

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In the context of English as a Foreign Language (EFL), learning English at the junior high school level is expected to help students use the language for communication (Disorbo, 2025), not only to master rules and memorize forms. English learning in EFL classrooms requires students to understand how language works in real texts so that meaning can be conveyed clearly to readers and listener. (Aljohani & Ahmad, 2024) This understanding is vital for developing effective communication skills and fostering a deeper connection with authentic language use in various contexts. English is taught in junior high school as a means of communication, not merely as a subject focused on rules and memorization (Siahaan et al., 2024).

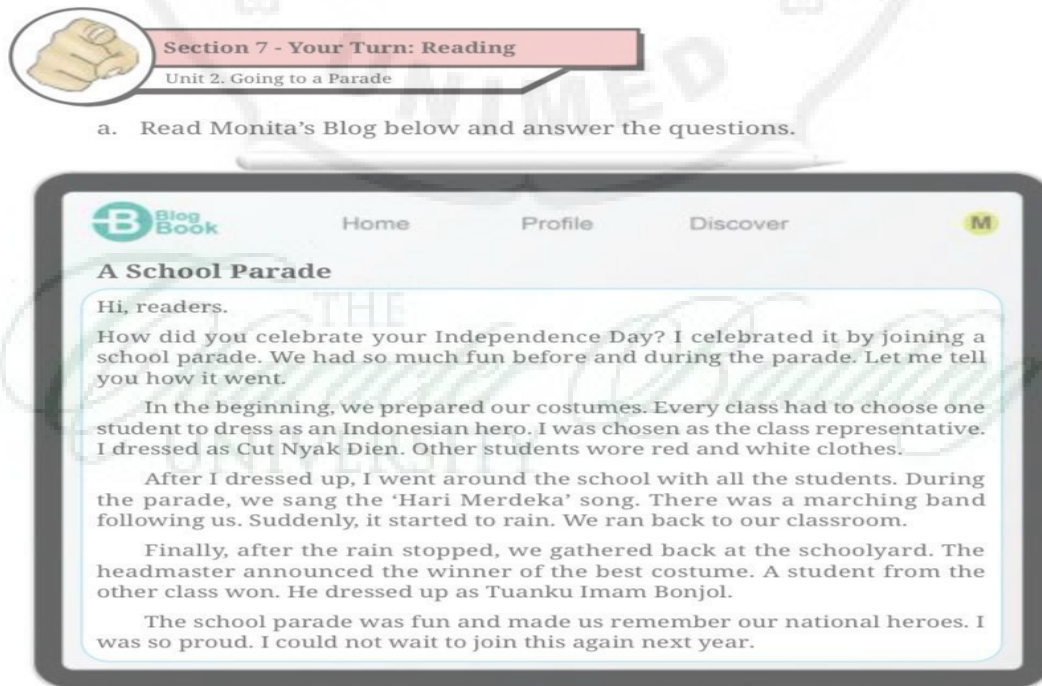
In the Grade VIII English for Nusantara textbook, recount texts are typically presented with a significant emphasis on the chronological order of events. The texts primarily focus on arranging actions in chronological order, allowing students to identify the structure of recount texts and follow the progression of events.

However, coherence in a recount text is not solely determined by the sequence of events, but also by the meaningful correlation between sentences that allows the events to be interpreted as a unified narrative. The meaning connected between sentences in the *English for Nusantara* textbook are not clear.

The sentences typically depict events as independent activities rather than integrated concepts inside a paragraph.

The situation reveals the difference between the theoretical concept of coherence, which emphasizes the relationship of meaning between sentences, and how recount texts are presented in the *English for Nusantara* textbook. As a result, the purpose of this study is to examine the coherence of recount texts in textbooks, with a focus on how meaning is constructed through sentence relationships rather than chronological sequencing.

An observation was conducted to examine how coherence is realized in the recount texts of the *English for Nusantara* textbook. The following excerpt presents one example of the text analyzed at this stage.



The image shows a screenshot of a textbook page. At the top, there is a red banner with a fist icon and the text "Section 7 - Your Turn: Reading" and "Unit 2. Going to a Parade". Below this, a question is posed: "a. Read Monita's Blog below and answer the questions." The main content is a blog post titled "A School Parade" by Monita. The blog post is written in a first-person narrative style, describing a school parade on Independence Day. The text is as follows:

A School Parade

Hi, readers.

How did you celebrate your Independence Day? I celebrated it by joining a school parade. We had so much fun before and during the parade. Let me tell you how it went.

