



Cohesion and Coherence in Reading Texts of the 7th-Grade Coursebook 'English for Nusantara'

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Abstract

Cohesion and coherence are critical concepts in the study of reading texts, particularly in the 7th-grade coursebook English for Nusantara, as they directly influence how students understand and engage with the material. This research examined the reading texts in this book, focusing on how cohesive devices contribute to text coherence. By applying a descriptive qualitative approach, the analysis of this study employed the cohesion theory by Halliday and Hasan (2013), whereas the coherence principles applied the theory by Oshima and Hogue (2005). The texts that were analyzed include both descriptive and procedural genres, the focus lay on identifying and analyzing elements of cohesion and coherence present in the textual content. The study found that reference was the most prevalent grammatical cohesion device across both genres, followed by conjunctions, while substitution and ellipsis were absent. Overall, the analysis showed that the reading texts in "English for Nusantara" effectively utilized cohesion and coherence, fulfilling their communicative objectives through the effective application of both grammatical and lexical cohesion devices. The findings of a study on cohesion and coherence in reading texts from the 7th-grade coursebook English for Nusantara can provide valuable insights for improving language teaching, curriculum design, and textbook development in several ways. Also, it can serve as a foundation for developing teaching practices, curricular goals, and textbooks that help students better understand and use cohesion and coherence, ultimately improving their language skills and fostering more effective learning.

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INTRODUCTION

Cohesion and coherence play vital roles in crafting thorough texts. Cohesion signifies the connection between sentences, ensures the unity within the text, and involves the linking ideas across sentences to establish textual unity. In other words, cohesion refers to the way different parts of a text are connected to each other, making it easier for readers to follow and understand the information. It involves using words like "and," "but," "then," and "because," as well as pronouns like "he," "she," or "it," to link sentences and ideas together. These connections help create a smooth flow, so the text feels like a unified whole rather than a series of disconnected thoughts. In simple terms, cohesion acts as the glue that holds a text together, helping readers make sense of how ideas relate to one another and making the overall message clearer.

Meanwhile, coherence ensures a meaningful and consistent flow of the text and pertains to logical consistency and connectivity. Coherence refers to how well the ideas in a text fit together and make sense as a whole. When a text is coherent, the information flows logically (Saleh, 2022), and the reader can easily follow the main message or argument. It means that each part of the text connects clearly to the next, with a clear purpose and direction, so readers can understand the big picture (Mutaqqin, 2017). In simple terms, coherence ensures that the text feels organized and that the ideas are presented in a way that's easy to follow, making it easier for readers to grasp the meaning and message.

Halliday and Hasan (2013) believed that when each paragraphs have continuity with the other paragraphs from beginning until the end of the text called coherence. Moreover, cohesion and coherence are integral components of discourse analysis in establishing textual unity. It means that they are utilized to ensure not only the coherence, but also the cohesion of a text.

Numerous researchers have delved into the examination of cohesion and coherence

across various text types. For instance, Faizah et al. (2019) and Jamilah (2009) conducted a study of analyzing cohesive devices from journal and fictional texts, comparing grammatical and lexical cohesion. They explored the usage of cohesion devices common to both journalistic and fictional texts, retaining Halliday and Hasan's cohesion device theory. They concluded that lexical cohesion is the predominant device in journalistic texts, whereas grammatical cohesion devices are more prevalent in fiction.

Alaro (2020) and Trisnaningrum and Hidayat (2019) conducted a study to assess the students' use of cohesion and coherence in their descriptive and narrative essays. It was conducted at Sodo Preparatory School on grade 11 students. The descriptive research design was employed to achieve the intended aim of the study. The results indicated that students used all the cohesion signals' categories in their descriptive and narrative essays, including substitution, reference, conjunction, and lexical cohesion, except for ellipsis. Based on them, conjunctive connectors were most frequently used and were more prominent than the other cohesive devices. Furthermore, Aghdam and Hadidi (2015) and Priangan et al. (2020) investigated the lexical and cohesive devices in discussion sections of scholarly articles and political publications. The study offers insights into how the discourse within each genre and its broad influences shape the cohesive expression within the text.

