The Realization of Cohesion to Achieve Coherence in the Recount Texts Featured in Grade VIII English Textbooks

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Article Info	Abstract
	A textbook is a crucial part of English language teaching since it provides a whole package of materials as well as the activities and assignments. One of the main language materials presented by the textbook is reading texts. These reading texts consist of a lot of genres, one of which is recount text. As a model text used by the teachers and students, it needs to be stylistically well-written and effectively organized. In order to achieve these features, the cohesion and coherence are essential. This study examines the realization of cohesion to achieve coherence in two English textbooks for grade VIII of junior high school students. In conducting this study, qualitative approach with discourse analysis, specifically text analysis, was adopted. Eight recount texts presented in the two textbooks are analyzed using cohesion concept by Halliday and Hasan (2014) and coherence concept by Thornbury (2005). There are three main findings of this study. First, in terms of grammatical cohesion, reference and conjunction dominated the findings; whilst lexical cohesion findings are dominated by collocation. Second, the texts are mostly organized by using the reiteration pattern. Third, the texts share more similarities than differences in regard with the result of the cohesion and coherence analysis. At last, the similarities and differences provide two effects to the text; indicating the texture of the text and representing the text quality.

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INTRODUCTION

English Language Teaching (ELT) practice is widely based on the ultimate idea of communicative competence. This term has become the prominent issue among linguist and researcher as communicative competence is a set of competence needed in order to use language communicatively (Richards, 2005). This notion of communicative competence has already become the topic in English language teaching for years.

In the case of ELT practice in Indonesia, it is still far from satisfying results. This unfortunate fact primarily is caused by the quality of curriculum itself and teacher's competency (Nababan, 1991). In fact, there were numerous revisions and adjustments on the curriculum as the efforts to improve the ELT practice. However, this doesn't mean that both teachers and students face no challenges in the reality. While many of the changes is driven by ideological and political agenda, the pedagogical benefits and interests have been put aside (Widodo, 2016). The fact that curriculum demands high expectations on students' learning outcome yet education practitioners encounter so many flaws in the practical level is one of the biggest challenges. Unfortunately, teachers have limited space to explore and interpret their pedagogical practice because ELT practice has been put in a rigid and idealized language pedagogy and assessment (Widodo, 2016). On the practical level, teachers are given the prescribed syllabi and textbooks which are actually intended to lighten teachers' workloads. Amid the inflexible ELT practice, the assumptions of helping to lessen teacher workloads and the fact of teachers' lack of capability to provide communicative tasks and assessments, these make them very reliant on the textbooks as their main resources in teaching (Lie, 2007). However, the prescribed textbooks as a product of the 2013 ELT Curriculum along with teacher guide book do not contain enough relevant and sufficient materials to meet the demands of learning objectives. Realizing this problem, some teachers decided to look for alternatives. They choose to use private publisher product to support their teaching and learning activities. The government has already recommended as well as provided textbook, which entitled *Bahasa Inggris: When English Rings a Bell.* However, many teachers use the private publisher book as a complementary textbook. For instance, teachers decided to use a book by Nur Zaida entitled *Bright: An English Course for Junior High School Students*. This book is published by a private publisher, namely *Penerbit Erlangga*. This textbook is indeed also recommended by government under the supervision of *Badan Standar Nasional Pendidikan* (BSNP). All textbooks for commercial and academic use should pass the examination conducted by BSNP. This examination is aligned with the Ministry of Education Regulation no. 8 year 2016. Therefore, textbook from *Penerbit Erlangga* is widely used by teachers and students across the country. In addition, teachers actually assume that the textbook from the private publisher is better in the sense of its content. These two textbooks are composed and arranged in accordance with the 2013 curriculum. Although the arrangement of the chapters is slightly different, they in fact consist of the same materials listed in the syllabus of the curriculum.

