The Use of Cohesive Devices and Generic Structure in Students' Recount Texts of UIN Alauddin Makassar

Sulasmianti Samir✉, Sri Wuli Fitriati, Henrikus Joko Yulianto

Pascasarjana, Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	Cohesive devices have a significant role to play in producing text writing. Because cohesive devices do not just show one unity in a text but also express the sustainability of a sentence that is between one sentence and a sentence that other and even between one paragraph with another paragraph in the text. The generic structure function is making the sentences in a text neater and more structured. This research aimed to evaluate the use of cohesive devices and generic structure in students' recount text at the English Department of UIN Alauddin Makassar. This study adopted the theory of Hasan & Halliday (1976). The result shows that the most contribution of cohesive devices in students' recount texts is provided by conjunction especially the use of causal conjunction. Then, it followed by the use of reference, substitution, and ellipsis. It indicated that most of the students used the conjunctions in their recount texts to realize the relationship of how the subsequent sentence or clause should be linked to the following sentence. Then, based on the evaluation of the use of generic structures in students' recount texts, it is can be concluded that all of the thirty recount texts of UINAM fifth-semester used the orientation, events, and re-orientation in their recount texts. Further, both cohesive devices and generic structures are related to each other to create a good text. The use of cohesive devices and generic structures in students' recount texts affects the quality of texts that are produced by the students. It means that the use of cohesive devices and generic structures is very important in developing a good text.

✉ Correspondence :
Pascasarjana, Universitas Negeri Semarang,
Jalan Kelud Utara III, Semarang, Jawa Tengah, Indonesia
E-mail: sulasmianti.samir018@students.unnes.ac.id

INTRODUCTION

Text is a unit of language produced by someone to express a meaning either in orally or in writing form. It is called a text when this text is semantically and pragmatically appropriate to the context. A text could emerge in just one word to a combination of sentences or utterances such as in a passage, speech, novel, and so on. Text is divided into two forms: spoken and written. Spoken text is a text which is produced in spoken productions i.e. a speech, role play, debate, and so on. Meanwhile, written text is a text which is produced in written texts i.e. novels, biography, textbooks, and so on.

Redeker (2009, p.44) differentiated spoken text from written text. The spoken text normally has an impromptu, informal tone and is addressed to a small group of listeners who are familiar with and engaged with the speaker. These listeners frequently offer rapid (verbal or nonverbal) comments. In contrast, the writing text tends to be well-planned, and writers can produce their understandable courses to meet communicative, esthetic, and formal standards. Similarly, Horowitz and Samuel (as cited in Thanh, 2015) stated that a spoken text is adopted to a specific audience and to sociocultural settings and communities that can be assumed at the time text is produced, functioning in a context of here and now. Meanwhile, a written text is formal, academic, and planned. It can be interpreted and understood when the text is produced and it is reconstructed in such a way that in the future it can be processed by varied readers.

Concerning those definitions, this study will focus on the student' written text which is academically produced in the process of instructing and learning. Writing is an important and advanced skill that every language learner should master. It is a complex process and it needs appropriate knowledge to support the people who want to write a text. As Zhang (2013) stated that writing is a difficult skill to learn in the case of second language learning. It is due to some reasons. Firstly, the students should master enough English vocabulary to ease them in using appropriate words in their writing. And secondly, the students should have a good knowledge of English grammar and be good at various sentence structures.

Relating to writing, some studies have been conducted by researchers. For example: Aunurrahman et.al (2017) tried to explore the students' writing competences, Suarman (2013); Sharif and Zainuddin (2017) conducted research to explore the students' writing by using feedback comments. There are some researchers explored the students' writing competences, writing performances, and writing skills by associating with other variables: Arisman et.al (2017) connecting to lecturers' competence, Aydawati et.al (2018) connecting to learning styles, and Tusino et.al (2020); Elsulukiyah and Aisyah (2019) connecting to teaching techniques. Besides, Pratiwi et.al (2017), Mubarak (2017), and Fatimah (2019) conducted research to find out the problems and students' need in writing competences.