In education, coursebooks are essential tools for teaching and learning since they offer a variety of materials, especially reading material. These texts must possess a cohesive unity of meaning to facilitate students' comprehension. This unity of meaning is achieved through cohesion, coherence, and thematic progression. Cohesion and coherence, as highlighted by Derewianka (2011), are essential aspects of language function. Those are pivotal in crafting texts to create a high-quality text.

A coursebook holds significant importance in English language instruction, as

it offers a comprehensive range of materials, activities, and assignments. Among these, reading texts stand out as one of the primary language resources provided by the coursebook. Azkiya and Widhiyanto (2021) and Putra and Astari (2022) conducted a research of two English coursebooks for grade VIII. They tried to find how cohesion devices achieve coherence. Eight recount texts were presented and analysed. The research reveals three primary discoveries. Firstly, the two main components of grammatical cohesion are reference and conjunction. Whereas, lexical cohesion is mainly observed through collocation. Secondly, the organization of the texts primarily follows a reiteration pattern. Thirdly, the analysis indicates that the texts exhibit more similarities than differences concerning cohesion and coherence.

Furthermore, Adiantika (2015) and Kuncahya (2015) conducted research to detect various types of cohesion and also infer their presence as linguistic elements in 16 narrative texts found in the electronic coursebook "Developing English Competence" for senior high school grade X. The findings showed there are 994 cohesive ties in 16 narrative texts. The grammatical and lexical cohesion appear. They include 4 subcategories of grammatical cohesion such as reference, substitution, ellipsis, and conjunction, and 2 subcategories of lexical grammatical such as reiteration and collocation.

A coursebook is one of the learning resources used in the education unit, such as a coursebook entitled "English for Nusantara" written by Ika Lestari Damayanti and friends which was coordinated by The Ministry of Education, Culture, Research, and Technology. The book was written in collaboration between several of Indonesia's lecturers and English teachers. This book was designed in the form of various learning activities to achieve competencies in the learning outcomes. Also, it was developed by the learning outcomes contained in the emancipated curriculum (Kurikulum Merdeka) where this curriculum provides

flexibility for educational units in developing the potential and characteristics possessed by students. The skills focused on this book included listening, speaking, reading, watching, writing, and interpreting which were presented in an integrated way in various types of texts.

Based on the addressed issue and review of previous studies, this research examines the reading texts in the coursebook "English for Nusantara". Specifically, it explained the genre of the reading texts, the predominant types of cohesive devices, and the specific ways in which cohesive devices contribute to textual coherence within the reading texts in the coursebook "English for Nusantara". This research is expected to give both theoretical and practical contributions in discourse, especially in studying cohesion and coherence theory. It provides a point of reference for upcoming academics studying delving into discourse studies, particularly focusing on grammatical and lexical cohesion. This research offered guidance to authors as they craft reading materials, ensuring the judicious use of cohesive devices to replace words and circumvent redundancy. Moreover, it provided readers with insights into the effective application of cohesive devices in constructing cohesive reading materials.

METHOD

This study describes the cohesiveness and coherence of reading texts in the 2022 coursebook "English for Nusantara," a 7th grade textbook. This study employed a qualitative approach using discourse analysis, particularly text analysis. A descriptive-qualitative design was chosen due to its interpretive nature (Cresswell, 2012). This approach was suitable for the research's aim of analyzing, describing, categorizing, explaining, and interpreting how cohesion was utilized to create coherence in the reading texts present in the coursebook.

To obtain the data, the researchers read the entire of the coursebook "English for

Nusantara". After reading the whole, several types of reading texts contained in the book were found and then grouped into their respective text types (descriptive or procedure text). After that, several texts were selected to be used as samples to be used for further research. since there were 16 reading texts in the coursebook, so the researchers chose 4 descriptive texts and 4 procedure texts randomly as the sample.

After determining the reading texts to be used as the research materials, the researchers began to read the texts one by one and began to analyze them based on cohesive devices and coherence using theories from Halliday and Hasan (2013) and Oshima and Hogue (2005). Then grouped them into a table that has been created below. One by one, the text was analyzed manually until the last text; text eight.