Besides the meaningful content, language materials included in the textbooks should display communicatively and linguistically appropriate texts model. These language materials include reading texts provided by the textbooks. In accordance with 2013 curriculum, students are expected to be able to not only understand but also produce some text genres. Particularly for eight grade students, the curriculum requires the students to learn and finally write recount text. Recount text is a genre text that tells the readers about past experiences and events which may be based on the writer's personal experience or historical events (Sonia & Fisher, 2016). Nevertheless, recount text is still considered as problematic for students as it features the use of past tense. The concept of past tense is indeed quite new for students in ELT classroom in Indonesia which often resulting in complication. The root of this complication comes from the fact that students' native tongue does not have the concept of past tense. The whole new concept of past tense, which includes the use of past form of verb, often

leads to confusion and errors. Moreover, past tense is only introduced in grade VIII as they also learn about recount text. Thus, the model text of recount text used in classroom needs to be assured that it is not only good in terms of its stylistic aspect, but also its linguistic aspect. As students learn the grammatical, lexical and the genre at the same time, it is evident that the learning is quite challenging. Therefore, the recount text that is presented in textbooks and designated to be used in the lesson needs to be ideal and adequate. Textbooks should provide good recount text models that the students can look up to as examples. These examples are expected to be grammatically well written and meaningful.

In order to achieve the meaningfulness, the authors should make sure that content hangs together and makes sense. The text can be a meaningful if it is well-formed, tied together, and logically acceptable, having a clear communicative purpose, recognizable text types, and appropriate to its contexts of use (Thornbury, 2005). In other words, a text is meaningful if it is cohesive and coherent. Cohesion should be realized in the use of the combination of lexical and grammatical devices as prescribed by Halliday and Hasan (2014), i.e., reference, substitution, ellipsis, conjunction and lexical chain. A text should not only bind together, but it needs to make sense as it should portray the quality that the reader can derive from the text. Coherent is achieved if the text is able to express its purposes through appropriate content schemata, manage the old and new information, and maintain temporal continuity (Celce-Murcia, 2008). There are two perspectives usually used to approach the issue regarding coherence, namely micro-level and macro-level (Thornbury, 2005). Therefore, it is crucial to assure that the content of an EFL textbook is cohesive and coherent.

Many have examined reading texts featured in senior high school textbooks (Jumatriadi, 2013; Kuncahya, 2015; Nadia et al., 2018; Rahmawati et al., 2014). The text genres under these investigations are mainly exposition text. Besides the analysis of reading texts, writing production analysis of students' self-composed texts also has been the focus of many researchers, which revealed that actually students are able to apply the concept of cohesion and coherence in their texts (Emilia et al., 2018). Unfortunately, there are still not many studies focusing on the analysis of reading text, especially recount texts, in junior high school English textbook, particularly in Indonesia's EFL context.

Accordingly, the present study intends to fill this gap by evaluating the realization of cohesion to achieve coherence in reading texts, particularly recount texts, found both in English textbooks provided by government as well as the ones published by private publisher. This study attempts to identify how far this notion has been implemented in the recount texts provided in the textbooks under the study. The analysis is also expected to reveal some similarities and differences of the findings as well as how they may affect the texts. The discussion is thus concluded with pedagogical implications based on the results of analysis.

METHOD

In conducting this study, a qualitative approach with discourse analysis, specifically text analysis, was adopted. A descriptive-qualitative design was adapted as it is fundamentally interpretive (Cresswell, 2012). It is ideal for this study since the purpose of this research was to analyze, describe, categorize, explain and interpret how cohesion was realized to achieve the coherence in reading texts found in the textbooks published by the government as well as the private publisher. For reaching this aims, small data was analyzed deeply to get the details of the phenomena in question. There was no intention to draw a generalization of the findings.

