THE COHESION OF RECOUNT TEXTS IN *LOOK AHEAD*;
ENGLISH TEXTBOOK FOR TENTH GRADE PUBLISHED BY
ERLANGGA

Final Project
Submitted in partial fulfillment of requirement
for degree of Bachelor of Islamic Education
in English Department

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2010
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MOTTO

“Surely, there is ease after hardship. Most surely there is continuation of ease after hardship”
(QS. Al-Inshirah: 6-7)\(^1\)

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DEDICATION

This thesis is dedicated to:

- My beloved father (Jalal) and mother (Markini). Thanks for giving me pray, advice, and everything.
- My beloved wife (Umi Rohmatun Nafi’ah). Thanks for giving me love and support.
- All of My Friends thanks for the inspirations and support.
THESIS STATEMENT

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer’s opinion or finding included in the final project are quoted or cited in accordance with ethical standards.

Semarang, December 29th 2010
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ABSTRACT

Susilo (Student’s Number: 3104078). The Cohesion of Recount Texts in Look Ahead; English Textbook for Tenth Grade Published by Erlangga. Thesis. Semarang: Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies, 2010.

Keywords: cohesion, recount text, textbook.

The background of the study in this research is based on the phenomena that textbook has a great role in teaching learning. Every textbook has many sentences. We can see how the structuring of the sentences has implications for units such as paragraph and for the progression of the whole texts. Cohesion allows readers to read smoothly because it links between the clause and sentence of the text. Cohesion of a text will lead to a better comprehension. In this study, the writer choose cohesion of recount text because it is one of the genres that must be mastered by Tenth Year Students of Senior High School as stated in curriculum.

The problem of this research can be stated: How is the cohesiveness of recount texts in Look Ahead English textbook for tenth grade published by Erlangga?

The objective of this study is to find out the cohesiveness of recount texts in Look Ahead English textbook of Senior High School published by Erlangga.

This study is a library research. In carrying out the analysis, the writer took seven recount texts from the textbook as the object of analysis. Then the writer divided into clauses in order to find the cohesive devices (including grammatical or lexical cohesion). Next, each clause was identified in terms of both. First, grammatical cohesion they are reference, substitution, ellipsis and conjunction. Second, lexical cohesion they are reiteration and collocation. Then, the writer put the number of cohesive devices in the form of percentage. Finally, the writer made an interpretation based on the result.

In the first recount text, the percentage calculations of grammatical cohesion were 75.86% and the lexical cohesion was 81.82%. However, in the second recount text, the percentage of grammatical cohesion was higher than the lexical cohesion. It was 74.89%. Meanwhile, the lexical cohesion was 66.67%. In the third text, the lexical cohesion was the highest, 100%. The grammatical cohesion was 65%. In the fourth and fifth texts, the dominant cohesion was lexical cohesion. They were 75% and 63.33%. Meanwhile, the grammatical cohesion was 53.33% and 63.16%. Furthermore, in the sixth and seventh texts, the dominant cohesion was still lexical cohesion. They were 53.33% and 70%. The grammatical cohesion was only 46.67% and 40%.

The averages from all of recount texts are 59.86% for grammatical cohesion and 72.88% for lexical cohesion. From the calculation, it implies that the analyzed recount texts have good cohesion (according Hasan and Halliday’s theory: 51%-75% is good criterion) both grammatically and lexically because almost all the percentages show that the result is more than 50% for both grammatical and lexical cohesion.
ACKNOWLEDGEMENT

Bismillahirrohmanirrohim

The first of all, the writer would like to express his sincere thanks to almighty Allah SWT who has given health, blessing, inspirations, and guidance to the writer in finishing this thesis with the title: The Cohesion of Recount Text in Look Ahead; English Textbook Published by Erlangga.

The writer realizes that he cannot complete this thesis the guidance, advice, suggestion, and encouragement for many people during the writing on thesis. In occasion, the writer would like to thank to:

1) The head of IAIN Walisongo Semarang.
2) The dean of Tarbiyah Faculty of IAIN Walisongo Semarang.
3) The head of the English Department of Tarbiyah Faculty IAIN Walisongo Semarang
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6) The lectures of the English Department of Tarbiyah Faculty IAIN Walisongo Semarang that have gave knowledge and experiences to the writer.
7) All of my friends who give spirit and motivation to the writer to finish this thesis and everyone who helps the writer finishing this thesis.

Finally, the writer realizes that this thesis is still less perfect. The writer hopes any suggestions and critics to make it perfect. The writer hopes this thesis can be useful for the improvement of English teaching learning, especially for the writer her self and for the readers in general.

Semarang, December 29th 2010
The Writer

Susilo
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APPENDICES
A. Background of The Study

Communication is very important in human life. It is used by human in order to know and understand between each other. As we know that Allah created human in different condition and character, so they need to be interact between people that make them understand each other. Allah has explaining this instruction in the Koran at Surah Al-Hujjrat 14:

O mankind, We have created you from a male and female; and We have devided you into tribes and sub-tribes for greater facility of intercourse. Verily, the most honoured among you in the sight of Allah is he who is the most righteous among you. Surely, Allah is All-knowing, All-aware.²

From that statement above, it is shown that people have been instructed by Allah to be a friendship or it is understand between each other, although they have a different in sex, tribe, country, and language. Communication is a basic human activity, and basic of all human communication is language.

At the present, there are many languages which is used in the world. But, English is one of the international languages to communicate between each country at around world. It means that language as means of communication has important role position in global era. People can not do anything by theirselves; It is because we need to communicate with other for doing business. English commonly used in many field such as science, business and education. Many books about those fields, generally from other countries, are written in English. To conquer those fields, we have to master English. Therefore Indonesian people need to create an intellectual society.

In Indonesian government, English is a must as the first foreign language which is taught to the students from elementary school up to university. Even, some of kindergarten schools taught English for their students. By using English, the students are able to know the other country. In Junior High School and Senior High School, English is one of foreign language which is demanded to graduate in standard of national exam.

The English syllabus currently used in the formal education system is text-based syllabus. According to Feez and Joyce “A text-based syllabus is concerned with units of discourse called text.” Text-based syllabus design is based on an approach to teaching language which involves: teaching explicitly about the structure and grammatical features of spoken and written texts, linking spoken and written texts to the social and cultural contexts of their use, designing units of work which texts to the social and cultural contexts of their use, designing units of work which focus on developing skills in relation to whole texts, and providing students with guided practice as they develop language skills for meaningful communication through whole texts.

Text is any stretch of language which is held together cohesively through meaning. In 2006 curriculum there are twelve text types taught at Senior High School. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.

As we know that textbook has a great role in teaching learning, it is like a guidance for teacher in teaching and it can be a reference for student in studying. The choice of an English text book in language schools worldwide is often taken too lightly, which can lead to serious repercussions for both teachers and students. The selection of an inappropriate textbook is likely to act as a straightjacket, forcing teachers to grapple with material that is too difficult or irrelevant and fails to engage learners.

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3 Feez and Joyce, *Text Based Syllabus Design*, (Sydney: Macquire University, 2002), p. 4
Look Ahead an English course for Senior High School is the compulsory textbook for tenth graders in teaching learning process in Semarang District. Look Ahead published by Erlangga, consist of three volumes, Look Ahead; an English course for Senior High School for tenth graders, Look Ahead: an English course for Senior High School for eleventh graders, and Look Ahead; an English course for Senior High School for twelfth graders, the researcher analyze Look Ahead; an English course for Senior High School for tenth graders because tenth graders are the first grade of Secondary School after Junior High School.

In this study, the writer choose recount text because it is one of the genres that must be mastered by tenth year students of Senior High School as stated in curriculum. Recount has structure or elements which consist of orientation, events, and reorientation. Recount is one type used as the material in reading. It should be meaningful and not just a collection of clauses. In written text we can see how the structuring of the sentences has implications for units such as paragraph and for the progression of the whole texts. Cohesion allows readers to read smoothly because it links between the clause and sentence of the text. Cohesion refers to the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes.

Cohesion of a text will lead to a better comprehension. A reader will not find any difficulties to build sense of flow, because all part within the texts are connected. Considering this information, cohesion might help the reader in understanding the text easily. So, the cohesion of a text is an importance matter.

B. Reason for Choosing Topic

The reason that motivated the writer to choose the topic as follows:
1. Teaching foreign language is not easy for teacher. It is based on fact that the result of teaching and learning has not satisfied yet, many factors influence the success of teaching learning foreign language. One of the factors that affect it is the teaching materials including textbook.

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2. English is a foreign language; it is understandable that most students face difficulties in understanding reading text.

3. Cohesion is the most important criteria of discourse or text because it can help the reader to associate the previous sentences with next ones in a text, in this case recount texts.

4. The textbook of Look Ahead that will be analyzed is compulsory book used for teaching English to tenth grade students in Semarang. Therefore, it is important to know the most appropriate textbook for the students as a reading material.

C. Question of The Study

This study will attempt to answer the following question:

How is the cohesiveness of recount texts in Look Ahead English textbook for tenth grade of Senior High School published by Erlangga?

D. Objectives of The Study

The objective of the study is to find out the cohesiveness of recount texts in Look Ahead English textbook for tenth grade of Senior High School published by Erlangga.

E. Significances of The Study

The writer hopes that this research will be useful for:

1. The Teacher
   a. The teacher can select the textbook which is most suitable in teaching learning process.
   b. The teacher can apply the result of this study as feedback on their teaching activities; improve their knowledge and experience in choosing appropriate book, so that the students are better in reading skill.

2. The students
   To improve the students’ knowledge and ability in English reading materials, so that the students are able to understand the meaning of recount text.
3. The writer

It would be useful for the writer because it can improve the writer’s knowledge about cohesion.

F. Limitation of The Study

There are many kinds of reading texts which are available in the textbook such as procedure, descriptive, recount, narrative, report, and etc. In this study, the writer will limit the discussion on the analysis of cohesion in recount texts. Especially in grammatical and lexical cohesion.

G. Definition of Key Terms

In this proposal project, the writer would like clarify the meaning of the term used as follow:

1. Cohesion

   Cohesion is the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes. Hence, cohesive relations are non-structural relations which work to help a text hang together.⁷ Nunan stated that “cohesion is a textual phenomenon which points to the features of the discourse”,⁸ Unity of a discourse is achieved through it in form. Thus, cohesion is one of criteria for textually. If there are words and phrases which enable the writer or speaker to establish relationships across sentence or utterance boundaries, and which help to tie the sentences in a together is called cohesion.

2. Recount text

   According to Anderson, “recount is a piece of texts that retells past events, usually in the order in which they happened.”⁹

3. Textbook

   A textbook means a book giving instruction in a branch of learning.¹⁰

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4. Look Ahead 1, an English course for Student year X

An English course for Senior High School year X, it is arranged by Th. M Sudarwati and Eudia Grace. It published by Erlangga.

H. Organization of Thesis

This thesis consists of five chapters. They are as follow:

The first chapter presents the introduction of the research concerning its background of the study, reason for choosing the topic, question of the study, objectives of the study, significances of the study, limitation of the study and definition of key terms.