After the texts have been grouped, one by one the reading texts were read carefully and begin to be grouped into the types sought (cohesion and coherence). The researchers then divided the coherence and cohesive devices found in the reading texts into its categories. Third, the percentage of cohesive and coherence devices was counted by the researchers and saw what type of cohesive and coherence devices was dominant. Fourth, the usage of cohesive and coherent devices in the coursebook's reading texts was carefully analyzed and interpreted by the researchers to determine how the reading texts can remain united. Lastly, the researchers analyzed how coherence and cohesion devices in the reading texts in the coursebook are categorized as either good or bad texts. By focusing on a few essential components of the reading texts, the researchers analyzed how the reading texts fit into the category of good reading texts. Those were the procedures used in this study's data analysis.

RESULTS AND DISCUSSIONS

The examination of coherence and cohesiveness is presented. It looks at how coherent devices are used in "English for

Nusantara" coursebook reading materials. Two forms of lexical cohesion and four forms of grammatical cohesion were found in the texts through analysis.

The researchers obtained the results of the data from reading the whole coursebook "English for Nusantara" before found the reading texts that used for the data analysis. Then, the researchers began grouping the kinds of the texts. After grouping the texts, each reading passage was read carefully and categorized according to the types of cohesion and coherence being examined. Next, the researchers classified the identified cohesive and coherence devices into their respective categories. Following that, the researchers calculated the percentage of these devices to identify which types were most prevalent. Subsequently, a detailed analysis and interpretation of the cohesive and coherence devices used in the reading texts were conducted to understand how these elements contributed to the overall unity of the passages. Finally, the researchers assessed the coherence and cohesion devices within the reading texts.

Genre of Reading Texts Included in the Coursebook "English for Nusantara"

After the researchers read the whole coursebook "English for Nusantara", it was found that there were two types of reading texts that function as teaching materials in grade 7. Based on the characteristics of the text, there were two kinds of text types, namely descriptive text and procedural text.

A descriptive text is a text that says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. When writing descriptive text, there are some generic structures, those are: identification: (contains the introduction of a person, place, animal or object that will be described.) and description: contains a description of something such as an animal, things, place, or person by describing its features, forms, colors, or anything related to what the writer described. In the "English for Nusantara" coursebook, the learning objectives

of descriptive text material are that describe her/himself and describe other, including their personal information such as name, age, school, address, hobby, physical features, personality, etc.

Meanwhile, procedure text is a text that is designed to describe how something is achieved through a sequence of actions or step. It explains how people perform different processes in a sequence of steps. It uses how to operate or use a product or tools, to make something new step by step completely. In the “English for Nusantara” coursebook, the learning objectives of procedure text material is that how to make something and how to do something.

The Predominant Types of Cohesive Devices Employed in Reading Texts of “English for Nusantara” Coursebook

There are a total of 72 sentences, of which 37 are used in descriptive writings and 35 in procedural texts. There are a lot of references used in the study of the cohesive devices in these lines. Based on the total of grammatical cohesion appeared 49 which is divided into reference, substitution, ellipsis, and conjunction. The predominant type of cohesive device found in both of descriptive and procedure texts is the reference.

Reference		
Types of Reference	Word	Reading Text
Personal Reference	He	Text 1
	His	Text 1
	They	Text 1, Text 6
	Their	Text 1
	It	Text 1, Text 2, Text 5, Text 8
	Him	Text 1
	My	Text 2, Text 3
	Me	Text 3
	I	Text 3
	She	Text 4
	Her	Text 4
	Your	Text 6
	Them	Text 6, Text 8
	You	Text 6, Text 8
	We	Text 6
	Our	Text 6
Demonstrative Reference	The	Text 1, Text 2, Text 3, Text 4, Text 5, Text 6, Text 7, Text 8
	This	Text 3, Text 6
Comparative Reference	-	-

Figure 1. Findings of Reference

As shown in Figure 1, reference dominated the results of both reading materials. There are thirty-one references, including demonstrative, personal, and personal references. There are, accordingly, 17 references in description writings and 14 references in process documents. Comparative reference was not used; personal reference was the most common method. It suggests that the most area in the texts was the exposure of the personal pronoun and indicated individual or object in speech.