Writing text is based on types of texts. There are types of text or genres such as narrative, exposition, procedure, report, recount, and argumentation. Each type of text has generic structures which are different from one to another. For instance, the generic structure of a narrative text is different from the one of a recount text. The generic structure of the narrative consists of *Orientation, Complication,* and *Resolution.* Meanwhile, the recount text's generic structure consists of Orientation, Events, and Re-orientation. In this study, the researcher chose the recount text as the genre since most of the previous studies did not discuss recount texts but the other types such as expository, descriptive, argumentative, and narrative.

Recount text is a type of text in which people retell their experiences in a chronological order. The purpose of recount text is to inform something that happened in the past. Anderson (1997) defined recount text as a text that tells the audience about past events in a chronological order or what happened in the past and when it happened (as cited in Muflikhati, 2013, p.48). So, recount text aims to give information to other people about what was occurring and when it was occurring with detailed information about the time and events in the past.

To write a recount text, students should pay attention to generic structures and sentence arrangement for making it coherent and cohesive. As Boardman (as cited in Saragih, Silalahi, & Pardede, 2014) stated that a good paragraph or text should have three characteristics: coherence, cohesion, and unity. Coherence occurs when sentences are arranged in such a way that the

audience can easily understand the text's main idea. Cohesion occurs when all of the supporting sentences link to other sentences in order to explore the topic sentences. Then, unity occurs when all the supporting sentences relate to the topic sentences. For this study, I concentrated on the cohesion of students' recount text writing.

Cohesion develops a text by placing appropriately the different parts of a text in referring to each other such as linking devices, pronouns, and so on. According to Thornbury (2005), grammatical cohesion, lexical cohesion, and rhetorical cohesion are the three types of cohesion. In this research, the researcher focused on grammatical cohesion in this study. Grammatical cohesion deals with the grammatical structure of each component linked together in a text. Halliday and Hasan classified grammatical cohesion into four major classes: reference, substitution, ellipsis, and conjunction.

Some scholars conducted studies about cohesion and generic structure in a text. For example, Rahman's (2016) research showed that the usage of cohesive devices helped students' narrative writing become more cohesive, with references being the most often utilized cohesive device. Meanwhile, Suningsih's research (2016) found that most Indonesian students could produce cohesion devices in their writing. However, they frequently misuse coherent techniques like reference and conjunction while ignoring others like ellipsis and replacement. When it comes to analyzing generic structures, According to a study by Azhar (2015) that examined the generic structure of recount texts, students generally follow the following patterns when writing them: orientation (93%), event with one paragraph (40%), event with two paragraphs (36%), event with three paragraphs (20%), event with four paragraphs (3.3%), and re-orientation (86%).

In this study, I focused on cohesive devices and generic structures in students' texts by using discourse analysis research design. Discourse is a term used frequently in language studies to describe appropriate language usage, speech patterns, and dialects within a society. People who reside in remote places and have comparable speech patterns are the focus of an investigation (Sipra & Rashid, 2013). Meanwhile, analysis is the process of analyzing anything by decomposing it into its component pieces. Language analysis focused on

spoken and written forms of language is referred to as discourse analysis. Discourse analysis places a lot of emphasis on how language is used in social contexts.

Based on statement stated previously, I conducted a study to evaluate how the cohesive devices and generic structures are used by the students in writing recount text. In conducting this study, I used the students' recount text writing as the main source of data. Using these recount texts, I explored, described, and explained the use of cohesive devices and generic structures in students' recount texts. Understanding cohesive devices and generic structures is an important part of understanding a text as a whole. Cohesive devices show how the ideas in a text are linked and how those links are realized through the words chosen. Meanwhile, generic structures show how the texts are arranged and developed appropriately. I expect that analyzing the cohesive devices and generic structures can help the readers understand the functions of different words and phrases in a text and know how to develop a good text.

This study is different from the previous because it analyzes the use of cohesive devices and generic structure in recount texts. Specially, this study aims to answer three major research questions. The first is related to the use of cohesive devices in the recount texts of UIN Alauddin Makassar students. The second is related to the use of generic structures in students' recount texts. And the last is related to the use of cohesive devices and generic structures that contribute to developing students' recount texts.

