

## Grammatical Cohesion Found in Recount Texts Of “Pathway to English” X Grade Curriculum 2013 General Program by Erlangga

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### ABSTRACT

The role of a textbook in the teaching-learning process is significant since most teachers used it as the source and guidance of teaching materials. In order to know the quality of the textbooks, the teachers should be able to analyze the materials contained inside because the selection of the textbooks determines the quality of the materials which will be delivered to the students. This study aimed to find out the grammatical cohesion of recount text in *Pathway to English*; English textbook for the tenth grade of senior high school published by Erlangga. The design of this study is a qualitative study using literature review as an approach. The study found that there are three recount texts in *Pathway to English*. Text 1 and 3 contained three types of grammatical cohesion (reference, ellipsis, conjunction). Text 2 contained complete grammatical cohesion (reference, substitution, ellipsis, conjunction). This textbook categorizes as objective criteria because the percentage of grammatical cohesion is 33%.

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### Introduction

The text is used by people to enrich information and knowledge. The excellent and systematic text will lead the readers into better comprehension. From the above explanation, the text is used in linguistics to refer any passage, spoken or written, of whatever length, that does form a unified whole (Suzanne Eggins, 2004: 24).

When talking about text, it is divided into spoken and written. Spoken text is any meaningful spoken text. It can be a word, or a phrase, or a sentence, or a discourse. A written text is any meaningful written text. It can be a notice or a direction, or an advertisement, or a paragraph, or an essay, or an article, or a book, and others (Siahaan and Kisno Shinoda, 2008: 01)

In this study, the writer's concern on written text, especially recount text. The writers choose recount text because it is one of the genres that must be mastered by tenth-year students of the senior high school as stated in the curriculum. Besides that,

recount text helps us to interpret experience in the context of past. In line with Derewianka's idea (1990: 40) that in a recount, we reconstruct experience, a recount is the unfolding of the sequence of events over time. So, it will make students nearer with their daily life context.

The important aspect of text either recount or not is cohesion. It plays a significant role in the creation of a text because it can provide the continuity that exists between one part of a text and another. The importance of studying cohesion, especially cohesive devices (grammatical and lexical) are to create a useful and systematic text and to make easily understand what information is delivered in it. It can also reduce confusion in understanding the texts because the students will know how sentences or paragraphs are related to reading materials of a textbook.

Moreover, a textbook is one of the material references for teaching at the school. It is used to run the learning process. Most teachers used it as the source and guidance of teaching materials. In order to know the quality of the textbooks, the teachers should be able to analyze the materials contained inside. The selection of the textbooks determines the quality of the materials which will be delivered to the students. For further information, not all of the textbooks have suitable material to be delivered to the students. Some of them have some errors, or maybe the material is not suitable for the students' needs.

Phenomenon above as an evidence that materials are essential in running the class. It means that the materials presented in the textbook should be meaningful and the language used should be comprehensible. As we know, one of the language functions is the textual function. It is needed to serve great cohesive ties in arranging text. As a result, the reader or hearer is easy to understand the text. So, the cohesion of a text is an important matter.

For that reason, the writer analyzed the grammatical cohesion in the textbooks. In this study, the writers chose the grammatical cohesion of recount text because it is one of the genres that must be mastered by tenth-year students of the senior high school as stated in the curriculum. The writers investigated a book published by Erlangga, namely *Pathway to English* which based on curriculum 2013.

