[43]

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[42] Hanafiah and Yusuf, p.16.
[43] Gerrot and P, p.87.

| Maria, | do | you | want more soup? |
|---|---|---|---|
| Inter. | | Top. | Rheme |

## 1.2.4 Polarity

Polarity '**yes or no?'** is the element that embodies the expression positive or negative which expressed by the speaker or writer.[44]

## 1.2.5 Comment

Comment Adjuncts are typically realized by such adverbs as *frankly, fortunately, obviously, and regrettable*. These offer the speaker/writer's comment on the proposition, but that comment does not say anything about probability, frequency or generality.[45] Meanwhile, according to Halliday Comment adjunct is the expression of speaker or writer's judgment on or attitude to the content of the message.[46] So, Comment adjunct is the element to express how the speaker or writer comments the statement. It is occurs before the first Topical Theme.

Here an example of Comment adjunct:

| Fortunately, | the bomb | didn't explode |
|---|---|---|
| Inter. | Top. | Rheme |

[44] Halliday and Matthiessen, *An Introduction to Functional Grammar 3rd Edtion'*,p.76.

[45] Bloor and Bloor,p.56.

[46]Halliday and Matthiessen*, 'An Introduction to Functional Grammar 3rd Edtion'*.

## 1.3 Textual Theme

Textual Theme is elements which do not express any interpersonal or experiential meaning, but which are doing important cohesive work in relating the clause to its context. There are two main types of Textual Theme: Continuity and Conjunctive Adjunct.[47]

### 1.3.1 Continuity Adjunct

Continuity are words which are used in spoken dialogue to indicate that the speaker's contribution is somehow related to (continuous with) what a previous speaker has said in an earlier turn. The commonest continuity items are *oh, yes, now ok,* and *well.*[48]. Here the following example:

| *Oh,* | *they* | *give you a cup of tea* |
|-------|--------|-------------------------|
| Text. | Top. | Rheme |

### 1.3.2 Conjunctive Adjunct

Conjunctive Adjunct is allowed to move freely in s clause whereas conjunctions are constrained in the beginning. Moreover, Eggin stated that kinds of conjunctions as conjunctive adjunct are described as Textual Theme when they occur before the first Topical Theme in a clause (e.g. and, because, who). Whereas cohesive conjunctions which link sentences to other sentences (e.g. *however, in addition, for instance, likewise, moreover, therefore,* etc*)* may occur in other position. Both kinds of conjunctions are

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[47] Eggins,p.305.
[48] Eggins,p.305-306.

described as Textual Theme when they occur before the first Topical Theme in a clause.[49] Here the following example:

| ***But*** | *in Switzerland,* | *they give you cogna* |
|-----------|-------------------|-----------------------|
| Text. | Top. | Rheme |

## 2. Discourse Analysis

The analysis of discourse is necessarily, discourse analysis is committed to an investigation of what that language is used for.[50] He noted that discourse analysis has to take account of the context in which a piece of discourse occurs. It is necessary to know, because the analyst is investigating the use of language in context by speaker or writer, he is more concerned with the relationship between speaker or writer and utterance, on the particular occasion of use, than with the potential relationship of one sentence to another, regardless of their use.[51]

Other definition became Rebecca, Discourse Analysis is a practice not just of representing the world, but of signifying the world, constituting and constructing the world in meaning, on the other hand, in discourse, language use as a form of social practice.[52] It is usually

[49] Eggins,p.306.
[50] Gillian Brown, *'Discourse Analysis',* (New York: Cambridge University Press, 1983),p.1.
[51] Brown,p.27.
[52] Rebecca Rogers, '*An Introduction to Critical Discourse Analysis in Education 2nd Edition'*, (New York: Routledge, 2011), p.7

presented through sentences, phrases, and words that are form in chronological order in a single meaning.[53]

Finally, from the definition above, we can state that the analysis of the discourse is often discussed, both in the various debates or scientific text. Discourse analysis is a study to investigate or analyze language used naturally, both oral and written form toward human being in daily life**.** Therefore, in discourse, cohesion is one of the discourse components because it deals with the tightness of sentence in both oral and written forms.

a. Cohesion

Before going to understand the definition of cohesion, we should know first some concepts related to the cohesion. Text and texture are the concepts of cohesion. A text is a unit of language in use.[54] A text is considered to be well-formed one when the clauses and sentences within the text link one to another and every word, phrase, clause, and sentence in the text have to connect each other. Furthermore, every text must have texture. As Halliday and Hasan stated, Texture is entirely appropriate to express the property of 'being a text'.[55] It means that texture shown by the relation of meaning which exist within a text. In a text, cohesion should not be separated.

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[53]Abdul Ghofar, 'Cohesion Analysis of Soekarno's Speech Entitled Only a Nation Withself Reliance Can Become a Great Nation', *UIN Walisongo Semarang*, 2018,p.4.

[54]Halliday Hasan, *'Cohesion in English'* (London: Longman Group Limited, 1976),p.1.

[55] Hasan,p.2.

Cohesion is a component of language system. It is a semantic relationship between part of a sentence in the text and sentence which is essential for its understanding. However it is expressed through the stratal organization language. In addition, cohesion partly can be the grammar and partly vocabulary.[56] Halliday and Hassan stated that cohesion is divided into two main parts; grammatical cohesion (*reference, substitution, ellipsis,* and *conjunction*) and lexical cohesion (*reiteration* and *collocation*)[57].

In brief definition, cohesion is a connection between an element with another element in a text, so that it will be a good comprehension for compelling a cohesive device text, it uses some instruments like grammatical and lexical aspects.

1. **Grammatical Cohesion**

In general, grammatical cohesion are divided into four parts, namely *reference, substitution, ellipsis* and *conjunction*. Here it will be discuss more in the following explanation.

**1.1 Reference**

Reference is the relation between an element of the text and something else by reference to which it is interpreted in the given instance. Either the reference is one whose interpretation is determined in the way or it is interpreted through being identified with the referent.[58]In addition, the characteristics of cohesive reference is that on the second and subsequent mention, instead of

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[56] Hasan,p.5.
[57] Hasan,p.6.
[58] Hasan,p.309.

being named, the person or thing referred to may be indicated by pronouns (personal, demonstrative, and comparative).[59]

A personal reference is reference by means of function in the speech situation, through the category of person.[60] The category of personal reference includes three classes, these are personal pronoun (I, you, they, we, she), possessive pronoun (mine, yours, theirs, etc) and possessive determiner or usually called possessive adjective (my, her, your, our, their)[61]

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

Comparative Reference is reference by means of identity or similarity. In this case, reference items still signals you know which, not because the same entity is being referred to which what I am now talking about is the same or different, like or unlike, equal or unequal, more or less.[62] For example: it is **the same** car as the one I saw yesterday. It is **the similar** car as the one I saw yesterday.

Besides, Halliday and Hassan divide reference into Exophora and Endophora. Exophora is reference must be made to context of situation, therefore it is doesn't contribute within a text because it is contextual reference, while Endophoric is textual

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[59] Bloor and Bloor,p.93.
[60] Hasan,p.37.
[61] Hasan,p.43.
[62] Hasan,p.37.

reference, it is referring to anything as identified in the surrounding text. Endophoric (reference to preceding text) is classified into anaphora and cataphora (reference to following text)[63]. For example:

Anaphora: *Wash and core six **cooking apples**. Put **them** into a fireproof dish*

Cataphora: *I will tell **it**. I saw **him come to your room together with his friend tonight***.