In the beginning, we prepared our costumes. Every class had to choose one student to dress as an Indonesian hero. I was chosen as the class representative. I dressed as Cut Nyak Dien. Other students wore red and white clothes.

After I dressed up, I went around the school with all the students. During the parade, we sang the 'Hari Merdeka' song. There was a marching band following us. Suddenly, it started to rain. We ran back to our classroom.

Finally, after the rain stopped, we gathered back at the schoolyard. The headmaster announced the winner of the best costume. A student from the other class won. He dressed up as Tuanku Imam Bonjol.

The school parade was fun and made us remember our national heroes. I was so proud. I could not wait to join this again next year.

Figure 1. 1 Section 7 Recount Text in English for Nusantara

In , the text "A School Parade" is coherent in its sequence of events. The events are presented in chronological sequence (In the beginning, we prepared, After, I dressed up..., During the parade....., Finally, after the rain stopped...). However, the coherence in this paragraph depends on to chronological order. The paragraph is constructed by organizing events in the order that they occurred. Each sentence shows the progressive advancement of events, which produce a clear and ordered sequence of acts. The creation pattern is linear, as the paragraph's continuity is maintained by the temporal flow of events. Thus, the regularity of the event sequence has a greater influence on the text's unity than deeper semantic links between phrases.

In the third paragraph, a series of activities such as costume preparation, class representative selections, parades, singing together, and the marching band performance are presented as standalone events. The meaningful relationships between these activities are not sufficiently developed to demonstrate logical connections within a unified experience. For instance, the sentence stating that it "suddenly, it started to rain" appears without adequate contextual preparation, causing the shift in events to feel abrupt rather than naturally connected to the preceding activities. The absence of a clear transitional link between the ongoing parade and the change in weather further reinforces the sense that each event is presented independently. As a result, the sentence tends to portray the activities as a list of actions rather than as an integrated collective experience, thereby weakening coherence at the sentence level.

Eggins (2004) defines coherence in a work as how the author organizes experiences and ideas so that the relationships between events, activities, and paragraphs can be comprehended logically. In a recount text, coherence is reflected in the degree to which a series of events is not only chronologically organized but also developed as a unified and interconnected experience.

This perspective is consistent with the functional and systemic linguistics approach, which views text as a construction of meaning. Within this approach, Eggins (2004) argues that text is built by logistical and semantic interactions between elements, allowing readers to interpret the text as a whole. Therefore, comprehending a book involves not only perfect language form but also the capacity to communicate ideas coherently. However, the learning conditions described in the *English for Nusantara* textbook for eighth-grade students differentiate from these theoretical requirements. Learning prioritizes the use of formal language characteristics and the recognition of linguistic patterns above obtaining a thorough knowledge of the text's content. The disparity between Eggins' theoretical emphasis on text as a construct of meaning and language form-focused learning techniques demonstrates a mismatch between theory and reality. This gap provides a solid foundation for future research into how the textbook's content is presented and how well existing knowledge corresponds with the meaning approach in functional linguistics theory.

The *English for Nusantara* textbook used at the junior high school level includes recount texts as part of the learning materials designed for eighth-grade

students. Its goal is to help students retell past experiences or incidents. Students are expected to understand the chronological order of events and notice how information is presented in a book in a systematic manner. therefore, recount writing necessitates not only knowledge of vocabulary and sentence structure, but also an understanding of the sequence of events presented in the text (Ika et al., 2024). Recount texts are frequently taught in practical settings with an emphasis on understanding text structure and linguistic features. Students are generally instructed to recognize text components and use proper grammatical rules. This technique understands recount texts as a pattern to be followed, rather than the substance and interconnection of events within the text, which is not yet the primary focus of learning (Siska, Ilma, & Desvitasari, 2025)

Understanding a text as a whole necessitates the integration of meaning from various sections of the text so that the concepts provided may be coherently interpreted. In the context of language learning, this integration allows students to understand a text as a cohesive construction of meaning rather than a collection of individual sentences. Readers can follow the writer's flow of thought and understand the relationships between the concepts offered in the text by integrating them meaningfully. Attention to coherence is vital because it helps students grasp how concepts and events are logically connected within a document. A writing that is grammatically correct but lacks consistency may be difficult to understand. Therefore, English language learning, particularly in understanding narrative texts, must emphasize coherence so that students not

only recognize linguistic structures but also comprehend the entire meaning of the text in a logical and understandable manner (Dwita Agustini, Ramendra, & Sri Adnyani, 2025).

