Coherence Analysis in English Book for Junior High School Students: Pragmatics-Based

Khansa La'ali Nuha[1][✉]
[1] English Education Study Program Universitas Negeri Semarang

Abstract

As inseparable elements in the teaching and learning process, textbooks play pivotal roles for teachers and students. Textbook analysis is then considered crucial to identify the quality of the textbooks, following some criteria. This study was aimed at determining the types of coherence found in the reading texts in the English book " English Book for Junior High School Students: Pragmatics-Based" and analyzing the level of coherence in the reading text in the English book " English Book for Junior High School Students: Pragmatics-Based". Content analysis was primarily chosen to uncover the types and levels of coherence of the analyzed textbook. To do the analysis, the researcher applied four main steps: data selection, data display, data interpretation, and conclusion. After studying the texts in the textbook of English for Junior High School Students: Pragmatics Based, the researcher concluded that the most frequently used coherence types were logical bridges (repetition) and clear back referencing, followed by linking words as the third most frequent coherence type identified. Lastly, verbal bridges were the least utilized in the text. Additionally, this study identified varying coherence levels, categorized as good, fair, and less. Furthermore, this study has some implications for English teachers and materials developers.
Keywords: *coherence; texts; textbook analysis; junior high school.*

[✉]Correspondence Address:
  Universitas Negeri Semarang
  Semarang, Indonesia
  E-mail: khansaalin@gmail.com

INTRODUCTION

Learning materials are inseparable elements in the classroom, which are mainly realized using textbooks. Brown (2001) asserts that textbooks support teaching and learning. For students, textbooks contain valuable information that students can learn from. Textbooks are then presented in an ordered way of studying that enables the learners to grasp the theoretical concepts. For teachers, textbooks serve as a guide for students on how to pass the knowledge. Moreover, they primarily function as the basis for lesson planning and guidelines on assessment. Thus, it can be concluded that textbooks guide both students and teachers in the class.

Given the pivotal function of textbooks for teachers and students, high-quality textbooks are necessary in the educational context in Indonesia. When good textbooks are utilized in the classrooms, they are the key to helping students learn and succeed academically. However, there have been various choices regarding book selection as more writers and publishers emerge in the Indonesian market today. Although this variety is considered valid, there are legitimate questions surrounding the appropriateness of some textbooks for classroom use that fail to conform to national standards or fit into the mandated curriculum. Therefore, educators and curriculum developers should critically evaluate textbooks, choosing those that meet existing standards and help implement the curriculum properly.

Halliday & Hasan (1985) pinpoint one significant element that should be fulfilled of all the different criteria of good textbooks. They argue that a good textbook presents a coherent text with well-connected ideas that make sense. In principle, coherence ensures that the ideas within a text are connected, allowing readers or listeners to follow the intended meaning effortlessly (Halliday & Hasan, 1985). Coherence, including sentence and paragraph coherence, lies in the deep structure of a text and refers to the complex non-linear notional-functional relations behind the linear sequences of words, sentences, or paragraphs. Coherence within sentences deals with spelling, word use, word efficiency, and punctuation. Coherence texts become a significant element of textbooks since they help the readers or listeners understand the text, ensuring the meaning is put forward smoothly and logically (Triyana, Arsyah, & Arono, 2018). Also, the importance of having coherent texts in textbooks is that a meaningful reading experience can be achieved when each sentence and paragraph is logically linked together (Suwandi, 2016).

There are several ways to analyze the coherence of texts in a textbook. These include using cohesive devices: logical bridges (repetition), verbal bridges (synonyms), linking words, and clear back referencing. Using logical bridges, logically connected sentences carry forward (repeatedly) the central theme of the information and allow successive sentences to have similar forms, so they carry the same idea of a topic

over from sentence to sentence. On the other hand, verbal bridges can be made through the use of such resources as keywords or synonyms, which are often repeated, using pronouns to replace nouns, or employing transition phrases. Further, linking words use connecting words and phrases indicating transitions within and between sentences. Lastly, reference is to expressions whose meanings can be understood by referring to other words.