## **Background Literature**

### ***Previous Research***

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

- a. "*Lexical Cohesion in Oral English*," Journal of Language Teaching and Research written by Shuxuan Wu from English Department, Qingdao University of Science and Technology, Qingdao, China. This study intends to explore the relationship between lexical cohesion and oral English

quality. The author makes comparisons between High-Quality Discourse (HQDs) and Low-Quality Discourse (LQDs) from the perspective of lexical cohesion. This study aims to find out the differences between HQDs and LQDs in respect of lexical cohesion. Moreover, also to know the relationship between lexical cohesion and oral English quality. The author concludes that major English students should improve their use of cohesive devices to make coherent and tightly organized oral discourses. The author also finds that the overuse of repetition and general nouns is a common phenomenon in their oral English, and the use of other types of lexical devices is far from satisfactory

- b. Another previous research related with this research is “*Cohesion of reading texts used in English textbooks for the students of State Institute for Islamic Studies (IAIN) Walisongo Semarang*” written by Sayyidatul Fadlilah from Education and Teacher Training Faculty, Walisongo State Islamic University Semarang, 2012. The aim of this study is (1) to find out the types of grammatical and lexical cohesive devices of reading texts, (2) to find out the level of cohesiveness of those reading texts. Based on the characteristics of the study, this research is the qualitative and descriptive approach in nature. A qualitative approach is used to unfold the types of grammatical and lexical cohesive devices of reading texts. It is also descriptive in the sense that this study is intended to describe the realization of the cohesiveness of those reading texts. The conclusion of this research is all of these books are considered to be good textbooks because all texts are having all kinds of cohesive ties, such as cohesive ties co-referentiality, co-classification, and co-extension. The most cohesive reading text is A.3 text. The title of the text is Fasting taken from Walisongo Press.

## Literature Review

### *Discourse Analysis*

Cohesion includes in Discourse area because cohesion is a part of the written language. As we know, Discourse analysis is the study of how the sentence in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews. For example, discourse analysis deals with many things. First, the choice of articles, pronouns, and tenses affects the structure of discourse (address forms, cohesion). Second, the relationship between utterances in a discourse (adjacency pairs, coherence), and then the moves made by speakers to introduce a new topic, change the topic or assert a higher role relationship to the other participants (Richards, 1985: 84).

Besides that, discourse deals with human feelings, ideas, attitudes, and meaning in the context of the situation. In line with David Nunan's idea (1993: 20),

discourse refers to the piece of communication in context. It means the context in which the language is used is critical. It can influence the interpretation of discourse since it determines whether the discourse is a request, instruction or an exemplification. Discourse analysis also influences the interpretation of discourse or text. So, discourse analysis can be useful in interpreting the text.

Based on the explanation above, cohesion is one of the discourse components because it deals with the tightness of sentence in the spoken and written language.

### *Cohesion*

#### 1. The Definition of Cohesion

The term cohesion is familiar with the study of language. It is part of the system of a language. It is defined as the resources within language that provides continuity in the text, over and above that provided by clause structure and clause complexes. Hence, cohesive relations are non-structural relations which work to help text hang together (Nunan, 1993: 20).

Richards (1985: 45) stated that cohesion is the grammatical and lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence. In order to strengthen the definitions above, Halliday and Hasan (1989: 04) mention that cohesion refers to the relations of meaning that exist in the 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.

From the information above, the writer concludes that the cohesiveness of a text is the text unity. It is the tightness of the text. It plays a unique role to create a useful and systematic text. It also has a function to make sure that sentence sticks together. It occurs by two supporting elements that will be a useful and understandable sentence.

#### 2. Types of Cohesion

Halliday and Hasan (1989: 25) classify cohesion into two types. Firstly, Grammatical cohesive devices which consist of (a) Reference: pronominal, demonstrative, definite article and comparative, (b) Substitution and ellipsis: nominal, verbal and clausal, and (c) Conjunction: adversative, additive, temporal and causal. Secondly, Lexical cohesive devices which consist of repetition, and collocation.

##### a) Grammatical Cohesion

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

##### 1) Reference

Gerot and Wignell (1994: 105) explain that the reference refers to a system that introduces and tracks the identity of the participant

through the text. According to Halliday and Hassan (1989: 80), reference is the relation between an element of the text and something else by reference to which it is interpreted in the given instance. There are three types of reference: personal, demonstrative, and comparative reference)

#### 2) Substitution

Substitution is the replacement of language element into others in a more significant composition in order to get more evident difference or to explain some certain language elements. There are three types of substitution; they are nominal, verbal and clausal substitution (Halliday and Hasan, 1989: 90).