## 1.2 Substitution

Thomas Bloor stated that Substitution is used where a speaker or writer wishes to avoid the repetition of a lexical item and is able to draw on the grammatical resources of the language to replace the item.[64]

Additionally, Substitutions view where an expression may simply be replaced by another in the text.[65] In English, the substitute may function as a noun, verb or a clause. Based on the explanations above, Substitution is the relation between linguistic items or it is as replacement of one item by another. Therefore, Halliday and Hassan divide substitutions into three elements.[66]

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[63] Hasan,p.31.
[64] Bloor and Bloor,p.95.
[65] Brown,p.201.
[66] Hasan,p.90.

In nominal substitutes, *one, ones and same* can stand in place of nominal groups and Head nouns (not necessarily the whole of a nominal group. Here the following examples:

*"Would you like **some sandwiches**? Please pass the **ones** with cucumber in."*

*"Would you like **this cake**? Or do you prefer the other **one**?*

*"I'm having **chicken and rice**. I'll have **the same**.'*

In verbal substitution, *do* is operates as head of a verbal group, in the place that is occupied by lexical verb, and it is position always in final clause. According to Thomas, in verbal substitutes, forms of the verb do (plus, sometimes, additional words like *it* or *that*), can stand in place of the lexical verb in a verbal group.[67] For example:

*"I don't know the meaning of half those long words, and what's more. I don't believe you **do** either!"*

Clausal substitution is extremely common both in speech and in written prose. Here, the words *so* and *not* can stand in place of an entire clause or part of a clause, and the reader or listener can only interpret the meaning of the substitute in terms of what has previously been expressed in full.[68] For example:

*"Is there going to be an earthquake? I think **so**"*

*"Well, I don't intend to get killed if I can help it. I suppose **not**."*

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[67] Bloor and Bloor,p.96.
[68] Bloor and Bloor,p.96.

**1.3Ellipsis**

When we talk about ellipsis, we are not referring to any and every instance in which where is some information that the speaker or writer has to supply from his own evidence. We are referring specifically to sentence, clauses, etc whose structure is such as to presuppose some preceding items, which then serves as the source of the missing information. An elliptical item is one which, as it were, leaves specific structural slots to be filled from elsewhere.[69]

Ellipsis is the omission of group, phrase or clause. Ellipsis takes place in similar grammatical environments to substitution. Thus, we have *nominal*, *verbal* and *clausal ellipsis*. There are three types of ellipsis, which is further discuss in the following explanation

Nominal Ellipsis is the omission of the nominal group or ellipsis within the nominal group. For example:
*These students are clever. Those are stupid* if we want to fill out an elliptical nominal group, the example one will be *these students are clever, those **students** are stupid.*

Verbal ellipsis means ellipsis within the verbal group. For example: *Have you been swimming? Yes, I have*. The verbal group in the answer (yes, I have) instances of verbal ellipsis. It can be said to 'stand for' *yes I have been **swimming**,* and there is no possibility of 'filling out' with any other items.

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[69] Hasan,p.144.

Clausal ellipsis means ellipsis within a clause. In English, the clause considered as the expression of the various speech functions, such as statement, question, response and so on. For example: *"Have you got the cucumber sandwiches cut for Lady Bracknell? **Yes, sir.**"*

From the example above, clausal ellipsis illustrated where we understand the first response *'Yes' to mean 'I have got cucumber sandwich cut for Lady Bracknell'.*

## 1.4 Conjunction

Conjunction is the term used to describe the cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful relationship between them. It is also possible to perceive this process as the linking of ideas, events or other phenomena.[70] Conjunction is the relationship which indicates how the subsequent sentence or clause should be linked to preceding or following (part of sentence).[71] Halliday and Hassan classified four types of conjunction there are: additive, adversative, causal and temporal.[72]

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

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[70] Bloor and Bloor, p.97.
[71] Hasan, p.226.
[72] Hasan, p.238.

The basic meaning of adversative conjunction is 'contrary to expectation'. The expectation may be derived from the content of what is being said or from communication process.[73] Here are the items of adversative conjunction: *however, but, in fact, nevertheless, instead of,* etc.

Causal Conjunction is expresses 'result, reason, purpose' and the simple form of causal relation is expressed by *so, thus, hence, therefore, consequently, accordingly,* and number expression like *as result (of that), in consequence (of that), because of that.*

Temporal Conjunction is relation between these of two successive sentence that may be simply one of sequence in time. This temporal relation is expressed in its simplest form by then. Besides then there are still many sequential sense like next, afterwards, after that, soon, subsequently, and number of other expressions.[74]

## 2. Lexical Cohesion

Lexical cohesion differs from earlier kinds of cohesion because lexical cohesion is non-grammatical. It is built from vocabulary selection. By selection a vocabulary, this type of cohesion is achieved.[75] It means that lexical cohesion refers to the cohesive effect by non-grammatical elements or the selections of vocabulary.

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[73] Hasan,p.250.
[74] Hasan,p.261.
[75] Hasan,p.274.

There are two types of lexical cohesion which are reiteration and collocation.

## 2.1  Reiteration

A Reiteration is a form of lexical cohesion involving the repetition of lexical objects, the use of the general word to refer back to lexical objects, and a number of things between the use of synonyms, near meanings, or superordinate.[76] In conclusion, the words used to establishes the semantic links by means of using repetition, synonym, superordinate, and general word. Here the example:

*I saw **a small dog** in the kitchen again.*

***The dog** (repetition) was very dirty.*

*I was thinking to keep that **animal** (superordinate) out.*

***The puppy** (synonym) was obviously not up to it.*

*The kitchen is for us not for **the four legs** (general word).*

From the examples above, the word "the dog" is the repetition of "a small dog" in the previous sentence. Then, the word "animal" is the superordinate of the word "a small dog" in the previous sentence. Next, "the puppy" is the name of the small dog. It is exemplified synonym. And the last is the word "the four legs", which expresses the general word of "a small dog"

## 2.1  Collocation

Collocation is lexical cohesion that depends on their tendency to co-occur in text. Collocation is the use of "a word

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[76] Hasan,p.278.

that is associated in a way with another word in the preceding text since it is a direct repetition or is synonymous in some sense, or tends to occur in the same lexical environment.[77]

In additional term, collocation is also related to limitation on how words can be used together, such as the meanings of a noun which can be used together and the prepositions and verbs which can be used together.[78]

The explanation above states obviously that collocation relates to common patterns. This group of words functions as a network that connects meanings from a text. Here is an example:

"**Rainbow** happens when sunlight and rain combine in a very specific way "

The word *sunlight* and *rain* do not have correlation meaning with *a rainbow* but they appear in the same context that is something that happens when rainbow emerge. That is why it indicates collocation.

3. **Genre**

Genre is a term of grouping text together, representing how written typically use language to respond to recurring situation. Genre can be recognized from three rhetorical structures. They are social function, schematic/generic structure and linguistics/language

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[77] Hasan,p.319.
[78] Ghofar,p.29.

features. Moreover, every kind of genre has different social function, different generic structure and also language features. Actually there are two different kind of genre; story genre and factual genre.

The story genre are includes narrative, recount, news story, exemplum, anecdote and spoof. While the factual genre are includes procedure, explanation, report, exposition, discussion, description, review, news item and commentary.[79]

## a. Recount Text

Recount text is one of the kind genre which retells event of experience in the past chronologically. Recount text divided into five types; (1) Personal Recount. This usually retells an event that the writer was personally involved in. (2) Biography Recount, retells account of a person's life. (3) Factual Recount, retells an incident, for example: a science experiment, police report. (4) Imaginative Recount, the writer writes an imaginary role and giving details of events in the recounts, for example: a day I the life of a pirate, a story of a mango tree. (5) Historical Recount retells historical events in the past.[80]

The social function of recount text is to retell or to inform the reader about what was happened to the writer with series event. There are three generic structure of recount text; *Orientation*: in

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[79]Entikia fani Prastikawati and Siti Musarokah, *Writing 3* (Semarang: IKIP PGRI Press, 2010),p.9-11.