Coherence in a text or book is a research subject studied by several researchers in language education. Regarding coherence at the text level, Urmila (2021) conducted a mixed-method study to examine current learners' perceptions about coherence and cohesion in their writing by investigating what coherence and cohesion devices are primarily applied in undergraduate students' papers. In a similar context in higher education, Faradhibah and Nur (2017) examined English department students' challenges in maintaining coherence and cohesion throughout the writing process. In addition to research done at the textual level, some studies have scrutinized this issue through the lens of coherence in textbooks. Syamsudduha (2019), for example, conducted a content analysis study that aimed to describe cohesion and coherence in Indonesian textbooks published by the Ministry of Education and Culture. Similarly, Tanjung (2022) did qualitative research on the coherence and dominant types of cohesion in descriptive texts presented in English textbooks used in one private senior high school.

Although much has been done to investigate the coherence of texts from students' perspectives or presented in textbooks, a deeper understanding of coherence types and functions in English textbooks has rarely been explored. Also, little has been done to scrutinize the level of coherence used in the textbooks. Therefore, the objectives of this study are 1) to identify the types of coherence found in the reading texts in the English book " English Book for Junior High School Students: Pragmatics-Based" and 2) to analyzing the level of coherence in the reading text in the English book " English Book for Junior High School Students: Pragmatics-Based"

METHODS

Content analysis was primarily chosen to uncover the types and levels of coherence of the analyzed textbook. It was selected because it involves evaluating and coding textual content to make replicable and accurate inferences (Holsti, 1969; Krippendorff, 1980). This will bring new perspectives and deepen comprehension of the studied topic (Krippendorff, 2018). Thus, content analysis is very practical and plays a significant role in its relevance to this study. To investigate types of coherence and the level of coherence seen in this book, the researcher used an English textbook called "English Book for Junior High School Students: Pragmatics-Based by Dr. Senowarsito" as material for analysis in this study. The researcher acted as the main instrument of this study, meaning that the researcher was directly involved in collecting, identifying, analyzing, and discussing data from the textbook.

The data collection process in this research adopted the stages or traditions of the qualitative research paradigm. The first step was observing and scanning the material thoroughly from the English textbook. The next step was marking the materials to look for critical coherence-related details. After that, the researcher selected data related to the coherence in the textbook. Next, the data obtained from the textbooks were categorized and arranged in detail. The coding process was then performed to extract meaning by researchers so that they could answer research questions. Finally, the researcher conducted the tabulation process in which the data selected from the data sources were then entered into the tables with the codes given. The researcher adopted the qualitative data analysis of Miles et al. (2014). This involved data selection, data display, data interpretation, and conclusion. The first step was to understand the textbook's contents in depth and select data related to coherence from each chapter. The second step, data display, was completed by displaying the data collected during the data selection process in the textbook based on the coherence in the textbook. The third step was data interpretation, which was realized by interpreting the data that had been categorized and shown, which includes the material contained in the textbook, as well as the coherence types and the level of coherence. Lastly, the researcher completed the final stage of concluding. The researcher concluded the data analysis process based on the data that had been obtained.

FINDINGS AND DISCUSSION

In examining the 28 texts within the textbook, this study identified varying levels of coherence, categorized as good, fair, or less. The analysis revealed that texts rated with "good" coherence consistently used logical and verbal bridges, clear back referencing, and effective linking words. For instance, a text that introduces a character repeatedly uses pronouns and relevant terms to keep the subject clear and coherent. However, some texts demonstrated only "fair" or "less" coherence, often due to shifts in thematic progression or

limited use of coherence types. In these cases, repetition and back referencing might be less consistent, or linking words may not sufficiently connect ideas.

Types of Coherence Found in the Textbook

The types of coherence identified in the textbook English for Junior High School Students: Pragmatics-Based are categorized and discussed. Based on the analysis of 28 texts, the most frequently used coherence types were logical bridges (repetition) and clear back referencing, followed by linking words as the third most frequent coherence type identified. Lastly, verbal bridges were the least utilized in the text. The following figure captures the distribution of each coherence type. The results indicate that Logical Bridges (Repetition) and Clear Back Referencing were frequently employed in the text (found in 28 out of 28 texts analyzed), and both appeared consistently across all texts with 28 occurrences each. Following this, linking words emerged as the third most frequent coherence type identified, occurring in 19 of 28 texts. Verbal bridges were the least utilized in only 3 out of 28 texts.