#### 3) Ellipsis

Substitution and Ellipsis are very similar to each other. However, Ellipsis is 'substitution by zero.' Ellipsis is the omission of a word or a part of a sentence. It occurs when some essential structural elements are omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text (Nunan, 1993: 25).

#### 4) Conjunction

Conjunction is slightly different from the other cohesive relations, from both reference, substitution, and ellipsis. Conjunctive elements are cohesive not in themselves but indirectly, by their specific meanings. The definition of cohesion is a relationship which indicates how the sentence or clause should be linked to the preceding sentence by using cohesive ties which relate a sentence, a clause or a paragraph to each other (Halliday and Hasan, 1989: 226).

#### b) Lexical Cohesion

Lexical cohesive devices refer to the role played by the selection of vocabulary in organizing relation within a text. It does not deal with the grammatical and semantic connection but with the connection based on the words used. It occurs when two words in a text are semantically related in some way; they are related regarding their meaning (Nunan, 1993: 28). There are two major categories of lexical cohesion are reiteration and collocation.

### ***Recount Text***

There are many kinds of text such as procedure, narrative, descriptive, report, recount, and others. However, in this study, the writer focuses on recount text. Recount text is a text that retells past events. The purpose of a recount is to give the audience a description of what occurred and when it occurred. Orientation, events, and re-orientation is the generic structure of recount text.

Recount text divided into five types: (1) Personal Recount. This usually retells an event that the writer was personally involved in. (2) Biography Recount. This

usually retells accounts of a person's life. (3) Factual Recount. This usually retells an incident, for example, a science experiment, police report. (4) Imaginative Recount. The writer writes an imaginary role and giving details of events in the recounts, for example, a day in the life of a pirate; a story of a mango tree. (5) Historical Recount. This retells historical events in the past (Sudarwati and Eudia Grace, 2013: 197).

### ***English Textbook***

One of the essential media used by the teacher to conduct teaching and learning process is textbook. It is used as guidance in running the class. From the definition, the textbook is a book that teaches a particular subject, used in school (Bull, 1990: 459). It means English textbook is a standard book in the subject of English that is studied in school.

A textbook has many functions for teachers in order to run the teaching-learning process well, or it has a vital role in the teaching-learning process. According to Jack C. Richard (2002: 254-255), the functions of the textbook are as follow.

- a. 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.
- b. 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.
- c. 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 is paced appropriately.
- d. They provide a variety of learning resources. The textbook is often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.
- e. They are efficient to save teachers' time, enabling teachers to devote time to teach rather than materials production.
- f. They provide useful 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.
- g. 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.

### ***Profile of English Textbook***

*Pathway to English* is a book based on curriculum 2013 written by Sudarwati and Grace. This book integrates four skills; speaking, reading, writing, listening

which eventually help students to develop their discourse competence. It is divided into eleven units. It is also completed by some expressions, grammar in action, the genre of the text, and cultural awareness.

## **Research Method**

### ***Research Approach***

Most of all research method need a resource of a book (library) to combine their research. It is a little difficult to distinguish between Library research and Field research, both of them need literature. The main differences are based on the purposes, functions and the position of each research. In the field research, literature is needed as a fundamental theory to prepare the research design. While in the Library research, literature is not only used as the preparing of research design but also it more than it. It is used to get data collection of the research (Zed, 2004: 01).

The Purpose of this research is to analyze the grammatical cohesion of recount text in *Pathway to English*, English textbook for Senior High School grade X. The writer used a library research approach because, in this research, the writer analyzed the grammatical cohesion of recount text in a textbook.

### ***Source of Data***

Arikunto (2006: 129) stated that the data resource is the subject from which the data can be found. In this study, the source of data is the recount text found in *Pathway to English*.