[80]Hanita Masithoh and Sayyidatul Fadlilah, 'Grammatical Cohesion Found in Recount Text of "Pathway to ENglish" X Grade Curriculum 2013 General Program by Erlangga', *Vision: Journal for Language and Foreign Language Learning*, 2017,p.27-28.

orientation, usually introduce the setting place and time and also introduce the participants who are being involved in the text. *Events*: the event tells what happened, in what sequence, arrangement of occurrence or event. The event usually started with time signals, such as; first, second, then, finally, etc. *Re-orientation*: it is the closure of the event, ending of expression which indicates events. Usually re-orientation exists in the last paragraph. However, there are several characteristics linguistics in recount text. Firstly, it is using chronological conjunction: *first, second, before, soon, then, after that, finally, etc.* secondly*,* are focusing individual participant: focusing on certain and specific participant. Thirdly, are using certain nouns as personal pronoun: *Seanu Prabu, Otong Setiawan, Ratu Kaditaa, etc.* the last is using material (action) process such as: *stayed, bought, killed, arrived jumped, etc.* Then, using circumstance place, time and manner*: yesterday, last week, at home, slowly, carefully, suddenly, etc* and the last are using past tense: *went, ate, ran, etc.*[81]

**4. English Textbook**

1. Definition of English Textbook

      One of the most important media used by teacher to conduct teaching and learning process is a textbook. It is used as guidance I running the class. From the definition, textbook is a book that

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[81]Ma'rifatul Fadhilah, 'The Effectiveness of Written "Peer Review" Towards English 3 Students' Writting Skill', *Vision: Journal for Language and Foreign Language Learning*, 2017,p.15.

teaches a particular subject, used in school. In another words, textbook is a manual of instruction or a standard book in any branch of study which is produces according to demand of educational institutions. It means that English textbook is standard book in English subject that is studied in school.[82]

A textbook has many functions for teachers in order to run the teaching learning process well. According to Jack C. Richard the function textbook are as follows: First, they provide structure and syllabus for a program. Without textbooks a program may have no central core learner may not receive a syllabus that has been systematically planned and developed. Second, they help standardize instructions. The use of textbook in a program can ensure that the students in different classes receive similar content and therefor can be tested in same way. Third, they maintain quality. If a well-developed textbook is used, students are exposed to material that have been tried and tested, that are based on sound learning principles, and that are pace appropriately. Fourth, they are efficient. They save teacher's time, enabling teachers to devote time to teach rather than materials productions and the last, they can train teacher. If teacher have limited experience in teaching, a textbook together with the teacher's manual can serve as a medium of initial teacher training.[83]

[82] Masithoh and Fadlilah,p.28.

[83]Jack C. Richards, *Curriculum Development in Language Teaching*, *Curriculum Development in Language Teaching*, (United States: Cambridge Press, 2010),p.254-255.

2. English Textbook "Bahasa Inggris" published by the Ministry of Education and Culture.
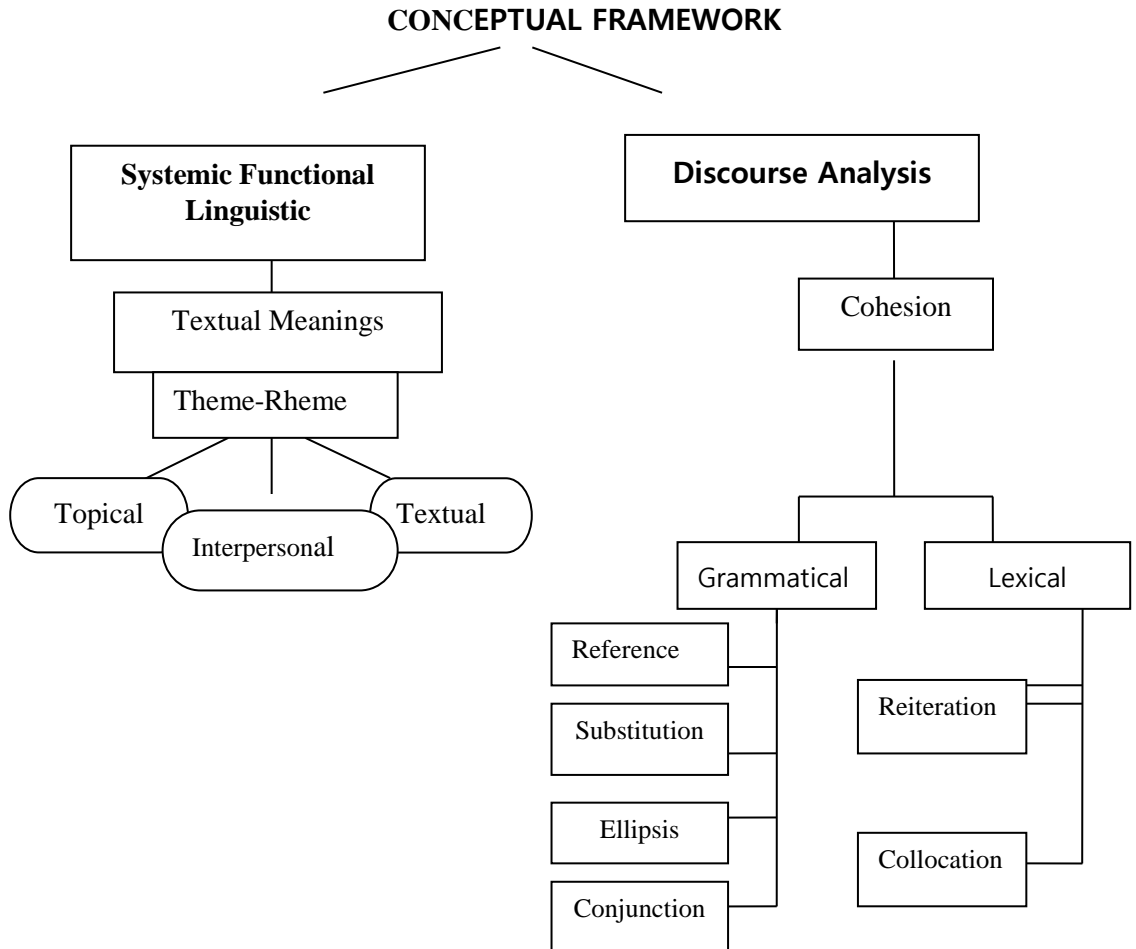
        English textbook "Bahasa Inggris" is newest revised are published by the Ministry of Education and Culture. This book is English textbook for tenth grade of senior high school who are prepared in implementation of curriculum 2013.

        The book is expected to realize the implementation of the curriculum in the 2013 class of English because contents and learning experiences are developed in this book have been attempted in order to assist students in achieving four core competencies in the curriculum is 2013.

        The book consists of 224 pages with fifteen chapters inside entitled. They are consist of: Talking About Self, Congratulating and Complimenting Others, Expressing Intentions, Which One Is Your Best Gateway ?, Let's Visit Niagara Falls, Giving Announcement, My Idol, The Battle of Surabaya, B.J Habibie, Cut Nyak Dhien, Issumboshi, Malin Kundang, The Weight Brothers, Strong Wind and You've Got a Friend. Each chapter of the materials contains of a short functional text: recount, narrative, descriptive; as well as the types of conversation text (interactional text).