Local Bridges or Repetition

Logical bridges, commonly known as repetition, are a fundamental coherence device that helps maintain a unified and consistent flow of ideas by referencing key terms or phrases within a text. According to Oshima (1999), logical bridges ensure that sentences are interconnected, helping readers follow the progression of ideas without unnecessary disruptions. This approach to coherence is essential in educational materials, as it emphasizes core concepts and helps students recognize central ideas throughout a passage or conversation. Repetition as a device also contributes to the overall readability of a text, providing natural emphasis and continuity between sentences and paragraphs.

In the dialogue between Andre and Dito, logical bridges (repetition) are created through the turn-taking that repeats their names and the repeated references to the birthday theme. Specific phrases, such as "birthday," "party," and "thanks," are repeated strategically, reinforcing the context and maintaining the focus on the celebratory occasion. For example, "birthday" and "party" are key terms repeated throughout the exchange, anchoring the entire conversation around Dito's birthday celebration. This repetition ensures that the reader remains aware of the context and purpose of the interaction, which revolves around Dito's birthday and Andre's well-wishes. Moreover, the term "thanks" appears multiple times in Dito's responses, reinforcing the polite and appreciative tone of the exchange. This repetition of gratitude further emphasizes the social norms of politeness and friendship within the dialogue, helping to establish a coherent, friendly interaction. Lastly, the phrase "this is a present for you" and later "thanks anyway for this" create a logical bridge by keeping the gift as a recurring element. Although the focus of the dialogue shifts slightly to Andre's inability to attend the party, the present remains part of the conversation, tying the entire exchange back to the initial act of giving.

Therefore, these repeated elements—the birthday theme, expressions of thanks, and mention of the gift—form a coherent structure that keeps the conversation focused and clear. This repetition strengthens the connection between the characters and reinforces the celebratory setting in a way that feels natural and easy for readers to follow. Logical bridges (repetition) are effectively employed to maintain coherence and keep the narrative focused on Malala Yousafzai and her significant accomplishments. Key phrases such as "Malala Yousafzai," "activist," "education," and "Nobel Prize" are repeated throughout the text to reinforce the primary topic and guide the reader through the discussion of Malala's impactful life and work.

The repetition of "Malala Yousafzai" as the central figure ensures that the focus remains on her identity and contributions, serving as a focal point connecting each sentence back to the main subject. For instance, the initial sentence introduces her full name. It establishes her as a "Pakistani activist," which is echoed in subsequent references to "she" and "Malala," reinforcing the continuity of the subject. Additionally, terms related to her activism and educational advocacy, such as "education of girls," "activist," and "children's rights," are repeated to emphasize the thematic focus of her work. This repetition helps to underscore Malala's mission and the challenges she faced, thereby creating a logical bridge that connects the different aspects of her story, from her outspoken stance against the TTP to her recognition on a global stage. The passage also uses repeated references to significant events and roles in Malala's life, such as "assassination attempt," "Nobel Prize for Peace," and "activist," to ensure that the narrative remains cohesive. These terms act as touchpoints, guiding the reader's understanding of her journey from a young girl in Pakistan to an internationally celebrated advocate for education and peace.

In conclusion, logical bridges, or repetition, are essential in maintaining coherence and ensuring the flow of ideas within a text. By repeating key terms and phrases, texts create a unified structure that allows readers to easily follow the progression of thoughts and understand the main focus. As demonstrated in the textbook English for Junior High School Students: Pragmatics Based, repetition of significant words helps reinforce core themes and maintain attention on primary subjects, whether describing a person, an object,

or an event. This coherence device emphasizes essential details and supports comprehension by seamlessly linking sentences and paragraphs. Ultimately, the effective use of logical bridges enhances the readability and cohesiveness of educational materials, making them more engaging and accessible for students.

Verbal Bridges (Synonyms)

In language learning materials, verbal bridges help students understand the relationships between ideas without re-reading sections to grasp their meaning. They provide subtle reminders of the main subject through varied vocabulary, ensuring readers can follow the author's argument or narrative progression effortlessly. For the current study, only three texts from the English for Junior High School Students: Pragmatics Based textbook employ verbal bridges to establish coherence. These instances demonstrate the strategic use of synonyms, pronouns, and related terms to guide readers through the content smoothly (Halliday & Hasan, 1976). In the following sections, examples from these texts will be analyzed to illustrate how verbal bridges contribute to overall coherence. Verbal bridges maintain coherence by employing synonyms and pronouns that reference the main subject, Tiara. The passage begins with an introduction where the name "Tiara Anugrah Eko Setya Andini" is mentioned explicitly, establishing her identity. This is followed by phrases such as "my friends usually call me Tiara," reinforcing the main subject without redundancy. The pronouns "I" and "my" are consistently used throughout, linking sentences smoothly and ensuring the narrative remains focused on Tiara. Additionally, the text integrates related terms such as "singer" and "singing," connecting her name with her passion and activities.