The second chapter presents review of related literature. It discusses the theories which are used as the bases of the research. It consists of general concept of cohesion, grammatical cohesion, lexical cohesion, general concept of discourse and text, general concept of recount text, and textbook.

The third chapter presents of method investigation. It explains technique in gathering the data and technique in analyzing the data.

The fourth chapter describes analysis of the data and interpretation of the result.

The fifth chapter presents conclusion and suggestion.

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CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Textbook

a. Definition of Textbook

   English textbook plays important role in the teaching learning process of English lesson. Nowadays, people can find textbooks easily at bookstores and libraries. Although most textbooks are published in printed format, now, some can also be viewed online. According to Hornby “textbook means a book giving instruction in a branch of learning”.11

   In another definition, textbook is a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions.12 In order to use a textbook systematically and flexibly, it is important to understand how it is put together and how it can be adapted to meet the needs of the particular learners. The textbook provides a plan for learning, a visible outline of what is to be learned in the classroom as a bank of resource materials and ideas. What happen in the classroom fills out and transforms the outline into learning experience for students.

   There is relation between teacher and textbook. The relation between teacher and text book is an important consideration and at it is a partnership that share common goals to which each side brings its special contribution. The aim of text book should correspond as closely as possible to the aim of the teacher, and both should seek to meet the needs of the learners to the highest degree. The partnership is helped when aims and objectives are well defined, and when the difference but

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complementary roles of the teacher and course book are clearly perceived and well balanced.

Textbook are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercise for skill a practice. A writing textbook might provide model compositions and list of topic for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercise to develop grammatical knowledge. The textbook does not stand alone; teachers do need a manual with specific information about how to begin, conduct and end each lesson given in the book.

From the definition above we can conclude that textbook is kind of book used in some studies at school or college as standard works in a particular skill or subjects as standard works with appropriate contents.

b. The Role of Textbook

A textbook has many functions for teachers in order to run the teaching learning process well, or its has an important role in teaching learning process. Grant in his book *Making The Most of your Textbook* said that textbook do several useful jobs, there are as follow:

1) They can identify what should be taught or learned, and the order in which it should be taught or learned.
2) They can indicate what methods should be used
3) They can provide, neatly, attractively, and economically, all or most materials needed
4) They can save the teacher an extraordinary amount of time.
5) They can act as very useful learning- aid for the students

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In line with it, According to Cunningworth, a textbook is best seen as a resource in achieving aims and objectives that have already been set in term of learners needs. They should not determine the aims themselves or becomes the aims. A course book has multiple roles in English learning teaching and converses as\textsuperscript{15}:

1) A resource for presentation materials (spoken and written)
2) A source of activities for learner’s practice and communicative interactions.
3) A reference for the learners on grammar, vocabulary, pronunciation, etc
4) A source of stimulations and ideas for classroom language activities
5) A syllabus (where they reflect learning objectives that have already been determined)
6) A support for less experienced teachers who have yet to gain in confidence.

c. The Kinds of Textbooks

Grant categorizing a textbook into two of categories of textbook. The two categories are *traditional textbooks*, and *communicative text books*. They may describe as follows:

1) Traditional Textbooks.

Traditional textbooks are still being published today. So the label is used to describe a type of textbook, rather than the date when it was published. The traditional textbook tries to get students to learn the language as a system. Once they have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way they think fit.

Traditional textbook have all or most of these characteristics:

a) They tend to emphasis the forms, or patterns, of language (the grammar) more than the communicative functions of language the job we do using it, for example, asking for information, making request, apologizing, asking the way, etc.

\textsuperscript{15} Jack C Richards, *op. cit.*, p. 251
b) They tend to focus on reading and writing activities, rather than listening and speaking activities.

c) They often make use of great deal of first language.

d) They emphasis the important of accuracy

e) They tend to focus rather narrowly a syllabus and examinations.

f) They are often attractive to some teachers, because they seem easy to use, and are highly examination- oriented.\textsuperscript{16}

2) Communicative Textbook

Communicative textbooks try solve this problems by creating opportunities for the students o use the language in the classroom, as a short of “halfway house“before using it in real life. Communicative course book vary quite a lot, but very broadly they have the following characteristics:

a) They emphasis the communicative functions of language – the jobs people o using the language.

b) They try to reflect the students needs and interests

c) They emphasis skills in using the language, not just the forms of language, and they are therefore activity - based.

d) They usually have a good balance among the four language skills, but many emphasize listening and speaking more than traditional course book does.

e) They tend to be very specific in their definition of aims.

f) Both content and methods reflect the authentic language of everyday life.

g) They encourage work in groups and pairs, and therefore make heavier demands on teacher’s organizational abilities.

h) They emphasize fluency, not just accuracy.\textsuperscript{17}

\textbf{d. The Function of Textbook}

\textsuperscript{16} Neville Grant, \textit{op.cit.}, p. 13.

\textsuperscript{17} Neville Grant, \textit{op., cit.} p. 14.
According to Jack C. Richard in the Book *Curriculum Development in Language Teaching*, the functions of textbook as follow:\(^{18}\):

1) They provide structure and syllabus for a program

   Without textbooks a program may have no central core learners may not receive a syllabus that has been systematically planned and developed.

2) They help standardize instruction

   The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

3) They maintain quality

   If a well developed textbook is used, students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

4) They provide a variety of learning resources

   Textbook are often accompanied by workbooks, CDs and cassettes, videos, CD-ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

5) They are efficient

   They save teachers’ time, enabling teachers to devote time to teaching rather than materials production.

6) They provide effective language models and input.

   Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

7) They can train teachers

   If teachers have limited teaching experience, a textbook together with the teacher’s manual can serve as a medium of initial teacher training.

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\(^{18}\) Jack C Richards, *op. cit.*, p. 254-255
8) They are visually appealing

Textbook usually have high standards of design and production and hence are appealing to learners and teachers.

2. The Indicators to Measure of Text

a. Definition of Text

According to Richards “text is a piece of spoken or written language. A text may be considered from the point of view of its structure and/or its functions.”\(^{19}\) A full understanding of a text is often impossible without reference to the context in which it occurs.

Nunan added that “text refers to a written or taped record of a piece of communication”\(^{20}\) but Feez and Joyce argued that “a text is any stretch of language which is held together cohesively through meaning.”\(^{21}\) Actually when we speak or write something, we have made a text. So, any instance of living language that is playing some parts in context of situation we shall text. It may be either spoken or written. Based on the participant there are spoken and written text.

Text is something that happens, in the form of talking or writing, listening or reading.\(^{22}\) When we analyze it, we analyze the product of this process, and the term ‘text’ is usually taken as referring to the product, especially the product in its written form, since this is most clearly perceptible as an object.

b. Genre

Gerot and Wignell stated that “Genre is one of the most important and influential concept in language education. Genre can be defined as a


\(^{21}\) Feez and Joyce, *Text Based Syllabus Design*, (Sydney: Macquaire University, 2002), p.4

culturally specific text-type which results from using language (written or spoken) to (help) accomplish something.”

According to Richards “genre is a particular class of speech events which are considered by speech community as being of the same type.”

It can be concluded that there are differences between each genre to another. There are some genres texts: spoof/recount, reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory, explanation, discussion, and reviews. But in this study the writer only discusses about recount text.

c. Recount Text

1) Definition of recount text

According to Anderson, “recount is a piece of texts that retells past events, usually in the order in which they happened.”

The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Since texts are constructed in order to achieve different purposes, they are constructed in different ways. Consequently, there are a lot of text types in English. They, however, are categorized into two kinds, namely literary texts and factual texts. There are three main text types in the literary texts, i.e. narrative, poetic, as well as dramatic. Meanwhile, such text types as recount, explanation, discussion, informative report, exposition, procedure, as well as response belong to factual texts.

Recount as one of factual texts can be said as the simple text type because it even can be about familiar and everyday things or events. It, however, can be more demanding if it is used on formal

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context such as report of a science experiment, police report, news report, historical account, etc.

In line with Anderson’s idea, Derewianka states that in a recount we reconstruct past experience, a recount is the unfolding of sequence of events overtime.\textsuperscript{26} We are using language to keep the past alive and help us to interpret experience.

2) Types of Recount Text

According to Anderson, there are some types of recount text\textsuperscript{27}:

a) Eyewitness accounts

An eyewitness account is one example of a recount. The eyewitness may be called on to give details about an event such as a car accident, an explosion or a fight. The audience may be a police officer, readers of a newspaper or viewers of a TV news report. The purpose of the account is to provide details about event in the order in which they occurred.

Example of eyewitness recount:

I was walking along Main Street about 10 a.m. when I saw this blue car stop outside the bank. Next thing I saw this man with a mask on. He jumped out of the car and ran into the bank. I then walked up to the door of the bank and looked in. by this time the robber had everyone in the bank lying on the floor. At this point I hurried to the telephone box in park and called the police.

b) Speeches

A speech is a spoken text that can have a variety of purpose. A recount speech would be one where the speaker tells the audience about a past happening. The speaker would recount the events in the order in which they took place.

\textsuperscript{26} Derewianka, Exploring How Texts Work, (Australia: Primary English Teaching Association, 1990), p.140.
\textsuperscript{27} Anderson, op.cit., p. 56
When preparing a speech, the speaker should do the following:

i. Be clear about the topic and purpose of the speech.

ii. Do research so that the speech is accurate.

iii. Remember who the audience will be (friends, young children or adults) and what they might expect (to be entertained)

iv. Practice the speech, checking that the voice is clear, that important words are stressed, and that it is spoken neither too quickly nor too slowly.

v. Think about body language, such as when to use facial expressions or hand gestures and how to stand.28

c) Letters

Letters can be written for all sorts of reason. Some letters can be recount text types because the writer retells events to the reader. These letters can be posted or faxed. More and more people are now using e-mail (electronic mail) to send their recounts.

d) Conversations

A conversation is a spoken text between two or more people. Conversations can have different purpose to explain, to describe or to argue. Some conversations can have the purpose of recounting events. Conversations are written with special punctuation marks to show the words that were spoken by the participants. When the actual words are written, this is called direct speech. The actual words are written inside quotation marks. Originally, the quotation marks used at the start of the direct speech were “and the end of the speech was shown by”. Today because of the influence of word processors, direct speech is usually shown between single quotation marks. Examples of recount conversations are: talking with your family about what

28 Anderson, op.cit., p. 74
you did at school today, telling a friend who missed last night’s episode of ‘home and away what happened’.

e) Television Interviews

An interview is a special type of conversation that can be a recount text. Often on current affairs shows or chat shows the guests are asked to recount part of their lives.\textsuperscript{29}

3) Constructing a written recount

The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

a) A first paragraph that gives background information about who, what, where and when (called an orientation)

b) A series of paragraphs that retell the events in the order in which they happened

c) A concluding paragraph (not always necessary)

4) Language features in a recount

The language features usually found in a recount are:

a) Proper nouns to identify those involved in the text

b) Descriptive words to give details about who, what, when, where and how

c) The use of the past tense to retell the events

d) Words that show the order of events\textsuperscript{30}

5) The recount scaffold

We can see from the models and the previous activity that a recount text can have three main parts.

a) A first paragraph that gives background information about who, what, where and when (an orientation)

b) A series of paragraphs that retell the events in the order in which they happened.