There are two kinds of data, primary data, and secondary data. Primary data is the main data that has a direct relation to the research. In this research, primary data is English textbooks for Senior High School grade X years published by Erlangga, namely *Pathway to English*. Secondary data is data that support the primary data — for example, journals, thesis, findings of the research, article, internet resource, and others.

### ***The technique of Data Collection***

In doing this research, the researcher used three steps as follows.

#### a. Selecting textbooks

There are so many textbooks found in the bookstore. However, the writer selected a textbook to be studied: *Pathway to English* written by Sudarwati and Grace. It is a book based on curriculum 2013 which now is implemented as Indonesia's education curriculum.

#### b. Deciding recount texts

After selecting a textbook, the writer decided recount texts in the textbook chosen. Then, the writer continued in doing the analysis.



### *The technique of Data Analysis*

The writer analyzed the data based on Halliday and Hasan (1989) theory. The analysis of data will be done in the following steps.

- a. Dividing and numbering sentences into clauses

The chosen sentences of recount texts divided into clauses, and then the clauses found were numbered in order to find the cohesion items within the clauses.

- b. Identifying cohesive grammatical devices within the clauses

After considering the clauses, the writer categorized cohesive items by underlining the text which one is grammatical cohesion.

- c. Putting the number of cohesive grammatical devices into tables based on its types

In this step, the data showed in the form of tables. So, we knew the cohesive devices.

- d. Counting the number of cohesive grammatical devices in the form of percentages

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

$$X = \frac{N}{\Sigma N} \times 100 \%$$

Where;

X: the percentage of grammatical cohesion in recount texts found in the textbook

N: the number of each type of grammatical cohesion in recount texts found in the textbook

N: The total number of the grammatical cohesion items found in recount texts in the textbook

## **Findings**

### *Findings*

In this textbook, there is three recount text. From all of the recount texts the writer analyzed, it can be seen that they contain many aspects of grammatical cohesion such as reference, substitution, ellipsis, and conjunction. Although, the percentage of substitution and ellipsis are less than reference and conjunction.

The following table shows the data after being analyzed.



**Table 1**

Text	Reference	Substitution	Ellipsis	Conjunction
1	55,5%	0	16,7%	27,8%
2	57,8%	2,3%	4,5%	35,6%
3	55%	0	15%	30%

From the table above, the dominant grammatical cohesion aspect occurred in these texts was a reference. It was 57,78% in the second text. The percentage in the first text is 55,54% and 55% for the third text. On the other hand, the conjunction is placed in the second position with its percentage 35,55%, 30%, and 27,8%.

Besides, the percentage of Substitution and Ellipsis are less than the other. In the first and third text, we cannot found the form of substitution. We only found it in the second text with its percentage was 2,23%. For ellipsis, the highest percentage is 16,66% for the first text, then 15% for the third text, and 4,44 for the second text.

### *Data Analysis*

The result of grammatical cohesion analysis of recount texts is shown in the table below.

#### a. Text 1

##### **David Beckham**

(1) David Beckham is an English footballer (2) who was currently just retired from his professional football career (3), and he is also an established member of the England National Team.

(4) Beckham was born on the 2nd of May 1975 in Leystone, London, England. (5) He is the son of a kitchen fitter and a hairdresser. (6) When he was a child, (7) he regularly played football in Ridgeway Park (8) and attended Chase Lane Primary School (9) and Chingford Foundation School. (10) Beckham said, "At school, whenever the teachers asked, (11) 'What do you want to do when you are older?' (12) I would say, (13) 'I want to be a footballer.' (14) Moreover, they would say, (15) 'No, what do you want really to do for a job?' (16) However, that was the only thing (17) I ever wanted to do."

(18) At the age of 17, Beckham's career began (19) when he signed a professional contract with Manchester United (MU), (20) making his first-team debut in 1992. (21) During his team there, (22) MU won the premier league six times, (23) the FA Cup twice and the UEFA Champion League in 1999. (24) He left MU to sign for Real Madrid in 2003, (25) where he remained for four seasons.