In addition, discourse analysis was adapted. Discourse analysis is an attempt to study the organization of language beyond the scope of sentence or clause, and therefore to study larger linguistic units, such as conversational exchanges or written text (Widdowson, 2007). Hence, discourse analysis is also ideal to apply in this study because this research attempted to look beyond the clause and sentence. Besides investigating the realization of cohesion and coherence in reading

texts, this study attempted to compare and evaluate their realization on both textbooks. This research tried to explain the contributed factors of why such similarities and differences and other phenomena which might be addressed later in this study. The data of this study was obtained from eight recount texts, four texts for each book, presented in the two textbooks, entitled *Bahasa Inggris: When English Rings a Bell* (labelled as T1) and *Bright: An English Course for Junior High School Students* (labelled as T2). The textbooks were composed based on the 2013 Curriculum. The analysis of this study adopted Halliday and Hasan (2014) which includes the analysis of lexical and grammatical cohesive devices, and Thornbury (2005) which includes micro-level and macro-level coherence. The micro-level coherence is realized through sentence-by-sentence analysis for the thematic progression pattern analysis. Meanwhile macro-level coherence involves the analysis of generic structure.

In this first step, the text was segmented into sentences and clauses, and analyzed in terms of the cohesive devices found in the text. The analysis of cohesive devices was performed by using coding scheme of the types of cohesive devices by Halliday and Hasan (2014) which include the analysis of both grammatical and lexical cohesive devices. The analysis of thematic progression was conducted to examine the micro-level coherence of the text. The aim of this analysis was to discover the particular pattern of how the text is developed.

In this last analysis, the writer identified the generic structure of each text to find out whether the texts have achieved the macro-level coherence. As the text genre has already been known, the writer only focused to analyze whether the reading texts have achieved and followed the generic structure of the recount text. The analysis was conducted by segmenting the text into elements. This analysis identified the elements of generic structure of recount text as well as their function and realization of each element on the texts.

RESULTS AND DISCUSSION

There are four main findings of this study. First, in terms of grammatical cohesion, reference and conjunction dominated the findings; whilst lexical cohesion findings are dominated by collocation. Second, the texts are mostly organized by using the reiteration pattern. Third, the texts share more similarities than differences in regard with the result of the cohesion and coherence analysis. At last, the similarities and differences provide two effects to the text; indicating the texture of the text and representing the text quality.

Cohesion

The analysis of cohesion is conducted in accordance with the concept of cohesion by Halliday and Hasan (2014). They have classified two main categories of cohesive ties, i.e., grammatical and lexical cohesion. The detail of each of them is explained bellow.

Grammatical Cohesion

There is total 159 clauses, respectively 64 clauses for T1 and 95 clauses for T2. The analysis of the cohesive devices on these clauses has demonstrated the extensive use of reference. Other than reference, conjunction is the second dominating grammatical cohesive devices. The detail of grammatical cohesion is presented in Table 1.

Table 1. The Occurrences of Grammatical Cohesion in the Recount Texts

Textbook/Text	Reference	Substitution	Ellipsis	Conjunction
Textbook 1				
Text 1	20	0	0	11
Text 2	11	0	3	5
Text 3	22	0	0	6
Text 4	18	0	0	5
Total	71	0	3	27
Textbook 2				
Text 5	39	0	2	17
Text 6	17	0	0	6
Text 7	27	0	0	5
Text 8	20	0	0	4
Total	103	0	2	32

As Table 1 suggests, reference dominated the findings of both textbooks. Respectively, 71 occurrences of reference found in T1, meanwhile 103 occurrences in T2. The third-person pronouns are the only personal pronouns considered as cohesive (Halliday & Hasan, 2014) because these pronouns are anaphoric. However, the findings demonstrated the high degree use of first-person pronouns which are exophoric, i.e., *we* and *I*. The example of this reference can be seen in example (1) in text 1, respectively in clause 1, 3 and 8, as follows.

(1)

[1] <u>My brother, Rizal, and I</u> made the garden benches

[3] *We* saw a big piece of wood.

[8] and he would help *us*.