METHODS

The main source of data in this study is in written form. The data is the students' writing of recount text from English department students at UIN Alauddin Makassar. The kinds of data are a collection of thirty recount texts that were gathered after the students are given a direction to write a recount text based on the given topic. As Creswell (2012: p.223) stated that a valuable source of information in qualitative data can be documented. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study. In this case, as the researcher

has previously stated that the data used in this study were students' writing of recount texts.

The recount texts were evaluated and analyzed for the use of cohesive devices which consist of reference, substitution, ellipsis, and conjunction. And then, the texts were analyzed again to find out the generic structures used by the students in their recount text. Every text was analyzed by using Halliday and Hasan's theory (1976) using discourse analysis. The finding of cohesive devices and the generic structures were presented in figures which then were counted. It was used to see the proportion of the text that participates in the students' recount texts. Here, all of the occurrences in thetext must be counted. Some texts were developed well because of the use of cohesive devices and generic structures appropriately in the texts.

RESULTS AND DISCUSSIONS

Four points of cohesive devices were elaborated on in the findings. They consist of the use of reference, substitution, ellipsis, and conjunction to provide coherence in recount texts of Universitas Islam Negeri Alauddin Makassar students. Then, the generic structures of the students' recount text were evaluated to find the completeness of the text. After that, the correlation between cohesive devices and the generic structures was found in developing a good text. There were thirty recount texts written by UINAM fifth-semester students. The occurrences and percentages of reference, substitution, ellipsis, and conjunction were presented in the following table.

Table 1. The percentage of cohesive devices in recount texts of UIN Alauddin Makassar students.

Cohesive Devices	Total of Occurrences	Percentage
Reference		
Personal Reference	46	
Demonstrative Reference	31	39.79
Comparative Reference	1	
Total	78	
Substitution		
Nominal Substitution	1	
Verbal Substitution	1	2.04
Clausal Substitution	2	
Total	4	
Ellipsis		
Nominal Ellipsis	2	
Verbal Ellipsis	2	3.58
Clausal Ellipsis	3	
Total	7	
Conjunction		
Additive Conjunction	13	
Adversative Conjunction	23	54.59
Causal Conjunction	50	
Temporal Conjunction	21	
Total	107	100

From the table, we can see that the use of conjunction held the highest frequency in providing coherence in students' recount texts. There were 107 occurrences out of thirty students' texts. Most of them were in the form of Adversative conjunction. Then, the second prominent cohesive device was heldby reference that provided 78 occurrences. Meanwhile, substitution and ellipsis were the least prominent, each of them only provided 7 occurrences of cohesive devices and provided 4 occurrences.

The use of reference in recount texts of UINAM students

The first cohesive device to be explained is the reference. Reference refers to how the writer introduces participants and keeps track of them once they are in a text. The identification of this device is based on the three categories of references. They are personal reference, demonstrative reference, and comparative reference. The finding shows all the types of references that occur in the recount texts written by the fifth-semester students. There were 78 occurrences in total for the reference. Among those three types of reference, a personal reference was the most prominently used that provides 46 occurrences. Then, it wasfollowed by a demonstrative reference which provides 31 occurrences. The last, comparative reference became the least prominent which provides only 1 occurrence. Most of those references refer to anaphoric. They refer to the backward of the preceding part that has already been introduced in the text. The examples of reference are presented below:

Example 1:

> The candidates of creativity got the accident and honestly, I was sad because they were member of me (RT.01.S11). But, their motivation was so high so they continue their way to Toraja (RT.01.S12).

From the example above, it can be shown the semantic relation is realized by the device of the identity of reference or personal reference. Personal reference refers to reference through categories of persons. Two personal references occur in the example above. First, the word they in the second clause refers to references as the candidates of creativity. In addition, the use of the possessive pronoun "their" in their motivation and their way still refers to the reference as the candidate of creativity. Second, the word me in the second clause refers to reference I who was the writer of the recount text.