\textsuperscript{29} Anderson, \textit{op. cit.}, p. 71.
\textsuperscript{30} \textit{Ibid.}, p. 50.
c) A concluding paragraph that may including a personal comment (always necessary)\textsuperscript{31}

6) Tense and recounts
Tense is the time that the action takes place in the text. It can be in the past (already happened), in the present (is happening now) or in the future (will happen later). Recounts use the past tense.

d. Discourse Analysis
Discourse refers to the piece of communication in context.\textsuperscript{32} Hornby argued that “discourse is a kind of spoken or written language.”\textsuperscript{33} The example of spoken language is the use of language in communication or when making conversation with other people. According to Richards discourse is a general term for examples of language use, language which has been produced as the result of an act of communication. Whereas grammar refers to the rules a language uses to form grammatical unit such as clause, phrase, and sentence, discourse refers to larger units of language such as paragraph, conversations, and interviews. Sometimes the study of both written and spoken discourse is known as discourse analysis.\textsuperscript{34}

Discourse analysis is the study of how sentence in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews. For example, discourse analysis deals with:
a. How the choice of articles, pronouns, and tenses affects the structure of discourse.
b. The relationship between utterances in a discourse.
c. The moves made by speakers to introduce a new topic, change the topic, or assert a higher role relationship to the other participants.\textsuperscript{35}

\textsuperscript{31} Ibid. p. 53.
\textsuperscript{32} David Nunan, \textit{op.cit.}, p. 20.
\textsuperscript{33}Hornby, \textit{op.cit.}, p.330
\textsuperscript{34} Jack Richards, \textit{et. al.}, \textit{op.cit.}, p. 83.
\textsuperscript{35} Jack Richards, \textit{op.cit.}, p. 84
Discourse analysis is also study these text-forming devices. However, they do so with reference to the purpose and functions for which the discourse was produced, as well as the context within which the discourse was created.\(^{36}\)

McCarthy stated that discourse analysis can be defined as the study of the relationship between languages of the context in which it is used not just concern with the description and analysis of spoken interaction. In the other word, discourse analysis is basically concern with the relationship between language and the context of its use.\(^{37}\)

The context in which the language is used is very important. It can influence the interpretation of a discourse since it determines whether the discourse is a request, instruction or an exemplification. Moreover, it can also affect the choice of language which is used in the discourse. And so, discourse analysis influences the interpretation of a discourse or text. An useful interpretation of a literary work can be reached by an analysis of the text’s organization as discourse. Thus, discourse analysis can be useful in interpreting the text, because the text belongs to literary work.

Meanwhile, cohesive devices keep cohesiveness among elements within a discourse or text. Cohesive relationships between words and sentences in the discourse or text can help us recognize the unit beyond a sentence. And so, the cohesive text will make the readers understand what the writer really intends to. However, readers are very creative interpreter whenever he/she reads a written text.

In addition, specifically, Halliday and Hasan define text as not just a string of sentences. It is not simply a large grammatical unit, something of the same kind as a sentence, but differing from it in size, a sort of super sentences a semantic unit. Because it is semantic unit, its texture (the state of being a text) is determined by its interpretation

\(^{36}\) David Nunan, *op.cit.*, p.20.  
within a particular context.\textsuperscript{38} Thus, the text can be either spoken or written and of any length. While a text may be of any length, it is normally longer than one sentence. Consequently, it can be spoken or written.

Discourse study is also considered as the discipline devoted to the investigation of relationship between form and function on verbal communication. In spoken discourse, the speaker has to say meaningful and united utterances or discussion so that the hearer can comprehend what the speaker says. In written discourse, the writer usually has time to think about what to say and how to say it, that is meaningful and related sentences are well formed and can be understood easily.

We can conclude from the definition above that discourse analysis deals ‘with everything that has something to do with a set of language or communication activities, either spoken or written that build a set of certain meaning based on its.

3. Cohesion

According to Richards in \textit{Longman Dictionary of Applied Linguistics} stated that “cohesion is the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence.”\textsuperscript{39}

Cohesion is the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes. Hence, cohesive relations are non-structural relations which work to help a text hang together.\textsuperscript{40} That is, sequences of sentences or utterances which seem to ‘hang together’. These are words and phrases which enable the writer or speaker to establish relationships across sentence

\textsuperscript{39} Jack Richards, \textit{op.cit.}, p. 45
\textsuperscript{40} Gerot and Wignell, \textit{op.cit.}, p. 170
or utterance boundaries, and which help to tie the sentences in a text together.\textsuperscript{41}

Halliday and Hasan mention that cohesion refers to relations of meaning that exist in the text, and that defines it as a text. Furthermore, Halliday and Hasan explain that cohesion is a semantic relation between an element in the text and some other elements that are crucial to the interpretation of it.\textsuperscript{42}

From the information above, cohesion serves to relate individual utterances to be understood logically and chronologically as a discourse or text. The elements in the discourse or text are dependent one another. Furthermore we can also state that cohesion expresses the relation and the continuity that exist between one art of the text and another. Cohesion also has a function as a tie to link one sentence to another. This relationship has function to convey meaning from the speaker’s mind, idea, or thought in order to make readers easier to understand it.

It is in line with the concept from Baker stated “cohesion as a network of lexical, grammatical and other relations which Provides links between various parts of text.”\textsuperscript{43} From this statement, we can draw a conclusion that cohesion helps us to create a text and thus it is the text forming component of linguistic system; its resources for text construction, the range of meanings that are specifically associated with relating what is being spoken or written to its semantic environment. Thus, cohesion doesn’t concern about what a text means, it concerns how the text is constructed as a semantic edifice.

4. Grammatical Cohesion

There are four types of grammatical cohesion. They are reference, substitution, ellipsis, and conjunction. Every type is elaborated in the following explanation:

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\textsuperscript{41} David Nunan, \textit{op. cit.}, p. 5.
\textsuperscript{42} Halliday and Hasan, \textit{op.cit.}, p.4
a. Reference

Reference is systems which introduce and track the identity of participants through text. It is related to textual meaning and thus to mode.\textsuperscript{44} We find very different patterns between spoken and written texts and these differences are accentuated the more ‘written’ the text is. According to Halliday and Hasan “reference is the relation between an element of the text and something else by reference to which it is interpreted in the given instance. Reference is a potentially cohesive relation because the thing that serves as the source of interpretation may itself be an element of text”.\textsuperscript{45} There are three types of reference: personal, demonstrative, and comparative reference. Each type is explained below:

1) Personal reference is a reference by means of function in the speech situation, through the categories of person, such as 1, me, you, we, us, him, etc. The category of personals includes the three classes of personal pronoun, possessive pronouns (mine, yours, ours, etc.) and possessive identifiers (my, your, our, etc.). For example:

a) Cathy is the new student from Australia.

b) She sits next to me.

In the second sentence, she refers Cathy to in the preceding sentence. The word she is personal reference. It is called pronoun of the third person singular which is grammatically function as a head.

2) Demonstrative reference is a reference by means of location, on a scale of proximity. In the case of demonstrative, the words this, these, that, those, here, now, there, the, and then are used. Halliday and Hasan add this, these, and here imply proximity to the speaker; that, those, and there imply distance from the speaker. The use of demonstrative reference is shown in the example below:

\begin{flushright}
\textsuperscript{44} Gerot and Wignell, \textit{loc.cit.}\n\textsuperscript{45} Halliday and Hasan, \textit{op.cit.}, p. 308-309.
\end{flushright}
a) There seems to have been a great deal of sheer carelessness. This is what I can't understand.

b) There seems to have been a great deal of sheer carelessness.

Yes, that what I can't understand.

The basic sense of this is one of proximity, this refers to something as being near, that refers to something as being not near. The ‘that’ term tends to be more inclusive, though the two are more evenly balanced in English than their equivalents in some other languages. Proximity is typically from the point of view of the speaker, so this means ‘near me’.

3) Comparative reference.

Whereas personals and demonstratives, when used anaphorically, set up a relation of co-reference, whereby the same entity is referred to over again, comparatives set up a relation of contrast. In comparative reference, the 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. Comparative reference items function in nominal and adverbial groups and the comparison is made with reference either to general features of identity, similarity and difference or to particular features of quality and quantity.

For examples:

a) It’s the same cat as the one we saw yesterday;

b) It’s a similar cat as the one we saw yesterday; and

c) It’s a different cat from the one we saw yesterday.

The referent was the one we saw yesterday, and the comparative same, similar, and different were pointing forward to it.

b. Substitution

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46 Halliday and Matthiessen, op. cit., p. 557.

47 Ibid., p. 560
There are three types of substitution they are: nominal, verbal and clausal substitution.  

1) Nominal Substitution

In nominal substitution, there are three items that occur as substitutes: one, ones, and same.

Example: There are some new tennis balls in the bag. These ones have lost their bounce.

The underlined word in the second sentence above, that is one, is the substitution of tennis ball in the preceding sentence. And so, the word one in the second sentence illustrates cohesion based on substitution.

2) Verbal Substitution

Example: You think John already knows? I think everybody does.

The word does in the sentence above, is the substitution of knows in the preceding sentence.

3) Clausal Substitution

Example: It is going to rain? I think so.

The word so in the sentence above, is the substitution of going to rain in the preceding sentence.

c. Ellipsis

Ellipsis is describes as a form of substitution in which the original item is replaced by zero. Ellipsis occurs when some essential structural is omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text.

As with substitution, there are three types of ellipsis:

1) Nominal Ellipsis

Example : Joan brought some carnations and Catherine sonic sweet peas.

Ellipsis item : brought in the second clause.

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48 David Nunan, *op. cit.*, p. 24-25
2) Verbal Ellipsis

Example : Have you been swimming? Yes, I have.
Ellipsis item : been swimming in the second clause.

3) Clausal Ellipsis

Example : What was the Duke going to do? — Plant a row of poplars in the park.
Ellipsis item: the Duke was going to in the second clause.

4. Conjunction

Conjunction differs from reference, substitution and ellipsis in that it is not a device for reminding the reader of previously mentioned entities, actions and states of affairs. In other words, it is not what linguists call an anaphoric relation. However, it is a cohesive device because it signals relationships that can only be fully understood through reference to other parts of text. There are four different types of conjunction, they are: temporality, causality, addition and adversity. Examples of each type follow.

1) Adversative Conjunction

Example: Carol, however, changed her behavior because she wanted to become part of a new group.

2) Additive Conjunction

Example: No one wants to be rejected. And to prevent rejection we change our behaviors often.

3) Temporal Conjunction

Example: A friend of mine went to an out-of-stage college. Before she left, she expressed her feelings about playing role to win new friend.

4) Causal Conjunction

Example: Today’s society sets the standards. The people more or less follow it. Consequently, there exists the right behavior for the specific.