In clause 3, pronoun we refer back to '*my brother, Rizal, and I*' in clause 1. Meanwhile '*us*' in clause 8 also refers back to items in clause 1 which is identical with the first example of reference in clause 3. Halliday and Matthiessen (2014) further elaborate that this pronoun can possibly provide a link to the same referent hence it creates a chain that link to the presumed information. This means, the pronoun only provides indirect cohesion to the text. The texts fortunately exhibit the chain mentioned by Halliday and Matthiessen as a condition for the pronoun to be indirectly cohesive. For instance, in text 2 of T1, the pronoun '*we*' creates a chain from the beginning to the end of the text as it refers to the same information. The use of

'*we*' is used to refer to the writer, as the main actor, and his friends who involved in the sequence of events narrate in the texts. Therefore, the personal reference only partially and indirectly provides the cohesive link for the texts.

Because most of the reference used in the texts are not cohesive, the conjunction has an important role in the text cohesion. Respectively, 27 and 32 occurrences of conjunction are found in T1 and T2. Rather than establishing the cohesion by providing the connection to the previous items like reference does, conjunction provides the cohesion by linking the chunks with cueing words. Similar to reference, both T1 and T2 exhibited extensive use of additive and temporal. Meanwhile adversative and causal conjunction are only found once. The additive conjunction connects the clauses by the nature of extending the previous clauses either with positive or negative conjunctions. In this study, positive additive conjunctions, e.g., *and*, dominates the findings of the analysis. Another finding also revealed that temporal conjunction is the second majority of the findings. The example of the use of the conjunction can be seen in example (2) in text 6, clause 11 and 12.

(2)

[11] After two hours practicing with him, we had to stop

[12] **and** say goodbye to Bepe.

In this example (2), '*and*' is a coordinating conjunction which links two clauses, i.e., clause 11

and 12. Clause 12 here adds complementary information that completes clause 11 by means of extending the meaning.

These findings for the conjunctions are indeed expected. All kind of nature of conjunction, namely elaborating, extending and enhancing, has a function as a mark of relations between semantic domains, which is in this case the text segments. These relations link the segments either in ideational manner or interpersonal manner. In ideational manner, the relations connect chunks of experience, whilst in interpersonal manner, it connects chunk of interaction (Halliday & Matthiessen, 2014, p. 611). Experiences actually composes a recount text which are realized through sequence of events. Moreover, the relations between chunks of experiences are known as external relation which is marked by the use of external conjunctions, such as the extending type (i.e., additive) and enhancing (i.e., temporal). By knowing this, both types of conjunction, those are additive and temporal, are two of the most frequently occurring throughout all recount texts presented in T1 and T2

For ellipsis and substitution are the two least used devices. Ellipsis is barely used in T1 and T2. Meanwhile substitution is absent in all of the recount texts. These findings are likely normal because these two cohesive devices are mainly used in dialogue and conversation texts or any known spoken discourse (Witte & Faigley, 1981). Hence, it is acceptable that only a few ellipsis and substitution occurrences identified in the recount texts as other studies (Anshar et al., 2014; Fitriati & Yonata, 2017; Suwandi, 2016) also suggest the similar results.

Even though ellipsis and substitution are underused in the textbooks, other types of grammatical cohesion devices are fairly featured in the recount texts. These findings eventually confirm the other studies (Jumatriadi, 2013; Nadia et al., 2018; Rahmawati et al., 2014) which revealed that reference and conjunction dominated the findings of grammatical cohesive devices used in reading texts.

Lexical Cohesion

In establishing cohesion, lexical cohesive devices also contribute into it. This category consists of two main sub-categories, namely reiteration and collocation. The detail of finding of lexical cohesion employed in the recount texts in T1 and T2 is presented in Table 2 as follows.