Using personal pronouns like "I" and "my" ensures that each statement is connected to the speaker, creating an internal consistency within the text. For instance, "I live with my parents in Jember, West Java" transitions to "My father's name is Deddy Nugroho," linking personal and familial details through pronouns and contextually related expressions. This technique highlights Tiara's background and personal connections without repeatedly stating her full name, thus maintaining reader interest. The passage demonstrates verbal bridges through pronouns and repeated references that revolve around the main object—the pencil case. The phrase "pencil case" is used initially to set the subject, and subsequent sentences employ pronouns such as "it" and "my" to refer to it. This allows the passage to flow without monotonous repetition. For example, the sentence "You see, it's a beautiful big pencil case" transitions to "It is round. It is made of leather," with "it" serving as a verbal bridge that ties the description together. The repeated mention of related terms such as "pockets" helps maintain focus on the pencil case's features. The description continues cohesively by referring to these pockets with "The first one is the main pocket" and "The second ones are the small pockets." This use of specific language reinforces the details of the pencil case while connecting sentences smoothly. Additionally, the consistent use of possessive pronouns like "my" in "my new pencil case" and "my school identity" further personalizes the narrative, guiding the reader through a cohesive exploration of the object's characteristics.

In conclusion, verbal bridges are a vital coherence device that ensures seamless connections between sentences and facilitates a natural flow of ideas throughout a text. Authors can maintain cohesion without repetitive language by employing synonyms, pronouns, and related phrases, enhancing readability and engagement. As shown in the examples from the English for Junior High School Students: Pragmatics-Based textbook, the strategic use of verbal bridges effectively reinforces main topics, whether introducing personal details, describing objects, or narrating an individual's background. This technique supports clarity and focus and allows readers to follow the narrative effortlessly, showcasing the importance of varied vocabulary and consistent references for coherent writing.

Linking Words

Linking words, also known as transition signals or cohesive devices, are essential for establishing coherence within a text. These words and phrases serve as bridges that connect ideas, sentences, and paragraphs, facilitating a smooth flow of information. According to Halliday and Hasan (1976), linking words are pivotal in guiding readers through the logical progression of thoughts in a text, enhancing clarity and readability. Oshima (1999) also emphasizes that effective use of linking words ensures the reader can easily follow the writer's argument or narrative without encountering abrupt shifts. The example of linking devices could be found in such connectors as addition ("furthermore," "moreover"), contrast ("on the other hand," "however"), cause and effect ("thus," "therefore"), and exemplification ("for example," "for instance").

In textbooks, linking words help students better understand complex relationships between ideas, improving their overall comprehension and retention of the content. In the current study, 19 English for Junior High School Students: Pragmatics-Based textbook texts have been identified as employing linking words to achieve coherence. These examples showcase how the thoughtful use of transitional signals can effectively connect sentences and paragraphs, contributing to the cohesiveness of the texts. In the following

part, specific examples from the identified texts will be analyzed to illustrate how linking words are used to maintain coherence and support the logical flow of information.

The text effectively employs linking words to maintain coherence and guide the reader through the description of a classroom. Words such as "and" and "well" are used as transitional elements that help connect ideas within sentences and across the text. For example, the sentence "There are also a desk and a chair for the teacher. And... there is a whiteboard at the front of the class beside the teacher's table" uses "and" to seamlessly add details about the room's features. The repetition of "and" throughout the passage ("and there is a flag beside the door," "and the pictures of Indonesian heroes") supports the cohesive structure by connecting related pieces of information. The word "well" in "Well...my classroom is clean and neat" signals a transition to a summative statement, guiding the reader to the conclusion about the room's overall condition. These linking words maintain the logical flow and ensure the description feels comprehensive and connected.

In the dialogue, linking words are employed to maintain the flow and natural rhythm of the conversation. The repeated use of "and", as seen in Mrs. Dahlia's question "And what is your full name, Tomi?", helps to connect sequential queries and keep the conversation moving smoothly. Additionally, when Mrs. Dahlia transitions to addressing another student, she says, "And, what is your name, girl?" which keeps the dialogue cohesive and logically progressive. The phrase "That's right. I have one elder brother" introduces a contrast, subtly enriching the interaction by adding relevant context about her family. These linking words contribute to the conversational flow, making the dialogue easy to follow and engaging.