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50 David Nunan, op. cit., p. 26-27
5. Lexical Cohesion

Lexical cohesion refers to relationship between and among words in a text. Lexical cohesion is primarily related to field. We discover the field of a text through its content words. Fields tend to have specialized vocabularies and tend to engage in specialized activities. Thus we are interested not only in the words but also in the kinds of activities they engage in. 51

Lexical cohesion occurs when two words in a text are semantically related in some way; they are related in terms of their meaning. 52 There are two major categories of lexical cohesion are reiteration and collocation.

a) Reiteration

Reiteration includes repetition, synonym, superordinate, and general word. 53 The example of reiteration as follows:

1) Repetition

The most direct form of lexical cohesion is the repetition items, for example the word bear in sentence:

Algy met a bear. The bear was bulgy.

Here the second occurrence of bear harks back to the first. In this instance, there is also reference item the, signaling that the listener knows which bear is intended; and since there is nothing else to satisfy the ‘the’. We conclude that it is the same bear. But this referential link is not necessary to lexical cohesion. If we had Algy met a bear. Bear are bulgy, where bears means ‘all bear’, there would still be lexical cohesion of bears with bear. In this case, however, there would be only one tie; whereas in the example cited first there are two, one referential (the) and one lexical (bear)

2) Synonym

51 Gerot and Wignell, op. cit., p. 177
52 David Nunan, op. cit., p.28.
53 Ibid., p. 29.
In synonymy, the experiential meaning of the two lexical items is identical; this does not mean that there is a total overlap of meaning, simply that so far as one kind of meaning goes, they mean the same. The standard literature in semantics.\footnote{Halliday and Hasan, \textit{Text And Context: Aspects Of Language In A Social-Semiotic Perspective}, (Victoria: Deakin University Press, 1978), p. 76.}

Example: You could try reversing the car up the slope. The incline isn’t all that sleep.

3) Superordinate

Example: Pneumonia has arrived with the cold and wet conditions. The illness is striking everyone from infants to the elderly.

4) General word

Example: Did you try the steamed buns? Yes, I did not like the things much.

b) Collocation

Collocation is the way in which words are used together regularly. Collocation refers to the restriction on how words can be used together, for example which prepositions are used with particular verbs, or which verbs and nouns are used together.\footnote{Jack Richards, \textit{op.cit.}, p. 46}

At the same time there are other instances of lexical cohesion which do not depend on any general semantic relationship of the type just discussed, but rather on a particular association between the items in question, a tendency to co-occur. This co-occurrence tendency is known as collocation. For example:

A little fat man of Bombay

was smoking one very hot day,

but a bird called a snipe

flew away with his pipe,

which vexed the fat man of Bombay.\footnote{Halliday and Matthiessen, \textit{op.cit.}, p. 577}
There is a strong collocational bond between smoke and pipe, which makes the occurrence of pipe in line 4 cohesive.

Clearly there is a semantic basis to a collocation of this kind, a pipe is something you smoke, and the words pipe and smoke are typically related as range to process in a behavioral process clause. Hence pipe here will be interpreted as the pipe that he was smoking at the time.

B. Previous Research

The researcher will describe some these that are relevant to make the thesis arrangement easier as follows:

1. Kartikasari, Faculty of Language and Art, UNNES Semarang 2010 (The Cohesion of Conversational Texts of Senior High School English Textbook). This research was aim at analyzing kinds of cohesive devices found in conversational texts of an English electronic textbook. The objectives of this research were to find out whether the text book applies any cohesion and to describe the kinds of cohesive device found in the conversational texts. In this research, she analyzed 19 conversational texts from the electronic textbook and found that each of the text has applied cohesive device, both grammatical cohesion and lexical cohesion. Reference dominated the grammatical cohesion while lexical cohesion is dominated by reiteration. Conjunction can be found in all the conversational text that has been analyzed. Other cohesive devices such as substitution, ellipsis, and collocation were applied in some conversational text. 57

2. Nurlaila Tuttaqwa, Bachelor Program of English Language Education of State Institute for English Islamic Studies Walisongo/IAIN Walisongo 2009 (Analysis of Speaking Exercises in Look Ahead 1, An English Course for Senior High School Student Year X Published By Erlangga).

The objectives of this study are to identify to what extent the speaking exercise in Look Ahead 1 that relevant with the criteria of speaking exercise this uses the library research approach, which is the technique of analysis use the contents analysis (evaluating textbook). In this research, she analyzed 36 speaking exercises which displayed in the Look Ahead 1. The result of her analysis reveals that in terms of kinds of test, speaking skill contents and kinds of practice exercise, those exercises are sufficient enough to improve students ability in speaking skill because the exercise in this book covers all of those criteria, in term of its relevance with curriculum.  

3. Dwi Eka Aryani, Faculty Of Language and Art, UNNES Semarang 2007(The Generic Structure of Written Text in English on Sky Textbook), state that the aim of English teaching based on school based curriculum is that the students of senior high school hopefully can reach the informational level of literacy since they are prepared to continue their study to the university level. In the standard of competence for tenth year students of senior high school, they should learn five genres; namely recount narrative, descriptive, procedure, and news item. She concluded that the textbook is relevant to the current curriculum. 

However this research is different with previous research, but the writer have some purpose that is improving students’ understanding of different cohesion. In first thesis to analyze the cohesion of conversational texts of senior high school English textbook and the second thesis an analysis written text’s of generic structure in English on sky textbook. But the writer will analyze the cohesion of recount texts in look ahead English textbook.

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58 Nurlaila tuttaqwa, *Analysis of Speaking Exercises in Look Ahead 1, An English Course For Senior High School Student Year X Published By Erlangga*, (Semarang: IAIN, 2009), p. vii
CHAPTER III
RESEARCH METHODOLOGY

The main point of third chapter is focused on the methodology of the research used in this study. It is divided into several sub chapters. They are research approach, source of data, data, procedures of collecting data and procedure of analyzing data.

A. Research Approach

Most of all research method needs a resource of a book (library) to combine their research. There is a little difficult to distinguish between Library research and field research, both of them need a literature. The main differences are based on the purposes, functions and the position of the each research. In the field research, literature is needed as a basic theory to prepare the research design. While in the Library research, literature not only used as the preparing of research design but also it more than that, it used to get data collection of the research.60

The Purpose of this research is to analyze the cohesion of recount text in “Look Ahead 1”, an English textbook for Senior High School grade X years The writer uses a library research approach because in this research, the writer will analyses a cohesion of recount text in “Look Ahead 1”, an English textbook for Senior High School grade X years.

B. Source of Data

Arikunto stated that the data resource is the subject from which the data can be found.61 In this study, the source of data is the recount text found in “Look Ahead an English Course 1 for Senior High School Students Year X published by Erlangga”, 2007 written by Th. M. Sudarwati and Eudia Grace.

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C. Data

The data of this study are in the form of visual text, the researcher takes some of recount texts found in the textbook as the data. There are 7 recount texts in Look Ahead English Textbook for Tenth Grade of Senior High School Published by Erlangga.

D. Procedure Data Collection

The purpose of this study are to find out whether the recount texts in English textbook are written cohesively and in order to know what kind of cohesive devices are mostly used in recount texts in English textbook.

In doing this research, the researcher uses three steps as follows:

1. Selecting the textbook

   A textbook is one of the important media to support the teaching and learning process. Textbook which is designed for classroom use provides many items such as vocabulary items, reading texts, speaking exercises, instructions etc.

   There are so many textbooks found in the bookstore. But the writer chooses one textbook which was used by the first year students of senior high school. The title is “Look Ahead: An English Course For Senior High School Students Year X” written by Th. M. Sudarwati and Eudia Grace, published in 2007 by Erlangga. The writer chooses this book because it is a kind of good English textbook it is based on 2006 curriculum.

2. Selecting the recount texts

   After selecting the textbook, the writer did step that is selecting recount text in the textbook chosen. The writer read the content of the textbook. The textbook consists of seven recount texts and the writer analyzed all of them.

E. Procedure of Analyzing Data

In analyzing the data, the writer used text analysis or discourse analysis as the technique. Discourse analysis is the study of how sentence in spoken and written
language form larger meaningful units such as paragraphs, conversations, interviews. The analysis of data was done in the following steps:

1. Dividing and numbering sentences into clauses

The first step that would be done in the analysis in this research is dividing the sentences into clauses. Then, the clauses found would be numbered in order to know the sum of the clauses in the paragraph and to make it easier in identifying cohesive devices.

Example:

Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. He studied painting with his father and also in Madrid.

It is a paragraph that consists of two sentences. The first sentence is Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. The second one is He studied painting with his father and also in Madrid. After knowing the sentences in the paragraph, the writer divided and numbered it into clauses.

a. Picasso was born in 1881 in Malaga, Spain as the son of an art teacher.

b. He studied painting with his father

c. and also in Madrid

As stated above, it is clear that there are three clauses in the paragraph.

2. Identifying grammatical and lexical cohesive devices within the clauses

After considering the clauses, the writer did next step, which is, identifying cohesive items within the clauses both grammatical and lexically. The word ‘he’ in the second clause refers to ‘Picasso’ and it is called reference. In the second clause, the word ‘his’ called reference too. It refers to possessive of ‘Picasso’. Furthermore, in the third clause, the words ‘studied painting’ are the elliptic item that is omitted.

In the third clause, the italic word, the word and, is identified as conjunction since it connects the clauses. On other hand, in the first clause, the bold word, which is Spain, is a superordinate of Malaga and Madrid (in the

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third clause) and it is called reference. In the second clause, the word art is identified as reiteration since it is a superordinate of painting.

From the clause above, the writer concluded that there are two kinds of grammatical cohesion namely reference and conjunction. On other hand, there is only one kind of lexical cohesion which is called reiteration.

3. Putting the number of cohesive devices into tables based on its types

Based on the tables that were made, the data will show the level of cohesion that appears in recount texts, so we will know the cohesive devices clearly. The grammatical and lexical devices sometimes determine the tie. The followings are examples of the table of grammatical and lexical cohesion.

a. The table of grammatical cohesion

<table>
<thead>
<tr>
<th>No of clause</th>
<th>Reference</th>
<th>Substitution</th>
<th>Ellipsis</th>
<th>Conj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Picasso</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>He, his</td>
<td>-</td>
<td>Studied painting</td>
<td>A</td>
</tr>
</tbody>
</table>

Total 1 3 0 2 1

b. The table of lexical cohesion

<table>
<thead>
<tr>
<th>No of clause</th>
<th>Reiteration</th>
<th>Collocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spain, art</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Total 2 -
4. Counting the number of cohesive devices in the form of percentages

Every research has its own method that is determined based on the purpose of the study. This research is designed as qualitative research, so the nature of the study is descriptive. Analysis of this type will be done with words to describe conclusions, so the qualitative study obtains the descriptive data either spoken or written.