        This English textbook is newest published in 2017 by the Ministry of Education and Culture.There are three editors involved in writing this textbook. They are Emi Emilia, Helena Agustien,

and R. Safrina. The textbook also involves three people as script contributors named Utami Widiati, Zuliati Rohmah and Furaidah.[84]

## CONCEPTUAL FRAMEWORK

| Systemic Functional Linguistic | Discourse Analysis |
|---|---|

Textual Meanings

Theme-Rheme

Topical

Interpersonal

Textual

Cohesion

Grammatical

Lexical

Reference

Substitution

Ellipsis

Conjunction

Reiteration

Collocation

[84]Utami Widiati, *Bahasa Inggris ed. Revisi* (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017), p.iii.

# CHAPTER III
# RESEARCH METHOD

In conducting this research, it is important for the researcher to determine the research method that the researcher will use. In this research method, the researcher presented a research design, unit of analysis, the source of data, the technique of data collection, the technique of data analysis and research instrument.

1.  Research Design

In this research, the researcher used the qualitative method to investigate the thematic meanings and cohesive devices. According to Sugiyono, Qualitative method is a research method based on the philosophy of post positivism, is used for researching the natural object, where the researcher as the key instrument. However, the sampling of data sources is performed with purposive and snowballs. It uses triangulation for collecting the data, whereas qualitative research is more stressed on the meaning rather than generalization.[85] Whereas according to Creswell asserts that qualitative research is descriptive in which the researcher is interested in the process, meaning and understanding gained through the words or pictures.[86]

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[85]Sugiyono, *'Metode Penelitian Pendidikan (Kuantitatif Kualitatif Dan R & D)',* (*Bandung: Alfabeta*, 2016),p.15.
[86]W. John Creswell, *'Research Design: Qualitative and Quantitative Approaches',*(California: Sage Publications Inc., 1994),p.145.

The data in qualitative research can be distinguished rather than quantitative because it is displayed in the form of strings of words whereas quantitative displays in the form of a number. It depends on how the data is analysed by the researcher. This research aimed to analyse the thematic meanings that are constructed in thematic structure and cohesive devices, especially the grammatical cohesion of recount texts in the English textbook "Bahasa Inggris" published by the Ministry of Education and Culture.

The reason why this research used qualitative method is that the purpose of this research is deep analysing thematic meanings and cohesive devices of recount text in an English textbook.

2.    Unit of Analysis

The unit of analysis of this study is the clause of recount text in English textbook "Bahasa Inggris" published by the Ministry of Education and Culture. The researcher is segmenting the text first into clauses. So, the clause in every text is used as the unit analysis of this research.

3.    Source of Data

In this research, the source data is recount text found in English Textbook "Bahasa Inggris" published by the Ministry of Education and Culture. There are two kinds of data; primary data and secondary data. Primary data is the main data that are a direct relation to this research. The primary data of this research is English

textbook for senior high school in tenth grade, namely "Bahasa Inggris". The researcher chose that book because the author of this textbook is not English people or native speaker, so the researcher curious to analyze this textbook.

While secondary data include books, journals, and other documents used as supporting the main data.

4.  The technique of data collection

The technique of data collection is the most important step in the study because the main goal of the research is to get the data. In qualitative research, there are many kinds of data collection techniques such as observation, interviews, documentation, and triangulation (combined).[87] For instance, the appropriate techniques of this research used documentation in supporting this study.

According to Arikunto, documentation is a number of data that presents the verbal data such as correspondence, journal, memory, report, and others written text that can be mutually responsible.[88] So, the documentation in this study was in the form of written text, especially recount text which is segmented in the clauses.

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[87] Sugiyono,p.308-309.

[88] Suharsimi and Arikunto, *Prosedur Penelitian* (Jakarta: PT. Asdi Mahasatya, 2013),p.231.

5. The technique of data analysis

  The researcher analyzes the data based on the theory of Halliday. In this research, to analyze the data, the researcher divided the data into two categories. Firstly, the researcher analysed the thematic meanings and secondly analyzed the cohesive devices (grammatical cohesion).

  The data analyzed by following several steps in analyzing the thematic meanings. The steps in analyzing the data are as follows: the first is certainly reading the text. Then break the sentence and number the sentences into clauses. The researcher uses clause complex analysis in this step, whether it is hypotactic or paratactic. If they are hypotactic, the clause symbolized by Greek letters (α, β) and symbolized by number (1, 2, etc.) if they are paratactic. Next, identifying the thematic structure clauses and classifying the clause into types of categories the thematic structure. The last is to determine the types of thematic structures of recount texts in English textbook "Bahasa Inggris".

  However, in analyzing cohesive devices especially grammatical cohesion, the researcher will analyze by following several steps. First, reading the texts of recount text. Second, dividing and numbering sentences in the texts into clauses. Third, classifying the grammatical cohesion in the text by putting them into a table based on the types, so we will know the types clearly. Next, counting the number of grammatical cohesion in the form of percentage

$$X = \frac{N}{\Sigma N} \; x \; 100\%$$

Where:

X = the percentage of types of grammatical cohesion in recount texts

N = the number of each type of grammatical cohesion in recount texts

$\sum N$ = the total number of grammatical cohesion items in recount texts
By counting with a form of a percentage, it will make the researcher easier to describe the dominant of each type of the text. After several steps are done, the last steps are taking a conclusion.

After several steps are done in analyzing the thematic structure and cohesive devices, the researcher is describing the pedagogical implications of thematic meanings and cohesive devices of recount text in English Textbook "Bahasa Inggris" published by the Ministry of Education and Culture.

6. Research instrument

According to Sugiyono, the human researcher is the key instrument in a qualitative approach.[89] In this research, the researcher acted as the planner, data collector, analyst, and finally reporter of the research finding.

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[89] Sugiyono, *Metode Penelitian Pendidikan,* (Bandung: Alfabeta CV.2017), p. 306.

# CHAPTER IV
# DATA ANALYSIS

In this chapter, the researcher presented the findings and the discussion of thematic meanings and cohesive devices of recount text are realized in English textbook.

## A. Thematic Meanings
### 1. Findings

In this sub chapter, the researcher describes the findings of thematic meanings (theme-rheme) of recount text found in English textbook "Bahasa Inggris" published by the Ministry of Education and Culture. In this research, based on the limitation of study, the researcher took recount text in English textbook as data analysis. There are four chapters which are discussed of recount text in the textbook. Then, in every singles chapter has some titles of texts as follows: Text 1: *Meeting My Idol*, Text 2: *The Battle of Surabaya,* Text 3: *B.J Habibie*, text 4: *Cut Nyak Dhien.* Before the researcher analysis the data, the researcher segmented the data into clauses in order to make easily to analyze. The researcher used clause complex analysis to recognize how many clauses contained in every single text. The researcher found the amount of the clause by using clause complex analysis. The researcher found 167 clauses of recount text. It could be seen in appendix 2 of clause complex analysis.

Based on the table of clause complex analysis, the researcher found hypotactic rather than parataxis. The hypotactic is the relation between a dependent and dominant clause. It was symbolized by Greek letters. Symbol α if they dominant clause and β if they dependent clause. It does not make sense if they stand alone, so they should be accompanied by dominant clause. For example: ”*I thought it was really cool seeing him like that”* (T33) “*Because he really just felt like a normal person, which was awesome*.” (T34). From the example T33 is dominant clause **(α),** because it can be stand alone and it has made a sense. While T34 is dependent clause **(β)** and it was indicated the relation between clauses and it could not stand alone, so they should accompanied by T33. There was indicted by conjunction first.

Whereas the paratactic is contrasting with hypotactic, it was the relation between element of equal status, one initiating and the other continuing. It was symbolized by numeric **1, 2**, etc. they could stand alone and still have meaning, although they did not accompanied by other clause.