(26) Beckham played in all of England's matches at EURO 2004, (27) but the tournament was a disappointment for him. (28) He had a penalty saved in England's 2-1 defeat France (29) and missed another in a penalty shoot-out in the quarter-final against Portugal. (30) England lost the shoot-out (31) and went out of the

competition.

(32) Beckham became a UNICEF Goodwill Ambassador in January 2005 (33) and was involved in promoting London's successful bid for the 2012 Olympic Games.

(34) In England's opening game at the 2006 World Cup against Paraguay, Beckham's free kick led to an own-goal by Carlos Gamarra as England won 1-0.

(35) In January 2007, it was announced that Beckham signed a new contract with Major League Soccer Club Los Angeles Galaxy (36) and this gave him the highest player salary. (37) His playing contract in 2007, 2008, and 2009 was worth \$6.5 million each year.

(38) Beckham is married to a former singer of Spice Girl, Victoria Adam. (39) The couple has four sons.

**Table 1.1**

Clause	Reference	Substitution	Ellipsis	Conjunction
1	-	-	-	-
2	His	-	-	-
3	He	-	-	And
4	-	-	-	-
5	He	-	-	-
6	He	-	-	-
7	He	-	-	-
8	-	-	He	And
9	-	-	He	And
10	-	-	-	-
11	-	-	-	-
12	-	-	-	-
13	I	-	-	-
14	-	-	-	And
15	-	-	-	-
16	That	-	-	But
17	I	-	-	-
18	-	-	-	-
19	He	-	-	-
20	-	-	He is	-
21	His	-	-	-
22	-	-	-	-
23	-	-	-	And
24	He	-	-	-
25	He	-	-	-

26	-	-	-	-
27	Him	-	-	But
28	He	-	-	-
29	-	-	He	And
30	-	-	-	-
31	-	-	England	And
32	-	-	-	-
33	-	-	Beckham	And
34		-	-	-
35	It, that	-	-	-
36	This, him	-	-	And
37	His	-	-	-
38	-	-	-	-
39	-	-	-	-
Total	20	0	6	10
	36			

**Percentage:**

$$\text{Reference} : 20 \times 100\% = \underline{55,5\%}$$

36

$$\text{Substitution} : 0$$

$$\text{Ellipsis} : 6 \times 100\% = \underline{16,7\%}$$

36

$$\text{Conjunction} : 10 \times 100\% = \underline{27,8\%}$$

36

As it is shown in the table, the kinds of grammatical cohesion realized in the reading texts are reference, ellipsis, and conjunction. The occurrence of reference appears to be the most in this text. In this text, personal and demonstrative are realized. The word 'he' in this text refers to David Beckham. We called it a personal reference. Whereas, the example of demonstrative is *that* (clause 16, and 35) and *this* (clause 36).

The next kind of grammatical cohesion applied in the text is an ellipsis. The amount of ellipsis is the lowest — the last kind of grammatical cohesion found in the texts in conjunction. The amount of conjunction is higher than an ellipsis but lower than reference. There is only two conjunction existed in the text, namely *but*, *and*.

## b. Text 2

**Mohammad Hatta**

Mohammad Hatta is my hero (2) because he is an essential person in my life. (3) He is almost a perfect person for me. (4) He took us out from the darkness into the light. (5) He is the father of cooperative economic enterprise in Indonesia. (6) He was a political leader. (7) I admire his thoughts about politics and economics. (8) Moreover, there are many reasons (9) why I became one of his admirers.

(10) Mohammad Hatta was born in West Sumatra in 1902. (11) He comes from an aristocratic family. (12) Mohammad Hatta got the best education available in the Netherlands Indies. (13) Then, he continued his studies in economics at the Rotterdam School of Commerce.