The purpose of this section is to know what kind of cohesive devices perform mostly in recount texts in English textbook. Furthermore, the writer counted the types of both grammatical and lexical cohesion into percentages. In this analysis, the writer used a simple formula:

\[ X = \frac{\sum N}{N} \times 100\% \]

Where:

- \( X \): the percentage of cohesion in recount texts found in the textbook
- \( N \): the number of each type of cohesion in recount texts found in the textbook
- \( \sum N \): The total number of the cohesion items found in recount texts in the textbook

a. Grammatical Cohesion

1) Reference:

\[ \frac{3}{5} \times 100\% = 60\% \]

2) Substitution:

\[ \frac{0}{5} \times 100\% = 0\% \]

3) Ellipsis:

\[ \frac{1}{5} \times 100\% = 20\% \]

4) Conjunction:

\[ \frac{1}{5} \times 100\% = 20\% \]
b. Lexical Cohesion

\[ \frac{2}{2} \times 100\% = 100\% \]

1) Reiteration : \[ \frac{0}{2} \times 100\% = 0\% \]

2) Collocation :

To categorize whether or not recount texts are written cohesively, the
writer used certain criterion based on Halliday and Hasan\textsuperscript{63}, the data
criterion as follows:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number of cohesive devices in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0-25</td>
</tr>
<tr>
<td>Fair</td>
<td>26-50</td>
</tr>
<tr>
<td>Good</td>
<td>51-75</td>
</tr>
<tr>
<td>Excellent</td>
<td>76-100</td>
</tr>
</tbody>
</table>

5. Interpreting the result

It was a process of interpreting the findings by consulting it to the theories
(as presented on chapter II). The result of recount texts analysis would be
interpreted based on the number of grammatical and lexical cohesive devices.
The level cohesiveness of recount texts would be clear after the writer did the
interpretation.

CHAPTER IV
FINDINGS AND DATA ANALYSIS

This chapter is concerned with the analysis of the data of recount texts in *Look Ahead* English textbook. As stated in the previous chapter, the writer analyzed them in order to find out types of cohesive devices.

A. FINDINGS

All of the recount texts that the writer analyzed contain cohesive aspect. The author of the textbook the writer had analyzed applied cohesion aspect to relate some words and ideas in the paragraph of the text. In constructing texts for textbook, the author of textbook used both grammatical and lexical cohesion. From all of the recount texts the writer analyzed, it can be seen that they contain many aspects such as reference, ellipsis, conjunction and lexical cohesion. However substitution is difficult to find.

The following table shows the data after being analyzed.

<table>
<thead>
<tr>
<th>Text</th>
<th>Reference</th>
<th>Substitution</th>
<th>Ellipsis</th>
<th>Conjunction</th>
<th>Reiteration</th>
<th>Collocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75.86%</td>
<td>0%</td>
<td>6.9%</td>
<td>17.24%</td>
<td>81.82%</td>
<td>18.19%</td>
</tr>
<tr>
<td>2</td>
<td>74.99%</td>
<td>0%</td>
<td>6.25%</td>
<td>18.75%</td>
<td>66.67%</td>
<td>33.33%</td>
</tr>
<tr>
<td>3</td>
<td>65%</td>
<td>0%</td>
<td>10%</td>
<td>25%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>53.33%</td>
<td>0%</td>
<td>20%</td>
<td>26.67%</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>5</td>
<td>63.16%</td>
<td>0%</td>
<td>10.53%</td>
<td>26.32%</td>
<td>63.33%</td>
<td>36.67%</td>
</tr>
<tr>
<td>6</td>
<td>46.67%</td>
<td>0%</td>
<td>20%</td>
<td>33.33%</td>
<td>53.33%</td>
<td>46.67%</td>
</tr>
<tr>
<td>7</td>
<td>40%</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>70%</td>
<td>30%</td>
</tr>
</tbody>
</table>

The seven recount texts the writer analyzed contain both grammatical cohesion and lexical one. The textbook writer applied cohesion aspect in order to relate some words and ideas being informed in the text. The writer can see that in the texts, the idea in the previous sentence is written cohesively with the sentence following it. The writer can also prove through the data above that the ideas in recount texts in the textbook flow cohesively.
From the table above, reference was the most dominant grammatical cohesion in the first recount text. It was 75.86%. On the other hand, the percentage of reiteration was higher than collocation. It was 81.82%. The same as in the second text, the percentage of reiteration was 66.67% higher than the percentage of collocation. The dominant grammatical cohesion aspect occurred in these texts was reference. It was 74.99%. Reference was also the most dominant grammatical cohesion in the third text. Its percentage was 65%. Meanwhile, reiteration was 100%. In the fourth and fifth texts, the most dominant grammatical cohesion was also reference. They were 53.33% and 63.16%. However in the fourth text, collocation was higher than reiteration. It was 75%. In the fifth text, reiteration was 63.33%. It was higher than collocation, which is 36.67%. In the sixth text, the most dominant grammatical cohesion was still reference. It was 46.67%. In the seventh text, reference and conjunction were dominant grammatical cohesion. It was 40%. In addition, in the sixth and seventh texts, reiteration was higher than collocation. Their percentages were 53.33% and 70%.

We can see from the table that in general the recount texts from the "Look Ahead I An English Course for Senior High School Students Year X" are cohesive text in good categorize, since the rate of the percentage both of the grammatical and lexical cohesion are in 51%-75% based on Halliday and Hasan’s theory.

B. DATA ANALYSIS

In analyzing the data, the writer used Halliday and Hasan theory. Halliday and Hasan divide cohesion into five types; those are reference, substitution, ellipsis, conjunction and lexical cohesion. Therefore, the writer classified the data according to the kinds of cohesive types.

1. Grammatical Cohesion

Grammatical cohesion consists of four types. They are reference, ellipsis and conjunction. Reference is the act of referring to a proceeding of following element, deals with a semantic relationship. Meanwhile,

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Substitution and ellipsis; can be thought of in simplest terms as processes within the text; substitution as the replacement of one item by another, and ellipsis as the omission of an item. Conjunction refers broad to the combining of any two textual elements. The following the further explanation.

**a. Reference**

Reference is systems which introduce and track the identity of participants through text. It is related to textual meaning and thus to mode.\(^65\) There are three types of reference. They are personal reference, demonstrative reference and comparative reference.

1) Personal reference

Personal reference is reference by means of function in the speech situation, through the category of person, such as I, me, you, mine, his, etc. It also can be said that personal reference is by mean a personal pronouns, possessive pronouns (mine, yours, etc) and possessive identifiers (my, your, etc).\(^66\)

The sentence in example below is taken from one of the texts analyzed in the study.

Example:

I think my first memories began when I started school at about five years old.

Sentence above is an example of personal reference. It is taken from text 1. In sentence of text above, the word my refers to I (the speaker). The word my is a personal reference, which indicates the first person singular that shows possessive function of the speaker which is grammatically function as modifier that. Modifies the head that is "memories". This kind of reference is categorized in personal reference because the type of reference, which is used in the sentence, belongs to personal reference device. The word my is mentioned in the


following clause of the sentence. It is named an anaphoric reference because the information is got from the previous part of clause.

Example:

I had a naughty friend named Giant-O because he was fat.

In sentence above, the word he above is also personal reference. It points back to Giant-O. It is called pronoun of the third person singular which has grammatical function as a head. It is anaphoric reference since the information is got from the previous part of clause.

2) Demonstrative reference

Another type of reference is demonstrative reference. Talking about demonstrative reference, it means talking about distant or proximity. In demonstrative reference there are three systematic distinctions toward the selective nominal demonstrative that are this, these, that and those. The distinctions are between near (this, these) and not near (that, those); between singular (this, that) and plural (these, those); between modifier (this, etc, plus noun) and head (this, etc, without noun).67

Example:

a) From about 1895 to 1901 he painted realistic works in a traditional style. Then he entered what was called the Blue Period. During this time he only used shades of blue in his paintings to show poverty he saw in Barcelona.

Example 4

b) One day I hit him over the head with my bag. His parents were very angry with me. But I didn't feel sorry at all at that time.

The word this in sentence (a) which is taken from text 5 in the third paragraph is demonstrative reference. It refers to the Blue Period. It is anaphoric reference since the information is got from the preceding clause. Furthermore, the word that in sentence (b) which is taken from text I is also demonstrative reference. The word that here

67 Ibid., p. 23
refers anaphoric to the sentence "His parents were very angry with me".

3) Comparative reference

Meanwhile the last type of reference is comparative reference. It is said so because a thing cannot just be 'like', it must be like something, whereas the something is retrievable either backward (cataphoric) or forward (anaphoric). This type of reference includes forms that express identity, general similarity, difference and particular comparison.\(^{68}\)

a. Identity, the form expressing referential identity same and self-same are used mainly as determiners. There is no identity which indicates the comparative reference in the recount texts

b. General similarity; the referential forms expressing general similarity such, so and likewise have different grammatical function.

Example:

Nevertheless, since then giant-o has become my good friend. It was such an unforgettable childhood.

The sentence above is taken from text 1. The word such is used referentially to mean giant-o becomes my good friend.

c. Difference; the referential form of difference is other including its related forms (the) other and another and else. They tell the listener-reader that one speaker/writer is referring to some target item other than antecedent. There is no difference which indicates the comparative reference in the recount texts I analyzed.

d. Particular comparison; the particular comparatives (e.g., more, less, better, worse, etc.).

Example:

Picasso was one of the most outstanding and important artists of the 1990’s.

The sentence above is taken from text 5 paragraph 1. Here, the most referentially to mean that there is no artist more outstanding and important of the 1990’s than Picasso. In other word, there is no artist that can be used to compare with Picasso in the 1990’s.

b. Substitution

Substitution might be understood as the replacement of one item by another whereas the substitute item has the same function as that for which it substitutes. Substitution is a wording rather than in the meaning. There are three types of substitution; they are nominal, verbal, and clausal substitution.69

1) Nominal substitution

The substitution is identified by using the words 'one', 'ones' and 'same'. The substitute 'one' or 'ones' always functions as head of nominal group, and can substitute only for an item which itself head of a nominal group. There is no cohesive device, which indicates the nominal substitution types in recount texts that the writer analyzed.

2) Verbal substitution

Another type of substitution in English is verbal substitution. The verbal substitution is 'do' with the usual morphological scatter do, does, done, doing. In many ways, the verbal substitute 'do' is parallel to the nominal substitution 'one', where both, the nominal substitute 'one' and the verbal substitute 'do', are used to replace lexical 'thing' which always function as head. There is no cohesive device, which indicates the verbal substitution types in recount texts the writer analyzed.

3) Clausal substitution

The last kind of substitution is clausal substitution, in which what is presupposed is not an element within the clause but it is the entire

clause. The words functioned as substitution devices are so and not. It means that when 'so' and 'not' are used in a sentence, the meaning of the sentence automatically refers to the whole meaning of the sentence preceding or following it. There is no cohesive device, which indicates the clausal substitution types in recount texts the writer analyzed.

c. Ellipsis

Ellipsis is describes as a form of substitution in which the original item is replaced by zero. Ellipsis occurs when some essential structural is omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text.\textsuperscript{70}

As with substitution, there are three types of ellipsis

1) Nominal ellipsis

Nominal ellipsis means ellipsis within the nominal group. Nominal ellipsis involves the omission of the head of a noun phrase, sometimes with some modifiers. Look at the example:

Example:

A Dutch tourist who drunkenly tried to pet a circus lion in its cage in southern France was nursing a wounded hand and neck on Tuesday after being scratched in return, police said.