The researcher found the paratactic structure clause in the example: “*How are you* (T17) *the crowd went crazy* “(T18). Both of them have a relation meaning each other. T17 is initiating and T18 as continuing the previous one. Additional example could be seen in clause (T77 and T78): *“His father was an agriculturist from Gorontalo of Bugis descent”,*is initiating clause or independent clause, because they actually begin with subject

without conjunction. So they are symbolized by numeric **1.** While *"And his mother was a Javanese noblewoman from Yogyakarta"*, is continuing clause. They actually also independent clause, but they begin with equal conjunction *and*. So they are symbolized by numeric **2.** Remember that conjunction in paratactic clause should be equal conjunction. For further example could be seen in appendix of clause complex analysis.

After finding the clause complex analysis, the researcher found the thematic meaning (Theme-Rheme) of recount text are realized in English textbook the text. Here the following table is finding:

**Table 4.1.Findings the Total Percentage Types of Theme**

| Types of Theme | Text | | | | *f* | *f%* |
|---|---|---|---|---|---|---|
| | Text 1 | Text 2 | Text 3 | Text 4 | | |
| Topical | 42 | 31 | 38 | 56 | 167 | 74.2% |
| Textual | 12 | 10 | 10 | 21 | 53 | 23.5% |
| Interpersonal | 2 | 0 | 0 | 3 | 5 | 2.3% |
| **Total** | | | | | 225 | 100 % |

Based on the table above, the researcher found 225items of theme in the data. The highest number was Topical Theme with 167 items or 74.2 %. Topical Theme is the most occurrence are used in the text, because it was described the subject of the topic in the text. Topical theme is indicted by personal pronoun

and nominal group are potential to be subject. Then the second theme occurrence are mostly used in the text is Textual Theme with 53 items or 23.5 %. Textual theme is indicated by conjunctive adjunct (however, then, but, and, moreover, etc). Then the lowest occurrence is Interpersonal theme with 5 items or 2.3 %. It was indicate with statement, question or command. The brief explanation of theme could be seen in the next sub chapter.

2. **Discussion**

In this sub chapter, the researcher described briefly the findings of theme-rheme of recount text in English textbook by giving examples as follows:

a. Text 1: *Meeting My Idol*

There was 42 of clauses are involved in this text. Then the researcher found 42 items of topical theme, 2 items of interpersonal theme, and 12 items of textual theme.

In the topical theme the researcher found 42 items in the clause. Unmarked is a topical theme which is represented nominal group, whether noun or pronoun and they are potential to be a subject for their clause. The example of findings is taken from **T1***: **Afghan** *has always been my favorite singer.* From that example, the unmarked theme of that clause is **Afghan.** *Afghan* is acted as the subject in the clause. However *has always been my favorite singer* is a

rheme. A rheme is the reminder of the clause or it is everything occurs after the theme, so it called unmarked theme.

The researcher also found marked theme (the types of topical theme) in the clause. They are in turn 7,8,9,13,14,16,17,21,25,35. Here the example of marked theme in **T7:** *A day before the concert, there would be a meet-and-greet event at a local radio station.* According to the example, marked theme is the common element realized by prepositional or adverbial phrase which are acting as circumstantial adjunct. In that example the marked theme shown in the first position in clause, *A day before the concert.* It was acted as circumstantial adjunct. However the rheme could be detected after marked theme.

In interpersonal theme, the researcher only found 2 of interpersonal theme in this text. They are in Turn 3 and 33. The example of interpersonal theme as follows**: (T33***) I thought it was really cool seeing him like that.* Based on the example*, I thought* is represented as interpersonal theme, because it involved with mood adjunct. Mood adjunct are indicated with maybe, just, I think, in my opinion, etc. So, *I Thought* here is acted by interpersonal.

In textual theme, the researcher found 12 items of textual theme. Whereas they are in turn 4,5,6,20,23,26,28, 30,34,37,39,40. In this case, textual theme are represented by

conjunctive adjunct such as, *then, but, when, because, so that,* and soon, in this finding, almost the entire conjunctive took place in the beginning clause. It means that they have function for connecting the element each other. Here the example of textual theme as follows: **(T6) Then I** *found out Afghan was coming to town for a concert in a local auditorium.* According to the example, as we know that conjunctive in the beginning clause is textual theme. **Then** is acted as textual theme while *I* is acted as topical theme, because it is a subject of the clause.

b. Text 2: *The Battle Of Surabaya*

There was 31 of clauses are involved in this text. Then the researcher found 31 items of topical theme, and 10items of textual theme.

In the unmarked theme, there was found 31 of items of topical theme. The example of findings is taken from (**T45**) **The bloody battle** *took place*. From the example mentioned, unmarked theme has a function as the subject whether pronoun or nominal group. *The bloody battle* here acted as subject of the clause. For further example could be seen in appendix 3.

Furthermore, the researcher also found the marked theme (types of topical theme) in the data. They are in the turn 43, 44,.49,58,60,63,64,68,71,73. Here the example of marked theme in **(T43) On 10 November**, *Indonesia celebrates Hari*

*Pahlawan or Heroes Day in remembrance of the Battle of Surabaya.* According to the example the bold word is represented by circumstantial adjunct (time), there is a preposition phrase in beginning clause and it has function to describe the time information in the clause. for further example could be seen in appendix 3.

In this text, the researcher did not find an Interpersonal theme. While in a textual theme, the researcher found 10 items of textual theme. They are realized in turn 46, 54, 57, 59, 61, 62, 65, 67, 69, 72. The example of finding is taken from **(T57) Because** they felt betrayed. From the example, we have known that textual meaning are represented by conjunctive adjunct such as, and, although, furthermore, meanwhile, but, because, and soon. From the example above, it was clear that the bold word **(because)** is conjunctive adjunct. It has function to describe the previous statement in the clause.

c.  Text 3: *B.J. Habibie*

In this text, there was 38 of clauses are involved in this text. Then the researcher found 38 items of topical theme and 9 items of textual theme.

In topical theme, the researcher found 38 items of unmarked theme in this text. The example of finding is taken in **(T74)** ***Bacharuddin Jusuf Habibie*** *known as B.J. Habibie*

*was born on 25 June 1936.* In this example, as we known before that unmarked theme is represented by noun, pronoun and nominal group which has function as subject in the clause. In the example above, the subject of the clause is **Bachrudin Jusuf Habibie.** it is clear to understand who are discussed in that clause. Another example is taken in **(T77)** *His father was an agriculturist from Gorontalo of Bugis descent*. Here, **his father** acted as subject in the clause. It was begin with personal pronoun of *His* and following by noun *father.* it was described who is agriculturist from Gorontalo in that clause. For further example could be seen in third appendix.

However in marked theme are realized in turn 83, 85, 86, 89, 94, 95, 100, 101, 102, 103, 105, and 110. The example is taken from turn **(T86) During his time,** he was reacquainted with Hasri Ainun, the daughter of R.Mohamad Besari. According to the example the bold word is represented by circumstantial adjunct (time), it has function to describe the time information in the clause. For further example could be seen in appendix 3.

However, in interpersonal theme, the researcher did not find in this data. Furthermore, the researcher found 10 items of textual theme. They are realized in turn 78, 80, 82, 90, 92, 96, 98, 106,108, and 109. The example of finding is taken in **(T78)** *And his mother was a Javanese noblewoman from Yogyakarta.* From the example, we have known that

textual meaning are represented by conjunctive adjunct such as, and, although, furthermore, meanwhile, but, because, and soon. From the example above, it was clear that the bold word **(and)** is conjunctive adjunct. It has function to describe the connecting whether in previous clause or next clause. Another example is from *(T108) Since relinquishing the presidency, Habibie was spent more time in Germany than in Indonesia.* In this example, the bold word is acted as textual theme, because in the beginning clause there was indicate with conjunctive adjunct **(since).** So, it could be textual theme.

d. Text 4: *Cut Nyak Dhien*

In this text, there was 56 of clauses are involved in this text. Then the researcher found 56 items of topical theme, 3 items of interpersonal theme, and 21 items of textual theme.