Example 2:

> My mother has a lot of activities (RT.09.S11). She is a good mother for me, with the big power and love (Rt.09.S12). I love her so much more than I love myself (RT.09.S13)

In example 2, two types of reference occur, those are personal reference and comparative reference. First, personal reference occurs in two cases. Firstly, the word she in the second sentence refers to the reference as my mother. In addition, the use of the object pronoun her in the third sentence still refers to the reference to my mother. Secondly, the word myself in the third sentence refers to reference I who was the child of the mother and the writer of the recount text. The second is the comparative reference. Comparative reference refers to an indirect reference through identity in terms of likeness. In the sentence, the writer uses comparative expression more than to give an identity of likeness to her mother.

Example 3:

> My sibling as a student in Palu, she was living with my aunty (RT.17.S8). So, she invited me to go there (RT.17.S9).

Example 3 reveals two kinds of references, they are personal reference and demonstrative reference. First is the personal reference. The word *she* in the first sentence refers to my sibling. While the word *she* in the second sentence refers to my aunty. The second is the demonstrative reference. Demonstrative reference refers to the location of something as presupposed elements. In the sentence, the word *there* refers to Palu.

The use of substitution in Recount texts of UINAM students.

Substitution is the kind of cohesive device that refers to the replacement of a word or sentence with another word. There are three categories of substitution proposed by Halliday & Hasan (1976) as follows. They are nominal substitution, verbal substitution, and clausal substitution. Based on the finding, all three types of substitution were found in students' recount texts. This result reveals that the students use substitution to replace one word with another one. The first, the nominal substitution refers to a process of replacement of nouns. It happens when one word is replaced by another by using the substitute one/ones. There are three occurrences of nominal substitution out of thirty in the students' recount texts. The example of students'

use of nominal substitution is presented as follows.

Example 4:

> We talked about global issue and solution (RT.14.S16). What amazing journey in 2019 (RT.14.S17). See you for the next trip world youth forum, I hope will get the better one (RT.14.S18).

Example 4 is a type of nominal substitution. We can see in the example, the word one stands for a trip world youth forum. It means that the word trip world youth forum is substituted by the word one. Substitution one has a function as the type of a nominal group that can substitute one word. It does not refer to the trip world youth forum in the text, but the next trip world youth forum in the other chance. The writer shows her admiration to get a better forum than the forum has been she attended.

The second is verbal substitution. It refers to a process of replacement of verbs. It happens when one word is replaced by another by using the substitution words with do/did. There are two occurrences of verbal substitution out of thirty in the students' recount texts. The example of students' use of verbal substitution is presented as follows.

Example 5:

> I will care with my body, I'm grateful can wake up and still can join at college again (RT.03.S19). Although I can't enjoy my vacation like my friends did, I still get one education to care of my healthy (RT.03.S20).

Example 5 above is a type of verbal substitution. The word did stands for enjoying the vacation. It means the verb enjoy the vacation is substituted by the word did.

The third type of substitution is clausal substitution. It refers to a process of replacement of clauses. It happens when one word is replaced by another by using the substitutes so and not. There are two occurrences of clausal substitution out of thirty in the students' recount texts. The example of students' use of clausal substitution is presented as follows.

Example 6

> Finally, I have arrived in Ollon (RT.01.S22). The best view that I have seen, I think so (RT.01.S23).

Example 6 above is a type of clausal substitution. The word so stands for the clause the best view that I have seen. It means the clause the best view that I have seen is substituted by the word so.

The use of ellipsis in Recount texts of UINAM students.

Ellipsis is the kind of cohesive device that refers to the process in which one item within a text or discourse is omitted or replaced by nothing. There are three categories of ellipsis proposed by Halliday & Hasan (1976) as follows: nominal ellipsis, verbal ellipsis, and clausal ellipsis. Based on the finding, all three types of ellipsis were found in students' recount texts. This result reveals that the students use substitution to replace one word with nothing. The first, the nominal ellipsis refers to a process of omission of the nominal group. There are two occurrences of nominal ellipsis out of thirty in the students' recount texts. The example of students' use of nominal ellipsis is presented as follows.

Example 7:

> The candidates volunteer of education and me doing open donation to get much money and finally my team got that (RT.01.S7).