Table 2. The Occurrences of Lexical Cohesion in the Recount Texts

Textbook/Text	Reiteration				Collocation
	Repetition	Synonym	Superordinate	General words	
Textbook 1					
Text 1	1	3	1	0	8
Text 2	0	0	0	0	4
Text 3	3	0	1	1	7
Text 4	0	1	0	0	3
Total	4	4	2	1	22
Textbook 2					
Text 5	6	4	0	0	9
Text 6	6	1	0	0	5
Text 7	2	2	0	0	10
Text 8	1	1	1	0	4
Total	15	7	1	0	28

As Table 2 has showed, there are 33 occurrences in T1 and 52 in T2. Furthermore, out of all categories, collocation is dominated the findings and followed by repetition as the second most used lexical cohesion. Rather than creating the cohesion by referring back to any previously existed items, collocation contributes the cohesion by linking the words of phrases so that they are

connected one and another in a particular way although they are not grammatically connected. This collocation creates a chain of words that are related to the main topic of the texts. Thus, it will help the readers to keep on track on the topic. Besides collocation establishes the cohesion of the texts, it acts as a helpful guide for the readers to stay on the topic while reading and interpreting the texts. The example of collocation can be seen in example (3) in text 6 clause 4, 7 and 10.

(3)

[4] The name of the program was '**Soccer Clinics** with Bambang Pamungkas'.

[7] First, Bepe taught us **the theory of playing football**.

[10] He showed us many **techniques and tricks** to be a good football player.

In example (3), clauses 7 and 10 contain phrases which are in correlation with '*Soccer Clinics*' in clause 4. This chain carries the activities elaborated in the sequence of events of the recount text, which is the '*Soccer Clinics*'. There are, as matter of fact, other chains in the text that demonstrate the setting of the events and the actors involved in the text. Thus, it can be said, collocation plays an adequately essential part in the cohesion of the text.

Although most of types of lexical cohesion featured on the texts, most of the types, such as synonym, hyponym, meronymy, and general words are still underused. Collocation is an exception since it has already been employed fairly adequate for the texts, knowing the length of the texts are generally not long. Regarding the use of repetition is considered good even if it is not used extensively. An overused of repetition can lead to boredom to the readers. However, the use of other types indeed can be employed more which can be beneficial for the students as they can learn more vocabularies from the texts presented in the textbooks. Furthermore, these findings are in line with Rahman (2013) as he also found out that non-native writers frequently use repetition and scarcely feature the use of synonyms and other lexical cohesive devices.

Coherence

The analysis of coherence involves two levels of coherence; micro and macro level. The analysis is in line with Thornbury (2005). The micro-level coherence indeed includes the analysis of thematic progression patterns. There are three types of patterns of how the idea and its supporting information developed, namely reiteration, zig-zag and multiple-rheme pattern (Eggins, 2004). The detail of the result of the analysis is presented in this following table 3.

Table 3. The Occurrences of Thematic Progression Patterns in Recount Texts

Textbook/Text	Reiteration	Zig-zag	Multiple-rheme
Textbook 1			
Text 1	8	1	3
Text 2	10	1	0
Text 3	6	0	7
Text 4	16	0	0
Total	40	2	10
Textbook 2			
Text 5	20	3	0
Text 6	5	1	3
Text 7	7	2	9
Text 8	8	0	6
Total	40	6	18

According to the results showed in Table 3, most of the sentence is developed through the reiteration pattern. There are 40 occurrences of this pattern in each T1 and T2. By this means, sentences are developed by placing the same theme that represents the same information to the succeeding

sentences whilst the rheme column carries different information. The information carried by the theme is not always expressed with the exact same word or phrase, rather it can be restated by using synonym or reference. By this definition, reiteration pattern is by far the simplest way in developing the sentences. This finding is in fact in line with some previous studies which revealed that reiteration is dominating the findings (Hananda, 2016; Mamduhan et al., 2019). The example of reiteration pattern can be seen in example (4) of text 4 clause 1 and 2.

(4) **Theme**	**Rheme**
[1] Last Saturday, my little sister, **Dina**,	did something funny.
[2] **She**	got up very late, at six.