The example above contained in text 5 paragraphs 1. There is a case of ellipsis in this sentence; the omitted item is wounded. The full form is a Dutch tourist who drunkenly tried to pet a circus lion in its cage in southern France was nursing a wounded hand and wounded neck on Tuesday after being scratched in return, police said.

2) Verbal ellipsis

The second type of ellipsis is verbal ellipsis. It means ellipsis within verbal group. In this term, the subject is always omitted from the clause. For example:

Example:

\textsuperscript{70} David Nunan, \textit{op.cit.}, p. 25-26
I fell from a big tree and broke my hand.

The example above contained in text 1. In this sentence, there is omission of the subject "I". The full form is I fell from a big tree and I broke my hand. This sentence is cohesive since there is no repetition that will make the sentence not effective.

Example:

He liked hitting and pulling my head.

Similar with the sentence above, the example is taken from text 1. In the last clause that is and pulling my head seems that it is incomplete statement. It seems as if it stands for he liked pulling my head. This sentence is cohesive since there is no repetition so the sentence is more effective.

3) Clausal ellipsis

The last kind of ellipsis is clausal ellipsis, which misses not only an element within the sentence, but it needs the whole clause to complete the sentence. See the example:

Example:

Picasso was one of the most outstanding and important artists of the 1990's.

The example above contained in text 5 paragraph 1. There is a case of ellipsis in this sentence; the omitted item is artists and Picasso was one of the most. The full form of this sentence is Picasso was one of the most outstanding artists and Picasso was one of the most important artists of the 1990's.

d. Conjunction

Conjunction differs from reference, substitution and ellipsis in that it is not a device for reminding the reader of previously mentioned entities, actions and states of affairs. In other words, it is not what linguists call an anaphoric relation. However, it is a cohesive device because it signals relationships that can only be fully understood through reference to other
parts of text. There are four different types of conjunction, they are: temporality, causality, addition and adversity.\textsuperscript{71}

In a text, it is inevitable for us to concern with the actual sequence of sentences that build a text as a discourse. Those sentences are coming one after another together with their own meaning within the sentence itself (structural relation) or between the sentences (cohesive relation). Thus some ties to link one part with another part of the sentence are needed, and one of that tie is called conjunction. Examples of each type follow

1) Additive conjunction

The first classification is additive conjunction, which has function to relate one clause to another. Examples:

a) Startled, I awoke to find two beautiful girls who were sitting in front of me giggling and watching me.

b) In 1954, he met his future wife, Aniswati, at a seminar and in 1955 he married.

c) I had spent the day there and I was very tired.

All those sentences (a), (b) and (c) above are examples of additive conjunction that function to give additional information to the sentence related, where the whole unity of clause is considered as a complex sentences. Based on the Classification of additive conjunction, and belongs to the simple form of additive conjunction and adds information to the preceding sentence.

Basically, additive conjunction has so many elements in the data but the writer only take an example above.

2) Adversative conjunction

The second type of conjunction is adversative conjunction. This type of conjunction gives contrary expectation sense, where the expectation may be derived from the context of what being said or from communication process.

\textsuperscript{71} David Nunan, \textit{op. cit.}, p. 26-27
Example: I tried to stay awake, but didn't succeed.

The word but in sentence above has function as adversative conjunction. It is taken from text 3. The occurrence of it gives a contrary connection; that is the subject I has tried to stay awake, in contrary; lie or she can not do that.

Example: Mongkon's passport however identified her as a male.

The word however in sentence above also has function as adversative conjunctive device. This sentence is in text 7 paragraph 2. The word however indicates the contrary to the expectation from something that has been mentioned in the previous paragraph.

3) Causal conjunction

The third type of conjunction is causal conjunction. It is the conjunction that shows the causal relation which includes result, reason or purpose of what has been said.

Example: I had a naughty friend named Giant-O because he was fat.

The sentence above (text 1) tells that something that stated in the text previously is the result of something that stated in the text later. Here, the word -cause is the conjunction to link cause and effect in one clause to another. The other devices that function to link causal connection are since, so, then, etc.

4) Temporal conjunction

The fourth type of conjunction is temporal conjunction which relates to sequence in time, where the one is subsequent to the other. There are some devices that used to link temporal connection between clauses.

Example:

a) District Judge Bala Reddy sentenced Mongkon to the jail term after she pleaded guilty to trafficking in 1.52 grams of cocaine and 25 tablets containing 2.5 grams ketamine.

b) From about 1895 to 1901 he painted realistic works in a traditional style. Then he entered what was called the Blue Period.
There is a temporal sequence in the sentences above, after in the example (a) and then in the example (b).

2. Lexical Cohesion

Lexical cohesion refers to relationship between and among words in a text. Lexical cohesion is primarily related to field. We discover the field of a text through its content words. Fields tend to have specialized vocabularies and tend to engage in specialized activities. Thus we are interested not only in the words but also in the kinds of activities they engage in.\(^{72}\) the two major categories of lexical cohesion are reiteration and collocation.

a. Collocation

Collocation is the way in which words are used together regularly. Collocation refers to the restriction on how words can be used together, for example which prepositions are used with particular verbs, or which verbs and nouns are used together.\(^{73}\)

At the same time there are other instances of lexical cohesion which do not depend on any general semantic relationship of the type just discussed, but rather on a particular association between the items in question, a tendency to co-occur. This co-occurrence tendency is known as collocation.

Example:

Prostitute Mongkon Pusuwan, 37, was charged with drug trafficking last month, an offense carrying a caning punishment for males. The problem, according to the Straits Times, was Mongkon looked every inch like a woman.

The sentence above is containing lexical cohesion, which belongs to collocation. It is identified from the case of antonym. The word 'male' is the antonym of 'woman'.

---

\(^{72}\) Gerot and Wignell, *op.cit.*, p. 177

b. Reiteration

Reiteration is the repetition of lexical item or the occurrence of a synonym of some kinds of the context of reference items.\(^\text{74}\)

Example:

Picasso was one of the most outstanding and important artists of the 1990's. He is best known for his paintings.

The above sentences are taken from text 5 paragraph 1. In these sentences, the reiteration case is identified from word `outstanding` which has the same meaning with the word 'best known'. It belongs to the synonym case.

\(^{74}\) David Nunan, *op.cit.*, p.29
CHAPTER V
CONCLUSION AND SUGGESTIONS

This is the last chapter which consists of conclusion and suggestions. Both are made based on the analysis presented in chapter four.

A. CONCLUSION

The analysis results of the cohesion found in the chapter IV enable the writer to draw conclusion. Recount texts in the Look Ahead English textbook for tenth grade of Senior High School published by Erlangga are written cohesively since the kinds of both grammatical and lexical cohesion are applied in those texts. Reference, ellipsis, conjunction and lexical cohesion (reiteration and collocation) are used by the author in the texts, therefore cohesive texts are established. After the writer has analyzed all of the texts, in the firsts recount text, the percentage calculations of grammatical cohesion was 75.86% and the lexical cohesion was 81.82%. However, in the second recount text, the percentage of grammatical cohesion was higher than the lexical cohesion. It was 74, 89%. Meanwhile, the lexical cohesion was 66.67%. In the third text, the lexical cohesion was the highest, which is 100%. The grammatical cohesion was 65%. In the fourth and fifth texts, the dominant cohesion was lexical cohesion. They were 75% and 63.33%. Meanwhile, the grammatical cohesion was 53.33 % and 63.16%. Furthermore, in the sixth and seventh texts, the dominant cohesion was still lexical cohesion. They were 53.33% and 70%. The grammatical cohesion was only 46.67% and 40%. The calculation implies that grammatical and lexical cohesion are supporting recount texts in the "Look Ahead I An English Course for Senior High School Students Year X" are cohesive text in good categorize texts according to Halliday and Hasan criterion since the rate of the percentage both of the grammatical and lexical cohesion are in 51%-75%.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number of cohesive devices in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0-25</td>
</tr>
<tr>
<td>Fair</td>
<td>26-50</td>
</tr>
<tr>
<td>Good</td>
<td>51-75</td>
</tr>
<tr>
<td>Excellent</td>
<td>76-100</td>
</tr>
</tbody>
</table>

B. SUGGESTIONS

After drawing the conclusion, then the writer present some suggestions for the authors and the English teachers.

1. Since the writer was just analyzing the cohesion in reading text especially in recount texts, it gave little explanation about cohesion and discourse. So this study can be used as comparison for another study which is related to the cohesion, in written text or spoken one.

2. For the authors, they can use this study to present the textbook with balance composition between grammatical and lexical cohesion in recount texts in order to the students to get clearer understanding about the message conveyed.

3. For the English teachers, they should choose carefully the appropriate textbook for their students, in this case related to the cohesive factor in reading texts, especially recount text.

C. CLOSING

All the praises are delivered to Allah, the almighty, who always gives the writer guidance. May this writing benefit the writer, society, school, readers and other. The writer realizes that this writing still has many weaknesses. Therefore, the writer needs critics and suggestions for correction to be better in the future. The last, the writer thanks to all components that help finishing this research. May Allah always give guidance for us. Amen
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CURRICULUM VITAE

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Recount texts

Text 1

I think my first memories began when I started school at about five years old. I lived in a suburb of Sydney. I had a happy childhood. I remember playing in a big garden. I fell from a big tree and broke my hand. I remember I had a naughty friend named giant-O, because he was fat. He liked hitting and pulling my head. It was so pathetic. One day I hit him over the head with my bag. His parents were very angry with me. But I didn’t feel sorry at all at that time. Nevertheless, since then giant-o has become my friend. It was such an unforgettable childhood.

(Adapted From: Kernel Three)
Remembering Kevyn

I had the great honor of being able to call Kevyn Aucoin, my friend. He was not only a magnificent artist, but more important, a magnificent human being. My older sister, Liza Minnelli, introduced us 1991. We instantly hit it off.

Kevyn did my make-up for photo shoots with my sister and for the 1993 tony awards. But I will always remember the day we spent together in my bathroom. Kevyn taught me how to do my own make-up. He told me to stop plucking my eyebrows every five minutes and, as we were finishing, he made a list of what he used. I asked him to come to Bloomingdale’s with me, fully expecting him to say “no” but he said he’d love to and off we went. By 6.30 p.m., we had shopped our brains out and laughed so much that we were exhausted. I got into a cab and kissed him good bye.

Over the years, I’d also buy allure every month to read his column. His work has truly made make-up as important as fashion.

Spending time with Kevin was like being hugged. He was an angel and of us who knew him was lucky.

Lorna Luft

Beverly Hills
Text 3

**Slobber on the train**

One day, I was on the train on my way home from my grandmother’s place. I had spent the day there and I was very tired. I tried to stay wake, but didn’t succeed. After some time, my eyelids started to feel very heavy before I knew it, I was slobbering. Startled, I awoke to find two beautiful girls who were sitting in front of me giggling and watching me. I was mortified!