Example 7 is a type of nominal ellipsis. We can see in the example, the word that is the result of omission of the nominal group of "much money". The normal sentence should be "The candidates volunteer of education and me doing open donation to get much money and finally my team go that **much money"**.

The second is the verbal ellipsis. It refers to a process of omission within the verbal group. There is only one occurrence of verbal ellipsis out of thirty in the students' recount texts. The example of students' use of verbal ellipsis is presented as follows.

Example 8

> Can you imagine how dirty it is for never clean about 11 months? (RT.13.S8). I think you <u>can</u> (RT.13.S9).

Example 8 above is a type of verbal ellipsis. It happens when the omission occurs within the verbal group. The word can is the omission result within the verbal group of "imagine how dirty it is". The normal sentence should be: Can you imagine how dirty it is for never clean about 11 months? I think you can **imagine how dirty it is.**

The third type of ellipsis is the clausal ellipsis. It refers to a process of omission within the clauses. There is only one occurrence of clausal ellipsis out of thirty in the students' recount texts. The example of students' use of clausal ellipsis is presented as follows.

Example 9

> You know what I mean, what do you do if you were in your house? (RT.09.S16). Only <u>works and work</u> (RT.09.S17). All of the work in home you have to finish it, from A until Z (RT.09.S18).

Example 9 above is a type of clausal substitution. The clause only works and work is the result of omission within the clauses. The normal sentence should be: You know what I mean, what do you do if you are in your house? – What do you do if you are in your house is only work and work.

The use of conjunction in Recount texts of UINAM students

The conjunction is the kind of cohesive device that expresses some different categories of logical relation between parts of a text. Halliday and Hasan (1976) divided conjunction into four main categories: additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction. Based on the finding, conjunction is the most prominent type of cohesive device that is found in the students' recount texts. All of the conjunction categories have been found in students' recount texts. There were 107 occurrences of conjunction in students' recount texts. The category ofcausal conjunction holds the highest frequency of occurrence of all

conjunction categories. Causal conjunction refers to relations of cause and result. The students used this category 50 times. The occurrence of causal conjunction is found in the text by using some words such this is why, so, therefore, as a result, etc. The findings show several occurrences of causal conjunction by using the word so and because. For example, causal conjunction occurs five times in RT.03. An example of causal conjunction occurring in the students' recount text is presented below:

Example 10

> All of final test were finished <u>so</u> we have approximately one month for vacation (RT.03.S1). I went to back at village like all of my friends <u>because</u> that vacation will be the last vacation for us (RT.03.S3). I can't spend my time at there <u>because</u> I will have check up my healthy at hospital (RT.03.S6). The first day in my home, I have plan to go to hospital but my uncle was sick, <u>so</u> I must go to hospital too (RT.03.S8). The second day at my home, I have plan to go to hospital again to check up but all of people at home was busy, <u>so</u> that was canceled again (RT.03.S9).

Based on this text, it can be seen there are five causal conjunctions used by the student. The students tend to repeat the same term. The student use the word so three times and the word because two times. All of those causal conjunctions refer to relations of cause and result. For instant in the first sentence, the cause is all of the final tests were finished and the result is we have approximately one month for vacation. In addition, in the last sentence, the cause is all of the people at home were busy and the result is a plan to go to the hospital was canceled again.

The second category of conjunction that is mostly used by the students following the causal conjunction is adversative conjunction. The students use this category for 23 occurrences. Adversative conjunction refers to relations of contrast or alternative. Some words are used for this category such as but, though, however, on the other hand, etc. The findings show several occurrences of adversative conjunction by using the word but, although, even though, and

however. The example of adversative conjunction occurring in the students' recount text is presented below:

Example 11

> I have three accidents on my way but I enjoyed it (RT.01.S21).
> Making an event was not easy, but one thing that made us happy was we could dedicate and entertain the society by the event that we built (RT.10.S9)

From example 11 above, it can be seen the word but used by the students. Those adversative conjunctions refer to relations of contrast or alternative. In the first sentence, the fact that I have three accidents on my way is contrasted with "I enjoyed it". Then, in the second sentence, the clause "making an event was not easy" is in contrast with what made us happy.