In topical theme, the researcher found this type with 56 items of topical theme. Here the finding example of unmarked theme in **(T113***) She *was born in Lampadang in 1848.* In this example, unmarked theme are indicated by nominal group whether noun or pronoun that could be potential to be subject. It means that *She* is personal pronoun from Cut Nyak Dhien. It was the subject of the clause. Other examples are taken in **(T136)** *The war* continued. In this case, The war is a noun phrase which is indicated to be subject. It was described what are talking about in that clause. So, the

war here is called as unmarked theme. For further example could be seen in appendix 3.

Meanwhile, in marked theme the researcher found in turn 114, 122, 124, 125,126, 134, 141, and 143. The example of finding is taken in **(T141***) Two years later,* *Teuku Umar set out to assault Aceh.* From the example there was a circumstantial element of time in the beginning clause. Marked theme was not indicated by subject, but it was indicated by circumstantial place/time. Thus, ***Two years later*** is a circumstance of time, so it called marked theme.

The researcher found only 3 items of interpersonal theme is involved in this text. They are realized in turn 129, 131, and 138. The following example is taken in (**T138)** ***Undersupplied****, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men.* In this case, interpersonal theme is indicated by comment adjunct. It is the expression how the speaker or writer comment the statement. Like the example above, undersupplied is interpersonal theme, because interpersonal theme is give understanding what did actually the writer mean, whether asking, stating or commanding. For further example could be seen in appendix 3 of thematic analysis.

The last is textual theme, there was 21 items are found by researcher in this text. They are realized in turn 114,118,121,123,127,130,137,140,142,146,147,149,151,153,1

54,155,157,160,163,164, and 165. Here the following example of textual theme is taken in **(T114)** ***Following the death of her husband,*** *Teuku Umar, she led guerrilla actions against for 25 years.* From the example, there was a conjunctive adjunct in the beginning clause. It has function to connecting the previous statement to the next statement. So they acted as textual theme. Another example is taken in **(T152)** ***Furthermore,*** *Cut Nyak Dhien suffered from nearsightedness and arthritis*. In this example, the bold word is acted as textual theme, because in the beginning clause there was indicate with conjunctive adjunct **(furthermore).** So, it could be textual theme.

## B. Cohesion Devices

### 1. Findings

In this sub chapter, the researcher describes the findings of cohesive devices (grammatical cohesion) of recount text found in English textbook "Bahasa Inggris" published by the Ministry of Education and Culture. In this textbook, there are four chapters are discussed about recount text, so the data analysis is included four texts of recount text.

Cohesion is the connection between an element with another element in a text, such as sentence, words, clause, and other items. There are two kinds of cohesion, grammatical cohesion and lexical cohesion. The researcher only focused on the grammatical

cohesion whether lexical cohesion. Grammatical cohesion is divided into four types, *reference, substitution, ellipsis* and *conjunction.*

The researcher found the grammatical cohesion devices in recount text. The finding as follow:

**Table 4.2. Finding the Grammatical Cohesion Devices**

| Grammatical Cohesion | | Types Cohesive devices | Text 1 | Text 2 | Text 3 | Text 4 | *F* | *f%* |
|---|---|---|---|---|---|---|---|---|
| **Grammatical Devices** | Reference | Personal | 42 | 6 | 23 | 44 | 137 | 56.9% |
| | | Demonstrative | 7 | 8 | 1 | 5 | | |
| | | Comparative | 0 | 0 | 0 | 1 | | |
| | Substitution | Nominal | 1 | 0 | 1 | 0 | 3 | 1.3 % |
| | | Verbal | 1 | 0 | 0 | 0 | | |
| | | Clausal | 0 | 0 | 0 | 0 | | |
| | Ellipsis | Nominal | 0 | 1 | 0 | 1 | 4 | 1.6 % |
| | | Verbal | 0 | 1 | 0 | 1 | | |
| | | Clausal | 0 | 0 | 0 | 0 | | |
| | Conjunction | Additive | 7 | 9 | 8 | 17 | 97 | 40.2% |
| | | Adversative | 0 | 4 | 2 | 6 | | |
| | | Causal | 6 | 4 | 0 | 0 | | |
| | | Temporal | 9 | 1 | 10 | 13 | | |
| **Total** | | | | | | | **241** | 100 % |

From the table above, it was indicate that there were 241 grammatical cohesion devices in recount text. They included four sub devices of grammatical cohesion such as reference, substitution, ellipsis and conjunction. The details are described as follows:

1) Reference

As mentioned before that reference is the most occurrence types among all sub devices of grammatical cohesion. It was appear 137 times or 56.9 % of total occurrences of cohesion devices. However, reference is in the first rank of grammatical cohesion devices. Reference is divided into three types such as personal reference, demonstrative reference and comparative

reference. Here the following table is described the number of occurrences and percentages of each types of reference:

**Table 4.3. Percentages of Reference**

| No | Types of reference | F | f % |
|---|---|---|---|
| 1 | Personal Reference | 115 | 84 % |
| 2 | Demonstrative Reference | 21 | 15.3% |
| 3 | Comparative Reference | 1 | 0.7 % |
| **Total** | | **137** | **100%** |

From the table above, the most frequent type of reference is personal reference, which is appeared 115 times or 84%. the second rank is demonstrative reference with 21 times or 15.3%, and the last is comparative reference with 1 times or 0.7%

2) Substitution

Substitution is the less frequent than reference. It appears 3 times or 1.3% of total occurrences. Substitution is divided into three types, *nominal substitution, verbal substitution* and *clausal substitution.* Here the following table of substitution:

**Table 4.4. Percentage of Substitution**

| No | Types of Substitution | f | f % |
|---|---|---|---|
| 1 | Nominal Substitution | 2 | 66.7% |
| 2 | Verbal Substitution | 1 | 33.3% |
| 3 | Clausal Substitution | 0 | 0% |
| **Total** | | **3** | **100%** |

From the table above, the most frequent type of substitution is nominal substitution which is appeared 2 times or 66.7%. The second rank is verbal substitution with 1 times or 33.3%, and there is no clausal substitution is found in this text.

3) Ellipsis

Substitution is the less frequent than substitution. It appears 4 times or 1.6 % of total occurrences. Ellipsis is divided into three types, *nominal, verbal* and *clausal.* Here the following table of ellipsis:

**Table 4.5. Percentages of Ellipsis**

| No | Types of Ellipsis | F | f % |
|----|-------------------|---|-----|
| 1 | Nominal Ellipsis | 2 | 50% |
| 2 | Verbal Ellipsis | 2 | 50% |
| 3 | Clausal Ellipsis | 0 | 0% |
| **Total** | | **4** | **100%** |

From the table above, it was clear that the most frequent type of ellipsis is nominal ellipsis. There was no verbal and clausal ellipses are found in this text.

4) Conjunction

Conjunction is the second frequent are mostly occurrence after reference. It appears 107 times or 41.7% of total occurrences. Conjunction is divided into four types, *additive adversative, causal,* and *temporal conjunction*. Here the following table is described the number of occurrences and percentages of each types of conjunction:

**Table 4.6. Percentages of Conjunction**

| No | Types of Conjunction | f | f % |
|----|---------------------|-----|------|
| 1 | Additive Conjunction | 41 | 42.2% |
| 2 | Adversative Conjunction | 12 | 12.3% |
| 3 | Causal Conjunction | 10 | 10.4% |
| 4 | Temporal Conjunction | 34 | 35.1 % |
| | **Total** | **97** | **100%** |

From the table above, the most frequent type of conjunction is additive conjunction which is appeared 41 times or 42.2%. While the second rank is temporal conjunction with 34 times or 35.1%, and then causal conjunction with 10 times or 10.4% and the lowest occurrence is adversative conjunction with 12 times or 12.3%.