Several recent research have looked into the importance of cohesion and coherence in English language resources and student texts. Purwaningtyas, Fitriati, & Haryanti (2024) investigated cohesion and coherence in reading texts from the *English for Nusantara* course book and discovered that cohesive devices like references and conjunctions contribute to textual coherence in classroom materials, providing insights for textbook development and teaching practices. Another related study looked at grammatical cohesive devices in English textbook reading passages, indicating variations in cohesive complexity that can affect learners' comprehension, such as a lack of cohesive marker diversity, which limits critical engagement with texts (Ananda & Yulistianti, 2025). Furthermore, research on EFL writing has demonstrated that tactics like as the Simple View of Writing can considerably improve students' cohesiveness and coherence, emphasizing the need of training that goes beyond surface-level grammar to foster deeper understanding and application of cohesive devices in their writing practices (Syarif et al., 2022). Despite these contributions, research into coherence in recount texts within English textbooks used at the junior high school level is sparse, particularly for materials utilized within the independent curriculum context. This gap highlights the need for additional research to investigate how coherence is presented in recount texts in English for Nusantara,

as well as the consequences for teaching reading and writing comprehension in grade VIII.

Mastery of recount text is a crucial component of English learning at the eighth-grade level of junior high school, since it develops students' capacity to relate past experiences in a coherent and meaningful manner. However, comprehension of recount literature is based not just on general structure and language elements, but also on the coherence of thoughts and events within the narrative. In classroom practice, The English for Nusantara textbook is the primary learning resource for both teachers and students, Therefore the quality of discourse offered in the textbook has a significant impact on students' text comprehension. Although its use is widespread, little effort has been paid to investigating how coherence is achieved in recount texts from the English for Nusantara textbook for eighth-grade students. This is an important issue because coherence ensures that a text is relevant, logically connected, and understandable to learners.

1.2 Problems of the Study

Based on the background of the study, this research is guided by the following research questions:

1. What types of coherence are found in the recount texts of the *English for Nusantara* textbook used at SMP Negeri 27 Medan?
2. How is coherence realized in the recount texts of the *English for Nusantara* textbook used at SMP Negeri 27 Medan?

1.3 The Objectives of the Study

This study aims to analyze the realization of coherence in recount texts presented in the *English for Nusantara* English textbook used at SMP Negeri 27 Medan. Specifically, the objectives of this study are as follows:

1. To investigate the types of coherence realized in recount texts presented in the “*English for Nusantara*” English textbook used at SMP Negeri 27 Medan.
2. To analyze the realization of coherence in recount texts in “*English for Nusantara*”.

1.4 The Scope of the Study

This research is limited to texts aimed at eighth-grade students, with an emphasis on how events and ideas are communicated and linked to build a meaningful sequence. The analysis specifically focuses on factual recount texts presented in the textbook, examining how real events are organized and connected to achieve paragraph continuity and clarity of meaning. Instead of grammatical perfection, the analysis focuses on paragraphs continuity and clarity of meaning. This study does not address other grade levels, text genres, student language creation, or instructional strategies.

1.5 The Significance of the Study

The analysis of coherence in recount texts used in EFL textbooks is one of the study's most important theoretical and practical contributions to the field of English language teaching. This study's importance is examined from both a theoretical and practical standpoint.

1. Theoretically

This study is expected to contribute to the field of textbook analysis and English language education by improving the understanding of textual coherence in recount texts. The findings may provide empirical support for coherence theories, particularly those related to genre-based approaches, by illustrating how coherence are realized through generic structure, logical sequencing of events, and topic continuity in EFL textbooks. This study also serves as a theoretical reference for future research focusing on coherence and text analysis in educational contexts.

2. Pratically

a. For Teachers

It is anticipated that the results of this study will aid English teachers in comprehending the function of coherence in recount text. In addition to helping students identify logical sequencing and topic continuity in reading and writing assignments, this knowledge may help teachers choose, modify, and explain recount texts more skillfully.

b. For Learners

By assisting students in identifying logical text organization and linkages between ideas, this study is anticipated to aid them improve their comprehension of recount texts. Students may improve their reading comprehension abilities and produce more structured and significant

recount writing if they comprehend how coherence is realized in recount texts.

c. For Curriculum and Textbook Development

The findings of this study may help curriculum designers and textbook authors assess and enhance the caliber of recount texts utilized in English language learning resources. The results can be used as a guide to make sure that the curriculum's recount texts promote coherent language acquisition in line with EFL learning objectives.