The third category of conjunction mostly used by the students is temporal conjunction. It refers to relations of sequence in time. The students use this category for 21 occurrences. Some words are used for this category such as next, then, finally, etc. The findings show several occurrences of temporal conjunction by using the word next, then, after that, and finally. The example of students' use of temporal conjunction is presented as follows.

Example 12

> Next day, we went to Ollon. The street was bad. I got an accident. Finally, I have arrived in Ollon (RT.01).

The example 12 above, we can see the student used the word next and finally. The use of temporal conjunction is to explain the sequences of time in the recount text. It makes the story more directed on the storyline.

The last category of conjunction used by the students is additive conjunction. It refers to relations of addition, exemplification, similarity,

and emphasis. This category of conjunction contributes to giving additional information without changing information in the previous. The students use this category for 13 occurrences. Some words are used for this category such as also, too, as well, moreover, in addition, etc. The findings show that several occurrences of additive conjunction in the text were using the word also, besides, and another. But the most prominent use of additive conjunction by the students is also. The example of students' use of additive conjunction is presented as follows.

Example 13

> Our goals were educated them truthfully, empowered them to dream as high as sky, continued their school even in unlucky life (RT.08.S11). Besides, my view of life was changed at the time (RT.08.S12)

Example 13 shows that the student used the word besides. The word besides is included in the sign of additive conjunction. It refers to the additional information in the text. The additional information in the example is my view of life was changed at the time. This information does not change the information in the previous sentence.

The use of Generic structure in UINAM students' recount text

Generic structure refers to the systematics of a plot that is presented in a text. It can be said that generic structure is a step by step of mapping ideas or information in developing a text. In this current research, I take recount text as the main data. Recount text has three kinds of generic structures: Orientation, Events, and Re-orientation. There were thirty recount texts written by the fifth semester of UIN Alauddin Makassar students who have been evaluated about the use of the generic structures in their texts. The findings can be seen in the following table.

Table 2. The Generic Structure Analysis

No.	Code	Orientation	Number of Events	Re-Orientation
1	RT.01	Paragraph 1	Paragraphs 2 & 3	Paragraph 3
2	RT.02	Paragraph 1	Paragraph 2	Paragraph 3
3	RT.03	Paragraph 1	Paragraphs 2 & 3	Paragraph 3
4	RT.04	Paragraph 1	Paragraphs 2 & 3	Paragraph 3
5	RT.05	Paragraph 1	Paragraphs 2	Paragraph 2
6	RT.06	Paragraph 1	Paragraphs 1, 2 & 3	Paragraph 3
7	RT.07	Paragraph 1	Paragraphs 2 & 3	-
8	RT.08	Paragraphs 1 & 2	Paragraphs 2 & 3	Paragraph 3
9	RT.09	Paragraph 1	Paragraphs 2	Paragraphs 2 & 3
10	RT.10	Paragraph 1	Paragraphs 2 & 3	Paragraph 3
11	RT.11	Paragraphs 1 & 2	Paragraphs 2 & 3	Paragraph 3
12	RT.12	Paragraph 1	Paragraphs 2, 3 & 4	Paragraph 4
13	RT.13	Paragraph 1	Paragraphs 1, 2 & 3	-
14	RT.14	Paragraph 1	Paragraphs 2 & 3	Paragraph 3
15	RT.15	Paragraphs 1 & 2	Paragraph 2	Paragraph 3
16	RT.16	Paragraphs 1 & 2	Paragraphs 2 & 3	Paragraph 4
17	RT.17	Paragraph 1	Paragraphs 1, 2 & 3	Paragraph 3
18	RT.18	Paragraph 1	Paragraphs 1 & 2	Paragraph 3
19	RT.19	Paragraph 1	Paragraph 2	Paragraph 3
20	RT.20	Paragraph 1	Paragraphs 1, 2 & 3	Paragraph 3
21	RT.21	Paragraph 1	Paragraphs 1 & 2	Paragraph 3
22	RT.22	Paragraph 1	Paragraphs 1 & 2	Paragraph 3
23	RT.23	Paragraph 1	Paragraphs 2, 3 & 4	Paragraph 4
24	RT.24	Paragraph 1	Paragraphs 1, 2 & 3	Paragraph 3
25	RT.25	Paragraph 1	Paragraphs 2 & 3	Paragraph 3
26	RT.26	Paragraph 1	Paragraph 2	Paragraph 3
27	RT.27	Paragraph 1	Paragraphs 1, 2, 3 & 4	Paragraph 4
28	RT.28	Paragraphs 1 & 2	Paragraph 2	Paragraphs 2 & 3
29	RT.29	Paragraph 1	Paragraphs 1, 2 & 3	Paragraph 3
30	RT.30	Paragraph 1	Paragraph 2	Paragraph 3