## 2. Discussion

In this part of sub chapter, the researcher described the cohesion devices especially grammatical devices realized in recount text in English textbook. Grammatical cohesion is a type of cohesion that used a grammar to determine the semantic relation. They are divided into four types, *Reference, S ubstitution, Ellipsis,* and *Conjunction.* As previously mentioned, the findings shown the occurrence of reference is the most frequent than other types of grammatical devices.

Here, the researcher described the findings of grammatical cohesion devices as follows:

1) Reference

Reference is the relation between one item in the text directs to another element for interpreting the preceding or following sentences. The characteristic of reference is on the second and subsequent mention; instead of being name, person or thing are referred may be indicated by pronoun.

a. Personal Reference

Personal reference is personal pronoun that used to refer to the category of person. The researcher found 119 times or 83.2%. Here the brief explanation and example of reference.

(1) *Finally, after about 40 or 50 minutes wait, Afghan showed up from inside the radio station. **He** smiled and waved to all Afghanism*. (Text1, clause 14&15)

(2) *Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. **Her** father, teuku Nanta Setia was a member of the rulling Ulee baling aristocratic class in VI mukim* (Text4, clause 116&117).

In the example (1), the word *he* refers to *Afghan.* It functions as subject in the second clause. The word *her* in the example (2) refers to *Cut Nyak Dhien.* It acted as a possessive pronoun.

(3) *Cut Nyak Dhien continued to resist the Dutch with **her** small army until **its** destruction in 1901, as the Dutch*

adapted *their* tactics to the simulation in Aceh. (text 4, clause 152&153)

In the example above, the word *her* refers to Cut Nyak Dhien. It acted as possessive pronoun. While in the word *Its* refers to the Dutch, it acted as possessive pronoun. Then, the word *their* is refer to small army. It functions as a possessive pronoun.

From the explanation above, it is known that reference mostly employs personal pronoun to determine the semantic relation between the clauses. It ranges from *"she, he, it, its, they, them, their"*

b.  Demonstrative Reference

Demonstrative reference is reference by means of locating on a scale of proximity. It used words such as *this, there, that, here, these.* Here is the following example:

(1) *When I found out Afghan was coming to town for a concert in a local auditorium. A day before the concert, **there** would be a m eet-and-greet event at a local radio station.* (text 1, clause 6&7)

(2) *The Brigadier was murdered by Indonesian Militia. Looking at **this** situation, Lieutentant Genderal Sir Philip Christison brought in reinforcements to siege the city.*

In the example (1) the word *there* is represented in a local station in the previous clause. While in the example (2) the word *this* is represented murdered by Indonesian Militia.

The demonstrative reference of *there* is used to point place in the clause. While demonstrative reference of *this* is used to represent things in a previous statement.

*(3) The agreement stated **that** British would not ask Indonesia troops and militia to surrender their weapons*

In the example above, the word *that* refers to *the agreement stated.* It is representing how the writer explains what happened in the next statement.

c. Comparative Reference

Comparative reference is reference by means of identity or similarity. It is indicated the general comparison of difference and identity, the comparison using adjective namely comparative and superlative degree of comparison. Example:

*(1) Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis, as she got **older**.* (text 4, clause 154&155)

(2) *Since relinquishing the presidency, Habibie was spent* ***more time*** *in Germany than in Indonesia.* (Text 2, clause 108)

In the example (1) the word *older* is comparative degree using adjective. While in the example (2) the word *more time* is used to show the additional quantity of time.

2)  Substitution

Substitution is a relation within the text. It used where the speaker or the writer wishes to avoid the repetition or it has functions as replacement of one item to another. Substitution is divided into three categories, *Nominal, Verbal* and *Clausal substitution.* But in this research, the researcher only found nominal substitution and verbal substitution. There were 2 instances of nominal substitution and one item is represented by verbal substitution. There is no clausal substitution are found in the text. Here the following example and brief explanation of the findings:

Example:

(1) *They sang along with him throughout the song. of course, I* ***did*** *too.*(Text 1, clause 22&23)

(2) *He was just an amazing person. That was* ***one*** *of the best days in my personal life history.(*Text 1, clause 40&41)

(3) *During this time, he was reacquainted with Hasri Ainun, the daughter of R.Mohamad Besari.* ***The two*** *married on*

*12 May 1962, returning to Germany shortly afterwards*.(Text 2, clause 86&87)

According to the example (1) the word *did* is used to replace *sang along with Afghan throughout the song.* it is called as verbal substitution. However in the example (2) the word *one* is used to replace (*the day) the best day in her personal life.* The word *one* is indicated with nominal substitution. And the example (3) the word *the two* are also indicated with nominal substitution. It used to replace *B,J, Habibie and Hasri Ainun,*

3) Ellipsis

Ellipsis is the omission of group, phrase or clause within the text when it can be presumed from what has already taken place in the text. Ellipsis divided into three *categories: Nominal, Verbal* and *Clausal ellipsis.* In this research finding, the researcher only found nominal ellipsis and verbal ellipsis. There were 2 instances of nominal ellipsis and 2 instances of verbal ellipsis. There is no clausal ellipsis are found in the text.

a. Nominal Ellipsis

Nominal ellipsis is the omission of nominal group within the text. In findings result, the teacher found only 2 times of nominal ellipsis, as follows:

(1) *Because of a misunderstanding between British troops in Jakarta and **those** in Surabaya, under the command of Brigadier A.W.W.S. Mallaby.* (text 2, clause 50)

(2) *And then she hugged her and said "As Acehnese women, We may not shed tears for **those** who have been martyred.*(text 4, clause 149&150)

From the example (1) the word *those* is used to omit *British troops in Jakarta and Surabaya*. So, the sentence will be "*Because of a misunderstanding between British troops in Jakarta and British troops in Surabaya, under the command of Brigadier A.W.W.S. Mallaby.* And the example (2) the word *those* also called nominal ellipsis. It used to omit the *Acehnese women*.

b. Verbal Ellipsis

Verbal ellipsis is the omission verbal group within the text. In findings result, the teacher found only 2 times of verbal ellipsis, as follows:

(1) *The agreement stated, that British **would not** ask Indonesia troops and militia to surrender their weapons* (text 2, clause 52&53)

*(2) The war continued and the Acehnese declared Holy War against the Dutch, and **were** engaged in guerrilla warfare.*(text 4, clause 136&137)

From the example (1) *The agreement stated, that British **would not** ask Indonesia troops and (0) militia to surrender their weapon.* It can be seen that (0) is omitting by the word *would not*. So, the sentence will be "*The agreement stated, that British would not ask Indonesia troops and would not ask militia to surrender their weapon..* And the example (2) the word "*were"* also called verbal ellipsis. It used to omit *The war.* The war here is omitted by were.