(14) He joined the Indonesian Independence Movement (15) and edited a journal, "Indonesia Merdeka." (16) He was arrested in 1927 by the Dutch colonialists. (17) He had a court trial, (18) but he was released. (19) Hatta returned to Sumatra in 1932 (20), and he became the chairman of the Indonesia National Education (Pendidikan Nasional Indonesia), a nationalist organization. (21) He was again arrested by the colonialists (22) and exiled in 1935 for his activities.

(23) Hatta, Soekarno, and other nationalist leaders decided to cooperate with the Japanese to further the purpose of Indonesian Independence. (24) So, on the 17th of August 1945, Hatta and Soekarno joined in proclaiming the independence of the Republic of Indonesia. (25) Soekarno became the president, (26) and Hatta became the vice president. (27) The Indonesian people were pleased (28) because they got their freedom, (29) but the Dutch colonialists resisted the nationalists. (30) Hatta became a defense minister in 1948 to fight against the Dutch troops. (31) again, he was imprisoned by the Dutch in 1948. (32) then, he became the vice president of the republic again, as before.

**Table 1.2**

Clause	Reference	Substitution	Ellipsis	Conjunction
1	-	-	-	-
2	He, my	-	-	Because
3	He, me	-	-	-
4	He, us	-	-	-
5	He	-	-	-
6	He	-	-	-
7	I, his	-	-	And
8	There	-	-	And
9	I, his	One	-	-
10	-	-	-	-

11	He	-	-	-
12	-	-	-	-
13	He, his	-	-	Then
14	He	-	-	-
15	-	-	He	And
16	He	-	-	-
17	He	-	-	-
18	He	-	-	But
19	-	-	-	-
20	He	-	-	And
21	He	-	-	-
22	-	-	He	And
23	-	-	-	And
24	-	-	-	Moreover, so
25	-	-	-	-
26	-	-	-	And
27	-	-	-	-
28	They, their	-	-	Because
29	-	-	-	But
30	-	-	-	-
31	He	-	-	-
32	He	-	-	Then, as before
	26	1	2	16
	45			

**Percentage:**

Reference :  $26 \times \frac{100}{45} = 57,8\%$

Substitution :  $1 \times \frac{100}{45} = 2,3\%$

Ellipsis :  $2 \times \frac{100}{45} = 4,5\%$

Conjunction :  $16 \times \frac{100}{45} = 35,6\%$

As shown in the table, there are four kinds of grammatical cohesion found in the text. The reference appears the most. Then, the conjunction in the second position. The third is an ellipsis, and the last one is a substitution. It was only found one form of substitution.

Most of the reference items found in the text are a pronoun, such as he, me, his, they, their, us. We called them a personal reference. The word 'he' is the most realized in the text. It refers to Mochammad Hatta. Besides that, there is only one demonstrative reference, namely *there* (clause 8).

In this text, ellipsis and substitution exist. Although, it is scarce. Only two forms for ellipsis and one for substitution.

### c. Text 3

#### Steve Jobs

(1) Steve Paul Jobs known as Steve Jobs was born on 24th February 1955. (2) He was a cofounder (3) and CEO of Apple Inc. (4) Together with Apple co-founder, Steve Wozniak, (5), Jobs helped make the idea of the personal computers popular in the late 1970s.

(6) In 1985, Apple's Board of Director fired Jobs from his position in the company.

(7) While Jobs was away from Apple, (8), he bought a computer animation studio called PIXAR. (9) Jobs later sold PIXAR to Disney (10) and gained a seat on the Disney boards of Directors.

(11) He, then, started NEXT, a computer platform development company which dealt with higher education and business market.

(12) In 1997 Apple bought NEXT. (13) This brought Jobs back to the company. (14) He cofounded (15) where he worked as the CEO of Apple. (16) He was paid \$1 per year plus stock options. (17) Although Jobs earned only \$1 a year as CEO of Apple, (18) Jobs held 5,426 million Apple shares worth \$2,1 billion as well as 138 million shares on Disney worth \$4,4 billion.