From table 2 above, we can see that there are thirty recount texts from students of UINAM. The first generic structure of recount text is *Orientation.* 25 recount texts that used orientation in one paragraph and 5 recount texts that used orientation in two paragraphs. Generally, orientation has a function to give information about who (the subject who is doing the activities that happened in the story), when (the time when the activities happened in the story), and where (the location where the activities happened in the story). In one text, it can contain all three pieces of information in orientation, and also can only contain one or two pieces of information in orientation.

Example of Text Orientation in Paragraph 1

Code	Paragraph 1
RT.01	Okay, **my name is Nadila Putri Aziza** and almost people call me Nad. Here, I want to tell about **my trip to go to Ollon, Toraja on January in 2020**. I have one community in education of volunteers and I have joined in September last year 2019.

RT.01 contains information about who (Nadila Putri Aziza), where (Ollon, Toraja), and when (January in 2020).

The second generic structure of recount text is *Events.* Events refer to the recording of activities or events that happened in the past. Generally, events are delivered in chronological order. Furthermore, in the parts of the events, the writer gives a personal comment about the events or the activities that happened. This comment makes the readers feel

deeper into the story delivered. Based on the findings, there are some variations in how the students used events in their recount texts.

Example of Text with 1 paragraph event

Code	Paragraph
RT.09	When I have been arrived in my village, I went back home soon. I just spent my one day in grandma's house, and the next day I spent all of my holiday in my parents' house. After that I went to mountain to save my corn from monkey that want ate my corn. I went there, just alone, but sometimes I went with my mother. My mother has a lot of activities. It is not only in mountain, but in wet rice field too. *She is a good mother for me*, with the big power and love. *I love her so much* more than I love myself. (Paragraph 2)

The events are delivered by using chronological order. It occurs when the students used words *the next day, after that,* and *then.* All of the events are delivered in order so the readers can follow the storyline. In addition, the students also give their private comments on the events delivered. The example (RT.09) contains the students' comments like *she is a good mother for me* and *I love her so much.*

The last generic structure of recount text is *Re-Orientation.* Re-Orientation refers to the reintroduction of the subjects, the places/ location (scene), and the time which exists in the orientation. This reintroduction summarizes the series of events in simpler sentences. Generally, Re-orientation is put in the last paragraph of a text. In addition, the writers also can give the impression about their story whether it was a pleasant experience or not in the re-orientation. Based on the findings, there are some variations in how the students used Re-orientation in their recount texts.

Example of Text Re-Orientation

Re-Orientation	Sentences
Paragraph 2&3	I just did un-useful thing such as surfing the internet with my phone all night long and it was repeated in every day. It was humdrum vacation! (Paragraph 2) At the end of vacation, I still did the same thing even the class would have started. (Paragraph 3) (RT.28)

All of the students put their re-orientation in the last paragraph of their recount texts. Most of the students give their impression in their recount texts which said that their vacations were very pleasant experiences for them. Furthermore, the students also add their admiration and hope to get the same and even for a better vacation in the future. As we can see, the students put the re-orientation to close their recount texts.

The relation between cohesive devices and generic structures contributes to developing a recount text

The use of cohesive devices and generic structures in students' recount texts is meaningful for the quality of the texts. Using cohesive devices and generic structure in appropriate ways can give a good impact on the texts. A good text is developed by using appropriate components of the text itself. In this case, the components are the cohesive devices and the generic structures.