4) Conjunction

Conjunction is the grammatical devices which indicate how the subsequent sentence or clause should be linked to preceding or following text. It helps to connect the idea within the text. Conjunction is divided into four categories: *additive, adversative, causal* and *temporal conjunction.* As mentioned the result findings above, the researcher described the following of findings as follows:

a. Additive Conjunction

Additive conjunction contributes to give additional information without changing the information in the previous text. Here, the researcher found 41 times or

42.2% of additive conjunction in recount text. The following example and brief explanation as follows:

*(1) I prepared my CDs **and** began to stand in the line.(text 1, clause 29)*

*(2) As the Dutch adapted their tactics to the simulation in Aceh. **Furthermore,** Cut Nyak Dhien suffered from nearsightedness **and** arthritis. (Text 4, clause 153&154).*

From the example (1) the word *and* is connect to the activities that are done in the same time. The example (2) there are two additive conjunctions that clause. The word *furthermore* is used to connect the preceding and following text. The word *And* is connect the same information in the previous.

b. Adversative Conjunction

Adversative conjunction is acted to indicate the contrary to expectation. It is signaled by *but, however, on the other hand.* In this research, the researcher found 12 times or 12.3 % in the text. The following example and brief explanation as follows:

*(1) That British would not ask Indonesia troops and militia to surrender their weapons. **However**, a British place from Jakarta dropped leaflets all over Surabaya. (text 2, clause 53&54)*

*(2) There were many reports about the death, **But** it was widely believed (text 2, clause 60&61)*

In the example (1) the word *however* is indicated contrary to the expectation. Whether example (2) the word *but* is used to indicated the contrary with previous statement. Those are acted as adversative conjunction.

c. Causal Conjunction

Causal conjunction is expressing the result, reason, purpose from the writer or speaker. It is expressed by *so, thus, hence, therefore, as result of, because of,* etc. From the result finding, the researcher found 10 times or 10.4% in the recount text. the examples are described below:

*(1) The bloody battle took place **Because** Indonesian refused to surrender their weaponry to British Army (text 2, clause 49&50)*

*(2) He asked my name. **So that** he could write it on CDs to say "to Mia, Love Afghan". (text 1, clause 35&36)*

In the example (1) the word *because* is used to show the causal relation between the clause. It is expressed the reason why the bloody battle took place. Whereas the example (2) the word *so that* is used to show the result of causal conjunction. So, there is a relation between previous clause and following clause.

d. Temporal Conjunction

Temporal conjunction is the relation between one element to other elements by qualifying it with some circumstantial feature of time. This temporal conjunction is expressed in its simple form by then. In the result findings, the researcher found 34 times of temporal conjunction. The following example is explained below:

(1) **Finally**, **after** about 40 or 50 minutes wait, Afghan showed up from inside the radio station. (text1, clause 14)

(2) Following his father's death, Habibie continued his studied in Jakarta **and then** in 1955 moved to Germany (text3, clause 82)

(3) In 1962, Habibie returned to Indonesia for three months on sick leave. **During this time**, he was reacquainted with Hasri Ainun, the daughter of R.Mohamad Besari. (text 3, clause 85&86)

(4) **Two years later**, in 1974, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri pesawat Terbang Nusantara (IpTN). (text 3, clause 102).

The example (1) there are two bold words are indicated with temporal conjunction, *finally* and *after*. Both of them have a relation in that clause. The word *Finally* is the accomplishment after waiting about 40 or

50 minutes, while *after* is the sequence time of the clause. The example (2) the word *and then* is used to show the sequence time in the next clause. The example (3) the word *during this time* is sequence time in year 1962 while *Habibie returned to Indonesia for three months on sick leave.* Then, in the example (4) the word *two years later* is used to show the sequence time in the next clause.

Thus, after analyzing cohesive devices especially grammatical devices of Recount Texts are realized in English Textbook "Bahasa Inggris", the researcher concluded the grammatical cohesive are found in recount texts in this research. Based on the findings above, the researcher found the highest occurrence of grammatical devices is reference with 56.9%. Then, the next position is temporal conjunction with 40.2% total occurrence. Then, it is followed by ellipsis with 1.6% of total occurrence. And the last is substitution with 1.3 % of total occurrence.

## C.    PEDAGOGICAL IMPLICATION

In this subchapter, the researcher described the contribution of the resulting study to the teaching-learning process in Discourse Analysis subject. This text analyzed the thematic meanings (theme-rheme) and cohesive devices (grammatical cohesion). However the thematic structure in the text is related to cohesiveness. Both of them are parts of study in discourse analysis. Discourse analysis is study to

investigate the language used naturally both spoken and written form towards human being in the daily activities. Discourse analysis in the learning activities can be used to facilitate the teaching-learning materials.

Based on the theoretical framework and findings of the research, it could be expressed the contribution of the resulting study to the teaching-learning process in Discourse Analysis subject both theoretically and practically. The theoretical contribution of thematic meanings and cohesive devices analysis could help student to sharp feelings in analyzing the text, it could also enrich their understanding of a discourse analysis both oral and written form. The contribution of this analysis could also be used as a reference for teaching Discourse Analysis in the classroom. However in the practical contribution, the results of this study directly showed that analysis of thematic meanings and grammatical devices in recount text is essentially the result of analyzing practice. Recount text could be used the media of teaching-learning process of analyzing the text as the example of theme-rheme analysis and grammatical cohesion devices. Although the result of this study showed that this analysis in the recount texts has relevance to be used as teaching materials, teacher should be prosecuted for more creative in teaching-learning materials that can also be equipped with media that can be interested for students.

## CHAPTER V
## CONCLUSION AND SUGGESTION

This chapter discussed the result of study includes conclusions and suggestions. Conclusions section contained the answer of research question included the thematic meanings and cohesive devices of recount text are realized types of cohesion analysis in English textbook. In the last section of this chapter discussed suggestion for the next researcher

## A.  CONCLUSION

Based on the previous chapters, this research focused on analyzes the thematic meanings and cohesive devices are realized in English textbook "Bahasa Inggris" published by the ministry of education and culture. Thematic meanings are represented by theme-rheme structure, while cohesive devices in this research are focused on grammatical cohesion devices. So, after analyzing and interpreting the data, the researcher concluded that:

1. The researcher found 225 items of the thematic meaning (Theme-Rheme) are realized in recount texts. The highest number was Topical Theme with 167 items or 74.2 %. Topical Theme is the most occurrence are used in the text, because it was described the subject of the topic in the text. Topical theme is indicted by personal pronoun and nominal group are potential to be subject. Then the second theme occurrence are mostly used in the text is Textual Theme with 53

items or 23.5 %. Textual theme is indicated by conjunctive adjunct (however, then, but, and, moreover etc). Then the lowest occurrence is Interpersonal theme with 5 items or 2.3 %. It was indicate with statement, question or command.

2. After analyzing cohesive devices especially grammatical devices are realized in English Textbook "Bahasa Inggris", the researcher are found 241 items of grammatical cohesion devices. The highest occurrence of grammatical devices is reference with 56.9%. Then, the next position is temporal conjunction with 40.2% of total occurrence. Then, it is followed by ellipsis with 1.6% of total occurrence and the last is substitution with 1.3% of total occurrence.

3. Based on the theoretical framework and findings of the research, it could be expressed the contribution of the resulting study to the teaching-learning process in Discourse Analysis subject both theoretically and practically. In theoretically, it could help student to sharp feelings in analyzing the text, it could also enrich their understanding of a discourse analysis both oral and written form. While in practically, this result study is essentially the result of analyzing practice. Recount text could be used the media of teaching-learning process of analyzing the text as the example of theme-rheme analysis and grammatical cohesion devices

B. **SUGGESTIONS**

Based on the conclusion above, the researcher has some suggestions as follows: Based on the conclusion above, the researcher has some suggestions as follows:

1. The lecturer of English Department should provide the unusual examples of the text when they teach analyzing text or when give the quiz.

2. The college students of English Department should be accustomed themselves to analyze the text in order to know what the meaning talk about, so it could help their comprehending the text.

3. The teacher could use this text analysis as learning media (text). Because this text provides examples of some part of speech, such as noun, pronoun, verb, adjective and conjunction that suitable for the student level.

4. The researcher hopes to the next researcher who wants to take the discourse analysis in doing the same research in order to take another object more creative whether a headline news, short stories, speech or movie.