Sent by can yin,
Jakarta

*(Taken from CNS English magazine vol. 3 no 18)*

Text 4

Kiran Hasto was born in Mojogedang on April 1st, 1930. He was educated at state senior high school 37, Mojogedang and continued his study at the Diponegoro university, Semarang. He left the university in 1952 with a second class honors degree in chemistry. Toward the end of that year he applied for a job and obtained a post as a junior research chemist in large pharmaceutical firm. In 1954, he met his future wife, Aniswati, at a seminar and in 1955 he marries. He now lives in a Bogor suburb and have two children.
Text 5

Picasso was one of the most outstanding and important artists of the 1990’s. He is best known for his paintings. Almost every style in modern art is represented in Picasso’s works.

Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. He studied painting with his father and also in Madrid.

From about 1895 to 1901 he painted realistic works in a traditional style. Then he entered what was called the blue period. During this time he only used shades of blue in his paintings to show poverty he saw in Barcelona.

After 1907, he entered into the style of cubism. Among his well-known cubist paintings are “the three musicians” and “the man with a guitar” which depict the destruction of a Spanish town.


(Adapted from: golden home encyclopedia. P. 4751)
Text 6

Drunk Dutch Tourist Gets Sharp Lesson

MONPELLIER: a Dutch tourist who drunkenly tried to pet a circus lion in its cage in southern France was nursing a wounded hand and neck on Tuesday after being scratched in return, police said.

The unnamed 21- years-old woman was lucky to be only slightly injured in the incident, which occur late Sunday after she and her friends went up to the cage following an evening of drinking in a campsite in the town of vaquieres, officers said.

She had stuck her hand in the enclosure in an attempt to touch the three year old lion when the animal sprung around and slashed at her with its claws. The tourist was taken to hospital in Montpellier.
Singapore: a sex change operation spared a Thai drug dealer a caning but not six years in a Singapore jail, news reports said Friday.

Prostitute Mongkon Pusuwan, 37, was charged with drug trafficking last month, an offense carrying a caning punishment for males. The problem, according to the straits times, was Mongkon looked every inch like a woman.

Mongkon’s passport however identified her as a male. Thai law does not recognize a sex change, which Mongkon underwent 10 years ago. A doctor in Singapore confirmed her female gender.

District judge Bala Reddy sentenced Mongkon to the jail term after she pleaded guilty to trafficking in 1.52 grams of cocaine and 25 tablets containing 2.5 grams ketamine.-DPA
Segmentation of the texts, from text 1 - text 7 into clauses

Text 1
1. I think my first memories began
2. when I started school at about five years old
3. I lived in a suburb of Sydney
4. I had a happy childhood
5. I remember playing in a big garden.
6. I fell from a big tree
7. and broke my hand
8. I remember
9. I had a naughty friend named giant-O
10. because he was fat
11. He liked hitting
12. and pulling my head
13. It was so pathetic
14. One day I hit him over the head with my bag.
15. His parents were very angry with me.
16. But I didn’t feel sorry at all at that time.
17. Nevertheless, since then giant-o has become my friend.
18. It was such an unforgettable childhood.
Remembering kevyn

1. I had the great honor of being able to call Kevyn Aucoin, my friend.
2. He was not only a magnificent artist,
3. but more important, a magnificent human being.
5. We instantly hit it off.
6. Kevyn did my make-up for photo shoots with my sister and for the 1993 tony awards.
7. But I will always remember the day we spent together in my bathroom.
8. Kevyn taught me how to do my own make-up.
9. He told me to stop plucking my eyebrows every five minutes
10. and, as we were finishing,
11. he made a list of what he used.
12. I asked him to come to Bloomingdale’s with me,
13. fully expecting him to say “no”
14. but he said he’d love to and off we went.
15. By 6.30 p.m., we had shopped our brains out
16. out and laughed so much that we were exhausted.
17. I got into a cab
18. and kissed him good bye.
19. Over the years, I’d also buy allure every month to read his column.
20. His work has truly made make-up as important as fashion.
21. Spending time with Kevin was like being hugged.
22. He was an angel and of us who knew him was lucky.
Text 3

**Slobber on the train**

1. One day, I was on the train on my way home from my grandmother’s place.
2. I had spent the day there.
3. and I was very tired.
4. I tried to stay awake,
5. but didn’t succeed.
6. after some time, my eyelids started to feel very heavy.
7. before I knew it,
8. I was slobbering.
9. startled, I awoke to find two beautiful girls who were sitting in front of me giggling
10. and watching me.
11. I was mortified!

Text 4

1. Kiran Hasto was born in Mojogedang on April 1st, 1930.
2. he was educated at state senior high school 37, Mojogedang
3. and continued his study at the Diponegoro university, Semarang.
4. he left the university in 1952 with a second class honors degree in chemistry.
5. towards the end of that year he applied for a job
6. and obtained a post as a junior research chemist in large pharmaceutical firm.
7. in 1954, he met his future wife, Aniswati, at a seminar
8. and in 1955 he married.
9. he now lives in a Bogor suburb
10. and have two children
Text 5
1. Picasso was one of the most outstanding and important artists of the 1990’s.
2. He is best known for his paintings.
3. Almost every style in modern art is represented in Picasso’s works.
4. Picasso was born in 1881 in Malaga, Spain as the son of an art teacher.
5. He studied painting with his father and also in Madrid.
6. From about 1895 to 1901 he painted realistic works in a traditional style.
7. Then he entered what was called the blue period.
8. During this time he only used shades of blue in his paintings to show poverty he saw in Barcelona.
9. After 1907, he entered into the style of cubism. Among his well-known cubist paintings are “the three musicians” and “the man with a guitar” which depict the destruction of a Spanish town.
Text 6

**Drunk dutch tourist gets sharp lesson**

1. MONPELLIER: a Dutch tourist who drunkenly tried to pet a circus lion in its cage in southern France was nursing a wounded hand and neck on Tuesday after being scratched in return,

2. police said.

3. The unnamed 21-year-old woman was lucky to be only slightly injured in the incident,

4. which occur late Sunday after she and her friends went up to the cage following an evening of drinking in a campsite in the town of vaquries,

5. officers said.

6. She had stuck her hand in the enclosure in an attempt to touch the three year old lion when the animal sprung around and slashed at her with its claws.

7. The tourist was taken to hospital in Montpellier.
Text 7

“He’s a She” spares Thai drug dealer

1. Singapore: a sex change operation spared a Thai drug dealer a caning but not six years in a Singapore jail,
2. news reports said Friday.
3. Prostitute Mongkon Pusuwan, 37, was charged with drug trafficking last month,
4. an offense carrying a caning punishment for males.
5. The problem, according to the straits times, was Mongkon looked every inch like a woman.
6. Mongkon’s passport however identified her as a male.
7. Thai law does not recognize a sex change,
8. which Mongkon underwent 10 years ago.
10. District judge Bala Reddy sentenced Mongkon to the jail term
11. after she pleaded guilty to trafficking in 1.52 grams of cocaine and 25 tablets containing 2.5 grams ketamine.
Analysis of Cohesive Devices

Text

1. I think my first memories began
2. when I started school at about five years old
3. I lived in a suburb of Sydney
4. I had a happy childhood
5. I remember playing in a big garden.
6. I fell from a big tree
7. and broke my hand
8. I remember
9. I had a naughty friend named giant-O
10. because he was fat
11. He liked hitting
12. and pulling my head
13. It was so pathetic
14. One day I hit him over the head with my bag.
15. His parents were very angry with me.
16. But I didn’t feel sorry at all at that time.
17. Nevertheless, since then giant-o has become my friend.
18. It was such an unforgettable childhood.
Text 2

Remembering kevyn

1. I had the great honor of being able to call Kevyn Aucoin, my friend.
2. He was not only a magnificent artist,
3. but more important, a magnificent human being.
5. We instantly hit it off.
6. Kevyn did my make-up for photo shoots with my sister and for the 1993 Tony awards.
7. But I will always remember the day we spent together in my bathroom.
8. Kevyn taught me how to do my own make-up.
9. He told me to stop plucking my eyebrows every five minutes
10. and, as we were finishing,
11. he made a list of what he used.
12. I asked him to come to Bloomingdale’s with me,
13. fully expecting him to say “no”
14. but he said he’d love to and off we went.
15. By 6.30 p.m., we had shopped our brains out
16. out and laughed so much that we were exhausted.
17. I got into a cab
18. and kissed him good bye.
19. Over the years, I’d also buy allure every month to read his column.
20. His work has truly made make-up as important as fashion.
21. Spending time with Kevin was like being hugged.
22. He was an angel and of us who knew him was lucky.
One day, I was on the train on my way home from my grandmother’s place. I had spent the day there and I was very tired. I tired to stay awake, but didn’t succeed. After some time, my eyelids started to feel very heavy. Before I knew it, I was slobbering. Startled, I awoke to find two beautiful girls who were sitting in front of me giggling and watching me. I was mortified!
Text 4

1. Kiran Hasto was born in Mojogedang on April 1st, 1930.
2. He was educated at state senior high school 37, Mojogedang.
3. and continued his study at the Diponegoro university, Semarang.
4. He left the university in 1952 with a second class honors degree in chemistry.
5. Towards the end of that year he applied for a job.
6. and obtained a post as a junior research chemist in large pharmaceutical firm.
7. In 1954, he met his future wife, Aniswati, at a seminar.
8. and in 1955 he married.
9. He now lives in a Bogor suburb.
10. and have two children.
1. Picasso was one of the most outstanding and important artists of the 1990’s.
2. He is best known for his paintings.
3. Almost every style in modern art is represented in Picasso’s works.
4. Picasso was born in 1881 in Malaga, Spain as the son of an art teacher.
5. He studied painting with his father.
6. and also in Madrid.
7. From about 1895 to 1901 he painted realistic works in a traditional style.
8. Then he entered what was called the blue period.
9. During this time he only used shades of blue in his paintings to show poverty he saw in Barcelona.
10. After 1907, he entered into the style of cubism.
11. Among his well-known cubist paintings are “the three musicians” and “the man with a guitar”
12. which depict the destruction of a Spanish town.
Drunk dutch tourist gets sharp lesson

1. MONPELLIER: a Dutch tourist who drunkenly tried to pet a circus lion in its cage in southern France was nursing a wounded hand.
2. and neck on Tuesday after being scratched in return,
3. police said.
4. The unnamed 21- years-old woman was lucky to be only slightly injured in the incident,
5. which occur late Sunday
6. after she and her friends went up to the cage following an evening of drinking in a campsite in the town of vaquieres.
7. officers said.
8. She had stuck her hand in the enclosure in an attempt to touch the three year old lion
9. when the animal sprung around
10. and slashed at her with its claws.
11. The tourist was taken to hospital in Montpellier