In this example (4), two themes from different clauses represent the same information. The referent '*she*' in clause 2 referred to the previous theme '*Dina*'. Even though the themes of these two clauses are related, both rhemes from the clauses demonstrate different information.
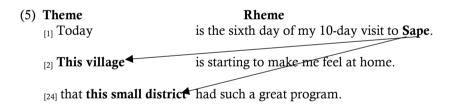
Besides reiteration pattern, the recount texts T1 and T2 are developed through the use of multiple-rheme pattern. With total 28 occurrences for T1 and T2, this pattern is the second frequently used pattern. This pattern develops the sentences by connecting the sentences and information to an implicit 'hypertheme' of the whole text (Danes, 1974). In multiple-rheme pattern, an information carried by the rheme is extended to the other sentences by placing it as the theme for the proceeding sentences. Technically, in multiple-rheme pattern the rheme is broken down into themes for sentences. The sentences do not have to be in a consecutive list, instead they can spread through the paragraph as long as their theme is connected with the main theme. This example (5) demonstrates the use of this pattern in the textbook.

(5) **Theme**	**Rheme**
[1] Today	is the sixth day of my 10-day visit to **Sape**.
[2] **This village**	is starting to make me feel at home.
[24] that **this small district**	had such a great program.

Example (5) is taken from text 7, clause 1, 3 and 24. From the example, '*Sape*' is a part of the rheme in clause 1. In the next two clauses '*Sape*' is used directly as the theme for clause 2 and 24. Although in the later clauses it is not directly mentioned as the exact same word, the readers will eventually recognize it by referring back to '*Sape*' in clause 1. Similar to the previous pattern, the rheme slots for both clauses 2 and 24 are not related either to each other nor the rheme of clause 1.

As the findings suggest, the multiple-rheme pattern of the recount texts T1 and T2 still has the potential to be explored. Yet, generally this pattern is properly used and implemented. Finally, the last pattern is zig-zag pattern. Furthermore, it is not adequately developed. The sentences with this pattern only stopped in one sentence without any developments in the later parts. The ideal use of this pattern is actually indicated by the development of the sentences following the pattern of theme and rheme of the previous sentences carrying the information.

In terms of macro-level coherence, the analysis is conducted by analyzing the generic structure of the texts. The analysis was intended to find out whether the texts have fulfilled a requirement of a generic structure; in this case, the generic structure of a recount text. The generic structure of recount text consists of two obligatory parts namely orientation and sequence of events, while the optional one is re-orientation. This means that re-orientation can be left empty. The analysis has discovered that recount texts in T1 did not provide the re-orientation. On the contrary,

three out of four recount texts in T2 provide the re-orientation, this means that only one text that has no re-orientation. By this explanation, the re-orientation is not always necessarily needed to put on the text. Thus, all recount texts presented in T1 and T2 are coherent on the macro-level.

The Similarities and Differences of the Findings Between T1 and T2

Both textbooks have undergone the exact analysis procedures. The analysis in fact resulted to interesting results. These results disclosed some intriguing similarities and differences. These similarities and differences involve all type of cohesion, either the grammatical or lexical cohesion, as well as the micro and micro-level of coherence.

The discussion of the similarities and differences of the cohesion analysis between the two textbooks, departs from the fact that both textbooks actually share more similarities than differences. This also means that both textbooks are linguistically equal, which opposes the common claim of the one published by private publisher is better than the textbook provided by the government. Further, the first similarity that they share is that in term of grammatical cohesion, reference and conjunction dominated the findings. Other than this study, some studies also have disclosed identical conclusion which validates that these types of ties greatly used in reading texts featured in English textbooks for EFL students in Indonesia. Jumatriadi (2013), Putri et al. (2018) and Rahmawati et al., (2014) interestingly have performed the analysis on other genres, such as descriptive and argumentative text, which are in fact show identical result with recount text analyzed under this study. Thus, regardless the genre, it is reasonably assumed that almost every text genre presented in English textbooks has mainly employed reference and conjunction in order to bind the sentences together.