(19) Job had health problems for the last few years (20) and had a liver transplant.

(21) On 24th August 2011, Jobs retired as the CEO of Apple.

(22) The Forbes Magazine estimated his net wealth at \$8,3 billion in 2010, (23) making him the forty-seven wealthiest American. (24) When he died of pancreatic cancer on 5th October 2011, (25) he was worth \$8,3 billion.

**Table 1.3**

Clause	Reference	Substitution	Ellipsis	Conjunction
1	He	-	-	-
2	-	-	He	And
3	-	-	-	-

4	-	-	-	-
5	-	-	-	-
6	His	-	-	-
7	-	-	-	-
8	He	-	-	-
9	-	-	-	-
10	-	-	Jobs	And
11	He	-	-	Moreover, then
12	-	-	-	-
13	This	-	-	-
14	He	-	-	-
15	He	-	-	-
16	He	-	-	-
17	-	-	-	Although
18				
19	-	-	-	-
20	-	-	He	And
21	-	-	-	-
22	His	-	-	-
23	-	-	-	-
24	He	-	-	-
25	He	-	-	-
Total	11	0	3	6
	20			

**Percentage:**

$$\text{Reference} : 11 \times 100\% = \frac{55\%}{20}$$

$$\text{Substitution} : 0$$

$$\text{Ellipsis} : 3 \times 100\% = \frac{15\%}{20}$$

$$\text{Conjunction} : 6 \times 100\% = \frac{30\%}{20}$$

The table shows that there are three types of grammatical cohesion applied in the



text. They are reference, ellipsis, and conjunction. Reference shows dominant realization. Most of the realization is personal reference items, such as he, and his. The word 'he' in this text refers to Steve Jobs. However, there is a demonstrative reference item. It was *this* (clause 13).

Beside reference, there is a conjunction, such as *and*, *then*, *although*. The last is an ellipsis. There are three forms of ellipsis (clause 2, 10, and 20).

Table of grammatical cohesion found in Pathway to English textbook.

**Table 4**

Text	Reference	Substitution	Ellipsis	Conjunction	Total
1	20	0	6	10	36
2	35	1	2	16	45
3	27	0	3	6	20
$\sum X$					101

The mean, the writer uses the formula:

$$m = \frac{\sum X}{N} \times 100\%$$

Where  $\sum X$  = Sum of total grammatical cohesion found in the texts

$N$  = Amount of the text

$m$  = mean

$$\text{so, } m = \frac{101}{43} \times 100\%$$

$$m = 33\%$$

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

Categories	Number of Cohesive Devices In Percentage
Poor	0-25
Fair	26-50
Good	51-75
Excellent	76-100

We can see from the table that the grammatical cohesion of recount texts from "*Pathway to English*" are cohesivetext in 'fair' categorize since the rate of the percentage is 33% based on Halliday and Hasan's theory.

## **Closing**

### ***Conclusion***

In *Pathway to English* textbook, there are three recount texts. Text 1 and 3 contained three types of grammatical cohesion (reference, ellipsis, conjunction). Text 2 contained complete grammatical cohesion ((reference, substitution, ellipsis, conjunction). This textbook categorizes as objective criteria because the percentage of grammatical cohesion is 33%.

### ***Recommendation***

After concluding, then the researcher presents some recommendations as follow:

- a. For the readers, by reading this thesis, the readers can get more extensive knowledge about grammatical cohesion.
- b. For the teachers, this thesis is hoped as a reference to improve knowledge about grammatical cohesion, and they should choose the appropriate textbook for their students carefully, in this case, related to the grammatical cohesion in recount text.
- c. For the authors of the textbooks, they can use the findings as a consideration in arranging good textbook.
- d. For the researcher. The researcher recommends to other researchers that they should do some related researches in another object and in more in-depth, further, and better techniques.

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