Firstly is about the use of cohesive devices in the recount texts. The cohesive devices function is connecting a sentence to another sentence so that the writing we write has a good storyline and is easy to understand for readers. As (Emah, 2018) said that the notion of cohesion is similar to a "tie" that refers to cohesive relation when the interpretation of a presupposing element is dependent on that of a presupposed, both elements being at least potentially integrated into a text. So, cohesive devices have a significant role in producing coherent text writing. It is because cohesive devices don't just show one unity in a text but also express the sustainability of a sentence that is between one sentence and a sentence, another, and even between one paragraph with another paragraph in the text.

Secondly is about the use of generic structures in the recount texts. The generic structure function is making the sentences in a text more neat and structured. In short, this generic structure is needed to create sentence patterns presented in subsections. Generic structure is structured with the aim that a text can achieve its purpose. In addition, the sentences and text that are created will be neater and reach the target are aiming for appropriately. So, the generic structure is a very important component in a text because it affects how a text is presented.

Seeing that, both cohesive devices and generic structures are related to each other to create a good

text. The use of cohesive devices and generic structures in students' recount texts affects the quality of texts that are produced by the students. The better of using the cohesive devices and generic structures in the recount texts is the better the quality of the recount texts produced. It means that the use of cohesive devices and generic structures is very important in developing a good text.

CONCLUSIONS

All of the types of cohesive devices were used in students' recount texts. The first prominent finding was provided by conjunction especially the use of causal conjunction. There were 107 occurrences out of thirty students' texts. It explains the relation between cause and results in the texts. It provides the tie of the relation between the results because of the causes that happened in the texts. The use of reference provides the second prominent cohesive device that was used in students' recount texts. There were 78 occurrences in the students' texts. The category of reference becomes prominent because it is necessary to introduce the participants and keeps track of them in a text.

Thirdly, the presence of substitution contributes to text coherence by creating a relation between linguistic items in the texts. In the findings, substitution becomes the lowest prominently used among cohesive devices in students' recount texts. There were only seven occurrences in the students' recount texts. This happened because substitution is used more in speaking than in writing. While in this study, the students write recount texts which are a kind of academic writing. Because of this reason, the students are not frequently used this type of cohesive device.

Fourthly, the use of ellipsis emerged when students created an omission of a word or a part of a text. Similar to substitution, ellipsis also holds the lowest cohesive devices that are used by the students. There were only four occurrences in the texts. It happens because the ellipsis was more often used in oral communication than in writing.

Furthermore, based on the evaluation of the use of generic structures in students' recount texts, it is can be concluded that all of the thirty recount texts of UINAM fifth-semester used the orientation in their recount texts. Twenty-five students put the orientation in one paragraph and five students put the orientation in two paragraphs in the recount texts. Orientation was used by the students to give an introduction about who, when, and where the activities happened in the texts.

Next is about the use of events in the recount texts. The students arranged their events in various ways. In texts with one paragraph events emerged in eight texts, in texts with two paragraphs events emerged in thirteen texts, in texts with three paragraphs events occurred in eight texts; and in texts with four paragraphs events occurred in one text. In the events section, the students give information about the recording activities that happened in the text. In addition, the students also put personal comments on the number of events delivered in the texts.

Then, it is about the use of re-orientation in the recount texts. Almost the students put their re-orientation in the last paragraph of their recount texts. Twenty-eight recount texts have the re-orientation and only two texts out of thirty have no re-orientation. Re-orientation gives information about the reintroduction of the subjects, the places, and the times of activities that happened in the texts. The students also give their impressions about their vacation in their recount texts.

Finally, it is about how the cohesive devices and generic structures are related to each other to give a contribution to developing a text. In this case, we talk about how the use of cohesive devices and generic structures contributes to developing students' recount texts. Both cohesive devices and generic structures are related to each other to create a good text. The use of cohesive devices and generic structures in students' recount texts affects the quality of texts that were produced by the students. The better use of the cohesive devices and generic structures in the recount texts the better the quality of the recount texts will be produced. It means that the use of cohesive devices and generic structures is very important in developing a good text.

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