Additionally, all eight of these reading materials make frequent use of references, which is in line with previous research findings (Adiantika, 2015; Mutaqqin, 2017; Lestari & Sutopo, 2020). While Mutaqqin (2017) which studied references in junior high school textbooks and Lestari and Sutopo (2020) researched references in students' narrative texts, Adiantika (2015) observed that authors employ references to maintain consistency in expository materials. Moreover, personal, demonstrative, and comparative references were the three categories of references that Hidayat (2016) and Trisnaningrum and Hidayat (2019) distinguished in the reading passages. The most common types of references were personal, demonstrative, and comparative. This method made it easier for writers to refer to particular items clearly and

helped them avoid using the same pronoun twice.

Establishing coherence also involves the use of lexical cohesive devices. Reiteration and collocation are the two main subcategories within this category.

Collocation is the most common type of lexical cohesiveness among all the types, with repetition coming in second. Collocation improves cohesiveness by contextually connecting words or phrases, even if they are not formally linked, in contrast to reference, which refers back to earlier points. This keeps readers' attention on the subject by producing a chain of similar words that are centered on the main idea.

Collocation is the term for the regular arrangement of words to create meaning. Certain word pairings have to appear together, like "quick food" and "fast food," or "powerful engine" instead of "vital engine." Furthermore, collocational coherence establishes a connection between lexical words that regularly occur together in various texts, as explained by Halliday and Hasan (2013).

Collocation	
Reading Text	Collocation Words
Text 1	Always wears
	Release pollution
Text 2	Traditional Javanese
	Boiled vegetables
	Peanut sauce
Text 3	Natural Science
	Flag ceremony
Text 4	Conferencing application
	A chopping board
Text 5	Cooked rice
	A pinch of salt
	Beat the egg
	Crush the garlic
	Heat some cooking oil
	Put the eggs
	Stir the egg
	Scrambled it
	Put in the garlic
	Mix the rice
Text 6	Separate rubbish
	Collect organic rubbish
	Collect non-organic rubbish
	Throw them
Text 7	Food scraps
	Rubbish bin
	Plastic bags
	Pairs of gloves
	Put the bags
	Separate the rubbish
Text 8	Two eggs
	Whisk it
	Low-medium heat
	Cooking oil
	Two cups
	Two ingredients
	Two tablespoons
	Heat a pan
	Cook the pancake
	Two minutes
	Serve it

Figure 2. Findings of Collocation

As presented in Figure 2, there are 22 collocations identified, which fall into four patterns: adverb + noun, noun + noun, verb + noun, and verb + adverb. These patterns illustrate the relationships between words that frequently appear together in similar contexts. Some rarely used patterns, such as those indicating enhancement, reflect the likelihood of lexical items co-occurring, though they do not necessarily denote a semantic relationship. This occurs through consistent pairing of lexical items. In summary, these are words that commonly appear together.

The findings are consistent with the research by Sebastian (2013) and Kadiri (2016). In contrast to Amperawaty and Warsono (2019), the most common pattern is collocation, which is important for maintaining coherence. This is because words that regularly occur together in comparable circumstances

have a relationship that adds to the overall coherence of the text.

Contribution of Cohesive Devices to Build Textual Coherence in Reading Texts in “English for Nusantara” Coursebook

In line with Kuncahya (2015) and Wijayanti et al. (2023) there is a factor that affects cohesion, namely the number of sentences in a text. The number of sentences will affect the use of cohesive ties. Texts with high cohesion tend to have more sentences than texts with middle and low cohesion. The highly cohesive texts employ more cohesive devices because there are more ideas to connect in relation to the number of sentences.

In the first aspect, all texts include some form of reference ties, which are categorized as personal, demonstrative, and comparative references. The second aspect, substitution, is not present in the texts, as it is more common in spoken language. Similarly, ellipsis is absent in the reading texts. The fourth aspect, conjunction, is extensively used throughout the texts to connect clauses. Most conjunctions used are extension conjunctions, particularly for addition. The fifth aspect, repetition, is important for creating coherent texts, although excessive repetition can make the text monotonous. For educational purposes, repetition aids students in understanding the material. It is in line with the previous theory from Halliday and Hasan (2013) that those cohesive devices found in the texts has continuity with other paragraphs from beginning until the end of the text called as coherence. Also, as the study conducted by Azkiya and Widhiyanto (2021) that found grammatical and lexical cohesion indicated similarity concerning cohesion and coherence. Fitriati and Lisa (2019) added that cohesive devices aimed at effectively expressing ideas.