Another similarity between textbook 1 and textbook 2 is related to the lexical cohesion. The two textbooks under the study demonstrated dominant use repetition instead of other reiteration aspects, such as synonym, superordination or general words. Repetition is generated frequently as one of the attempts to keep the readers stay on the track. As for the frequent use of repetition, this is also one of the tendencies of non-native writers. Other than abundant use reference and conjunction, repetition is widely used by non-native writers as this is one of the simplest methods to achieve the cohesion. Thus, this finding is in line with Rahman (2013); and Fitriati and Yonata (2017) as they concluded that synonym, superordination and general items rarely present in non-native writing products.

On the other hand, both textbook uncommonly featured more collocation than the other lexical ties. As for non-native writers, collocation is one of the most complicated cohesive ties to apply in the texts. It does not follow any fixed rules of cohesion. Moreover, there are a lot of possibilities and inconsistencies of how collocation link to each other. Occasionally, collocation can convey certain aspects of the text, such as the setting, the character or the activity. Hence, it has particular property to tie the sentences that eventually contributes to the cohesion of the texts. Besides being difficult to implement, collocation is the most complicated lexical cohesion to be observed as well. The complication roots from numerous possibilities of items that collocate through neither repetition, synonym, superordination, nor mention of general words. The fundamental principle of collocation is that the items can collocate as long as they "share the same lexical environment" (Halliday & Hasan, 2014, p. 286). In addition, the more use of collocation is actually is a good indication of a good writing product. Witte and Faigley (1981) mentioned that one of the indications of writing quality from high-rated writing is the least use of repetition. Nevertheless, this one indicator cannot be used solely to justify whether the texts are good or not in term of the writing quality. Broad and various indicators should be put into account to decide whether the text is qualified as good text.

The similarities on the micro-level coherence are mainly related to the use of thematic progression patterns. The first feature in common between the textbooks is the occurrences of reiteration pattern. Both textbooks have displayed abundant use of reiteration pattern in the texts,

which is exactly the same for 40 occurrences. Meanwhile, it is followed by multiple-rheme pattern as the second most frequent. The last is zig-zag pattern found in less than 10 occurrences respectively in the textbooks.

As the first similarity, reiteration is actually considered as familiar with non-native writers. Jumatriadi (2013) specifically presented identical findings with the result of this study. He examined reading text in an English textbook for senior high school students, and he revealed that the texts are organized in the reiteration manner. Other writing products study concerning at non-native writers also suggest similar result. Regardless the genre and the grade of the writers, they all tend to mainly use reiteration pattern.

However, there is different tendency for more skilled and professional writers as they mostly employ more zig-zag pattern instead of the other patterns. Professional writers and graduate students, who are frequently exposed and created academic writing or research article, displayed a high tendency for following zig-zag pattern in developing their ideas (Ar Ruhimat et al., 2021; Fitriati & Yonata, 2017; Yuned, 2016)(Ar Ruhimat et al., 2021; Fitriati & Yonata, 2017; Yuned, 2016).

In accordance with the findings, the effect of the similarities and differences of the analysis of cohesion and coherence of the two textbooks can be possibly seen from two aspects. What needs to put into consideration is that these aspects cannot be used as the prime parameters for the text quality evaluation. Rather these aspects are expected to be a positive contribution toward the texts. These two aspects are: 1.) Giving the texture for the texts and 2) Representing the quality of the text.

Texture in written text is actually the attempts to monitor and control the flow of information in a such manageably way. This flow of information will help and guide the readers toward the direction of the intended interpretation (Forey & Thompson, 2008, p. 1). Furthermore, different threads of meaning are also interacted in such ways that readers are generally able to construct coherent interpretations. These threads are often realized throughout the text by a wide range of resources such as grammatical and lexical devices (Halliday & Hasan, 2014) as well as the

patterns of thematic organization (Eggins, 2004). Such resources are what commonly known as cohesion, whilst the thematic organization is what often called as thematic progression pattern. Thereby, texture cannot establish on its own, it is in fact the interaction of resources and attempts in order to make the text generally recognizable and understandable.