“He’s a She” spares Thai drug dealer

1. Singapore: a sex change operation spared a Thai drug dealer a caning but not six years in a Singapore jail,
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7. Thai law does not recognize a sex change,
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10. District judge Bala Reddy sentenced Mongkon to the jail term
11. after she pleaded guilty to trafficking in 1.52 grams of cocaine and 25 tablets containing 2.5 grams ketamine.
The percentage calculation of cohesive devices

Text 1

a. Grammatical Cohesion

<table>
<thead>
<tr>
<th>Number of Clause</th>
<th>Reference</th>
<th>Substitution</th>
<th>Ellipsis</th>
<th>Conjunction</th>
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<td>I</td>
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<tr>
<td>7</td>
<td>My</td>
<td>-</td>
<td>I</td>
<td>And</td>
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<tr>
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<td>I</td>
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<td>Because</td>
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<td>And</td>
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</tr>
<tr>
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</tr>
<tr>
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<td>me</td>
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<tr>
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<td>that</td>
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<td>But</td>
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<tr>
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<td>My</td>
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Percentage:

1) Reference: \( \frac{22}{29} \times 100\% = 75.86\% 

2) Substitution: 0%

3) Ellipsis: \( \frac{2}{29} \times 100\% = 6.89\% 

4) Conjunction: \( \frac{5}{29} \times 100\% = 17.24\% 

b. Lexical Cohesion

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<td>-</td>
</tr>
<tr>
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<td>Had childhood</td>
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<td>5</td>
<td>Remember big</td>
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</tr>
<tr>
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<td>Big</td>
<td>-</td>
</tr>
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<td>7</td>
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<td>Hand</td>
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<td>8</td>
<td>Remember</td>
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</tr>
<tr>
<td>9</td>
<td>Had Friend giant-O</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
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<td>-</td>
</tr>
<tr>
<td>11</td>
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$\Sigma N = 22$

Percentage:

1) Reiteration : $\frac{18}{22} \times 100\% = 81.82\%$

2) Collocation : $\frac{14}{22} \times 100\% = 18.19\%$
Text 2

a. Grammatical Cohesion

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<td>-</td>
</tr>
<tr>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>But</td>
</tr>
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</tr>
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<td>-</td>
</tr>
<tr>
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<td>-</td>
<td>My make-up</td>
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</tr>
<tr>
<td>7</td>
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<td>-</td>
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<td>But</td>
</tr>
<tr>
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<td>Me my</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>He Me my</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
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<td>We</td>
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<td>-</td>
<td>And</td>
</tr>
<tr>
<td>11</td>
<td>He he</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>I Him me</td>
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<td>and</td>
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</tbody>
</table>

Total 36 3 9

\[ \sum N = 48 \]

Percentage:
1) Reference \( : \frac{36}{48} \times 100\% = 74.99\% \)

2) Substitution : 0%

3) Ellipsis \( : \frac{3}{48} \times 100\% = 6.25\% \)

4) Conjunction \( : \frac{9}{48} \times 100\% = 18.75\% \)

b. Lexical Cohesion

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<tr>
<td>10</td>
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<tr>
<td>11</td>
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</table>
Percentage:

1) Reiteration: \[ \frac{12}{18} \times 100\% = 66.67\% \]

2) Collocation: \[ \frac{6}{18} \times 100\% = 33.33\% \]

Text 3
b. Grammatical Cohesion

<table>
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<th>Number of clause</th>
<th>Reference</th>
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<th>Conjunction</th>
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<td></td>
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<tr>
<td></td>
<td>my</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
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<td>-</td>
<td>And</td>
</tr>
<tr>
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<td>I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>-</td>
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\[ \sum N = 20 \]

Percentage:

1) Reference: \[ \frac{13}{20} \times 100\% = 65\% \]
2) Substitution : 0%

3) Ellipsis : \[ \frac{2}{20} \times 100\% = 10\% \]

4) Conjunction : \[ \frac{5}{20} \times 100\% = 25\% \]

c. Lexical Cohesion

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Percentage :

1) Reiteration : \[ \frac{2}{2} \times 100\% = 100\% \]

2) Collocation : 0%
Text 4

a. Grammatical cohesion

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<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>He</td>
<td>-</td>
<td>-</td>
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</tr>
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<td>3</td>
<td>His</td>
<td>-</td>
<td>He</td>
<td>And</td>
</tr>
<tr>
<td>4</td>
<td>He</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>He</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>-</td>
<td>He</td>
<td>and</td>
</tr>
<tr>
<td>7</td>
<td>He</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>his</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>He</td>
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<td>-</td>
<td>and</td>
</tr>
<tr>
<td>9</td>
<td>He</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>-</td>
<td>he</td>
<td>And</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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\[ \Sigma N = 15 \]

Percentage:

1) Reference : \( \frac{8}{15} \times 100\% = 53.33\% \)

2) Substitution : 0%

3) Ellipsis : \( \frac{3}{15} \times 100\% = 20\% \)

4) Conjunction : \( \frac{4}{15} \times 100\% = 26.67\% \)

b. Lexical cohesion

<table>
<thead>
<tr>
<th>Number of clause</th>
<th>Reiteration</th>
<th>Collocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mojogedang</td>
<td>On april 1st, 1930</td>
</tr>
<tr>
<td>2</td>
<td>Mojogedang</td>
<td>State Senior High School</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>Diponegoro University Semarang</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>In 1952</td>
</tr>
</tbody>
</table>

Appendix 4
In 1954

In 1955

Total 2 6

| Σ N | 8 |

Percentage:

1) Reiteration: \( \frac{2}{8} \times 100\% = 25\% \)

2) Collocation: \( \frac{6}{8} \times 100\% = 75\% \)

Text 5

b. Grammatical Cohesion

<table>
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<th>Number of clause</th>
<th>Reference</th>
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<th>Conjunction</th>
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<td>-</td>
<td>-</td>
<td>And</td>
<td>And</td>
</tr>
<tr>
<td>2</td>
<td>He, his</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>He, his</td>
<td>-</td>
<td>Studied painting</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>And</td>
</tr>
<tr>
<td>7</td>
<td>He</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>He</td>
<td>-</td>
<td>-</td>
<td>Then</td>
</tr>
<tr>
<td>9</td>
<td>He</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>His</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>He</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>this</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>He</td>
<td>-</td>
<td>-</td>
<td>After</td>
</tr>
<tr>
<td>11</td>
<td>His</td>
<td>-</td>
<td>-</td>
<td>And</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>Total</td>
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<td>5</td>
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<tr>
<td>( \sum N )</td>
<td>19</td>
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</table>

Percentage:

1) Reference : \( \frac{12}{19} \times 100\% = 63.16\% \)

2) Substitution : 0%

3) Ellipsis : \( \frac{2}{19} \times 100\% = 10.53\% \)

4) Conjunction : \( \frac{5}{19} \times 100\% = 26.32\% \)

c. Lexical Cohesion

<table>
<thead>
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<th>Number of clause</th>
<th>Reiteration</th>
<th>Collocation</th>
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<tbody>
<tr>
<td>1</td>
<td>Outstanding</td>
<td>The 1990’s</td>
</tr>
<tr>
<td>2</td>
<td>Best known paintings</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Style</td>
<td>Modern</td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Represented</td>
<td></td>
</tr>
<tr>
<td></td>
<td>works</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Art</td>
<td>In 1881, Malaga, Spain</td>
</tr>
<tr>
<td>5</td>
<td>Painting</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Painted</td>
<td>1895, 1901, traditional style</td>
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<td>Works</td>
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<td></td>
<td>style</td>
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</tr>
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<td>Barcelona</td>
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<td>show</td>
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</tr>
</tbody>
</table>
80

10 Entered style 1907

11 Well-known painting -

12 - -

13 - In 1973

Total 19 11

\[ \Sigma N = 30 \]

Percentage:

1) Reiteration : \( \frac{19}{30} \times 100\% = 63.33\% \)

2) Collocation : \( \frac{11}{30} \times 100\% = 36.67\% \)

Text 6

a. Grammatical Cohesion

<table>
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<th>Number of clause</th>
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<tr>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>And</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>After</td>
</tr>
<tr>
<td>4</td>
<td>The unnamed 21 years old woman</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>She her</td>
<td>-</td>
<td>-</td>
<td>After</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>And</td>
</tr>
<tr>
<td>8</td>
<td>Her Hand</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Her The animal and</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>The tourist -</td>
<td>-</td>
<td>3</td>
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<td>Total</td>
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<td>3</td>
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</table>

\[ \Sigma N = 15 \]

1) Reference : \( \frac{7}{15} \times 100\% = 46.67\% \)

2) Substitution : 0%
3) Ellipsis : \[ \frac{3}{15} \times 100\% = 20\% \]

4) Conjunction : \[ \frac{5}{15} \times 100\% = 33.33\% \]

b. Lexical Cohesion

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<tbody>
<tr>
<td>1</td>
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<td>France</td>
</tr>
<tr>
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<td>-</td>
<td>Tuesday</td>
</tr>
<tr>
<td>3</td>
<td>Said</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>Sunday</td>
</tr>
<tr>
<td>6</td>
<td>Cage</td>
<td>Vacquiers</td>
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<tr>
<td>7</td>
<td>Said</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Lion</td>
<td>Lion</td>
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<tr>
<td>9</td>
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<td>Animal</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>Tourist</td>
<td>Monpeller</td>
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\[ \sum N = 15 \]

Percentage:

1) Reiteration : \[ \frac{8}{15} \times 100\% = 53.33\% \]

2) Collocation : \[ \frac{7}{15} \times 100\% = 46.67\% \]
Text 7

a. Grammatical Cohesion

<table>
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<th>Conjunction</th>
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<tr>
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<td>-</td>
<td>A sex change operation</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Mongkon, pusuwan</td>
<td>-</td>
<td>-</td>
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</tr>
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<td>4</td>
<td>-</td>
<td>-</td>
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<td>5</td>
<td>The problem</td>
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<td>However</td>
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<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>A doctor</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>she</td>
<td>-</td>
<td>she</td>
<td>After, and</td>
</tr>
</tbody>
</table>

Total 4 2 4

\[ \Sigma N = 10 \]

Percentage:

1) Reference : \( \frac{4}{10} \times 100\% = 40\% \)

2) Substitution : 0%

3) Ellipsis : \( \frac{2}{10} \times 100\% = 20\% \)

4) Collocation : \( \frac{4}{10} \times 100\% = 40\% \)

b. Lexical Cohesion

<table>
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</tr>
<tr>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Drug, trafficking</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>A caning</td>
<td>males</td>
</tr>
<tr>
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</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
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<td>Woman</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>A sex change</td>
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</tr>
<tr>
<td></td>
<td>Thai</td>
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</tr>
<tr>
<td>8</td>
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<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Singapore</td>
<td>Female</td>
</tr>
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<td>10</td>
<td>Jail</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>Trafficking</td>
<td>1.52 grams of cocaine</td>
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<td></td>
<td>2.5 grams ketamine</td>
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<td>14</td>
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Percentage:

1) Reiteration : \( \frac{14}{20} \times 100\% = 70\% \)

2) Collocation : \( \frac{6}{20} \times 100\% = 30\% \)