The sixth aspect, synonymy and superordinate terms, is rarely observed in the texts. Nevertheless, their presence indicates some level of lexical connection within the texts. Utilizing synonymy and superordinate

terms helps to prevent excessive repetition and enriches students' vocabulary.

Coherence is the second aspect in examining how meanings are unified in texts. In this study, text coherence is evaluated and categorized into four aspects: repetition of key nouns, consistent use of pronouns, transition signals, and logical order. The analysis reveals that most of the texts employ transition signals to create cohesion and connect ideas effectively. In descriptive texts and procedural texts, the use of transition signals is useful to make the relationship between sentences clear. In addition, transition signals are also useful to help readers understand a sentence or paragraph. As in line with the theory from Oshima and Hogue (2005), there must be a smooth and consistent transition between sentences to make the sentences hold together.

This study looked at the overall strategy of using cohesion to guarantee coherence in the reading texts found in an English coursebook. The two genres of the texts under analysis are procedural and descriptive. Eight texts in all were examined. According to the data, references are the most frequently employed type of grammatical cohesiveness in both genres, followed by conjunctions. Other forms of grammatical cohesiveness, like as substitution and ellipsis, were absent from the texts. The results supported the notion that these devices are more widespread in spoken language. This finding aligns with the research conducted by Nurwahidah et al. (2022), which revealed that ellipsis and substitution are the least often employed cohesive device kinds, suggesting that these are not frequently utilized in written.

Meanwhile in terms of lexical cohesion, there is a distinction between descriptive and procedural texts. Procedural texts are mainly characterized by collocation, with repetition coming next. In contrast, descriptive texts are primarily marked by reiteration, followed by collocation. Other lexical cohesion categories, like general words, are notably lessened.

The coherence of the reading texts included in the coursebook is supported by the

second conclusion. The analysis of coherence devices revealed that in descriptive texts, consistent pronoun is mostly used. Whereas, for the procedure texts, the transition signal is more dominant than the other types of coherence devices. This is in line with the nisi of the reading text, which is in the description text containing an explanation of something so that the use of consistent pronoun is more widely used than others. Likewise with the procedure text, which explains how to make something or do something. So, the use of traditional signals is very domain in this text.

Consequently, the ultimate deduction is that every reading material in the textbook "English for Nusantara" has effectively attained the unity and consistency that result in the accomplishment of its intended communication goal. The study's conclusions, which emphasize the useful application of lexical and grammatical coherence strategies, make this clear. The regular employment of conjunctions and references establishes grammatical coherence by guaranteeing that thoughts and information are coherently connected and understandable. Lexical cohesion is also well-maintained, with procedural texts primarily employing collocation and repetition, while descriptive texts favor reiteration and collocation. This strategic use of cohesive devices contributes to the overall clarity and flow of the texts, allowing readers to grasp and follow the content seamlessly. The consistent application of these cohesion strategies across different text types demonstrates that the coursebook is designed to facilitate effective comprehension and engagement, achieving the intended educational objectives. The connection between these terms shows that they relate to the organization and linking of ideas within sentences, which helps to make a sense of unity among the topics covered in the text.

CONCLUSION

In conclusion, the research on *Cohesion and Coherence in Reading Texts of the 7th-Grade*

Coursebook 'English for Nusantara' highlighted the significant role that both cohesion and coherence play in facilitating students' comprehension and language development. The analysis revealed that while the coursebook incorporates various cohesive devices such as conjunctions, pronouns, and lexical ties, there were areas where coherence could be strengthened to ensure smoother progression of ideas and clearer connections between texts. By enhancing these elements, the coursebook could better support students in navigating complex reading materials, improving their overall language skills. The findings emphasized the need for a more deliberate and balanced integration of cohesive and coherent strategies in educational materials, ultimately contributing to more effective teaching and learning experiences.

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