In addition, texture is genre sensitive. Texture is a distinguished feature of a text that characterizes it from a random collection of sentences. Furthermore, a texture is more than merely a decorative or stylistic quality of texts. It is fulfilling a vital communicative purpose (Thornbury, 2005, p.43). As for communicative purpose of each genre is also different and sensitive to its situational and social context. For recount text, the communicative purpose intending to achieve is to retell the events for the purpose of informing or entertaining (Gerot & Wignell, 1995, p.192). As a matter of fact, this communicative purpose is realized through all the lexicogrammatical resources and overall coherence. Therefore, it can be concluded that all of recount texts featured in both textbooks have texture because they have successfully created a recognizable text by employing appropriate cohesive devices and organizing the paragraphs with thematic system.

The second aspect of the similarities and differences is how they representing the quality of the texts. As for the text quality evaluation, Witte and Faigley have elaborated that this is a quite complicated process. The examination and interpretation of cohesive ties and the sentence organization are not enough to justify the quality of the texts. To make a qualification of a text needs more than factors internally lie in the texts, instead it relies on factors outside the texts. To make this notion into the light, all of the findings of this study is possibly able to represent the quality of the texts and is likely not enough to justify whether the texts have bad quality. Witte and Faigley have mentioned several tendencies displayed low and high rated text.

The example of an indicator of high-rated text by Witte and Faigley is the extensive use of third-person of reference. However, the findings of

this study revealed the contrary result of high degree of first-person pronoun. If the quality is justified from this point of view, then most of the texts in both textbooks are qualified as bad texts. Yet, other findings revealed interesting fact. The texts from both textbooks demonstrate abundant use of collocation that is supposedly found in high-rated texts. Thereby, all the indicators of low and high-rated texts cannot be used entirely to justify the text quality. Hence, for the texts featured in the textbooks, as mentioned before, has successfully achieve its social purpose that is to retell the past events. As all the findings of cohesive ties and thematic pattern analysis can acceptably assumed appropriate and common for the recount texts that are targeted for grade VIII students of junior high school.

CONCLUSION

Overall, this study reports how the cohesion is realized to achieve coherence in recount texts featured in English textbooks. There are eight recount texts in total that have been analyzed under this study. The findings from both textbooks revealed that reference is the most frequently used cohesion, followed by conjunction. For other grammatical cohesion, namely substitution and ellipsis are rarely used in the recount texts. These devices are more favored in spoken text; thus, the findings also revealed the same condition. Meanwhile for lexical cohesion surprisingly dominated by collocation and followed by repetition. The other categories of lexical cohesion, such as synonym, superordination and general words, unfortunately are underrepresented.

The second conclusion is in accordance with the coherence of recount texts featured in T1 and T2. The analysis of micro-level coherence which is realized through sentence-by-sentence analysis revealed that the themes are mostly organized by following the reiteration pattern. This is followed by multiple-rheme pattern, and zig-zag pattern is least used ones. For the macro-level, all texts have fulfilled the obligatory structure of recount text, i.e., orientation and sequence of events. The optional structure, namely re-orientation, is indeed still provided by three texts that are featured in T2.

At last, after the analysis and interpretation, all the texts under the investigation are coherence.

The analysis and investigation of cohesion and coherence also has resulted to some similarities and differences. Generally, based on the findings, T1 and T2 share more similarities than differences. Despite all the similarities and differences, all the recount texts are still considered as cohesion and coherence. In addition, the effects of similarities and differences toward the texts provide two effects. The first one is how they give the texture to the texts. All the resources in the form of grammatical and lexical devices as well as the theme organization system and the realization of generic structure are indeed resulted to the texture for the texts. The second effect is that the similarities and differences provide indicators of the quality of the text. But these indicators cannot solely use to justify the texts. The similarities and differences in fact may demonstrate the quality but in other hand they cannot represent the uniformity of quality. Therefore, the final conclusion is that all the recount texts have successfully achieved the cohesion and coherence which lead to the achievement of their communicative purpose.

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