In conclusion, linking words is essential to achieving coherence and logical flow within a text. These cohesive devices, including simple conjunctions such as "and," transitional phrases like "well," and more complex terms such as "but," serve as essential tools that connect ideas and guide readers smoothly through the content in the book. The English for Junior High School Students: Pragmatics Based textbook examples illustrate how linking words facilitate clear and engaging narratives, dialogues, and descriptions. They maintain the structure of conversations, ensure the seamless addition of details, and help convey shifts in context or perspective. Using these cohesive devices effectively makes texts more comprehensible and enhances the reader's ability to follow arguments and interactions without confusion. The analysis confirms that linking words are a fundamental element in educational texts, supporting both readability and the logical progression of information.

Clear Back Referencing

Clear back referencing is a crucial coherence strategy used in writing to maintain a logical and continuous flow of ideas by referring to previously mentioned concepts or entities. This technique ensures the reader can easily identify the relationships between sentences and paragraphs, reinforcing the connection between different text parts. According to Halliday and Hasan (1976), clear back referencing contributes to a text's cohesiveness by referencing earlier content using pronouns, determiners, and other referential expressions. This allows readers to follow the narrative or argument without ambiguity. For example, in a story or passage where a person is first introduced by name, subsequent sentences might use pronouns such as "he" or "she" to maintain coherence. Similarly, determiners like "this," "that," and "these" help reference previously mentioned information, creating a seamless reading experience.

Clear back referencing is particularly beneficial for students in textbooks, aiding their comprehension and retention by reinforcing connections between ideas. For the current study, clear back referencing was found in all 28 texts from the textbook English for Junior High School Students: Pragmatics Based. This demonstrates the consistent use of this coherence strategy across various dialogues, descriptions, and narratives. The following part will explore specific examples from these texts to illustrate how clear back referencing enhances readability and coherence.

Clear back referencing is evident through the repeated use of pronouns and determiners referring to the main subject—the pencil. The passage begins with "I have a new pencil," establishing the subject. Subsequent sentences use "it" multiple times to refer to the pencil, ensuring coherence throughout the description. For example, "It is a souvenir from my sister" and "It is ten centimeters long" both use "it" to connect these details to the initial mention of the pencil. The phrase "Its color is yellow, green, red, blue, orange, and purple" and "The shape of the eraser is a rabbit" further employ determiners ("its" and "the") to maintain explicit references to specific parts of the pencil.

The text also showed that clear back referencing is demonstrated through pronouns and specific references referring to previously mentioned subjects. For example, when Ina introduces herself and Rahma ("Hello, I'm Ina. And this is my friend, Rahma"), subsequent sentences use "my" and "she" to keep the focus on the characters ("Rahma: Nice to meet you too"). Rizki's responses ("Hi, Ina and Rahma" and "Yes") refer to the initial conversation starters, reinforcing continuity. The use of "it" in "It's nice to meet

you" and "Oh, really?" references earlier statements, ensuring that readers can follow the dialogue without ambiguity.

In conclusion, clear back referencing is an essential strategy for ensuring coherence in writing by linking sentences and paragraphs through pronouns, determiners, and repeated references. This technique lets readers easily track subjects and ideas throughout a text, reinforcing logical connections and maintaining clarity. The examples from English for Junior High School Students: Pragmatics Based highlight how clear back referencing is effectively used across various dialogues and narratives to sustain continuity. Whether through simple pronouns like "it," "I," and "you" or through determiners like "this" and "the," these references ensure that readers can smoothly follow the flow of information without confusion. This practice helps comprehension and supports reader engagement by creating an organized and cohesive reading experience. The consistent use of clear back referencing across all 28 texts underscores its importance in educational materials for promoting better understanding and retention of content.

Level of Coherence

The level of coherence in a text refers to how effectively it presents ideas logically, organized, and seamlessly, enabling readers to follow and understand the narrative or argument easily. Coherence levels can be evaluated by assessing the presence and quality of cohesive devices such as logical and verbal bridges, linking words, and clear back referencing. These elements contribute to a text's connectivity between sentences and paragraphs (Astuti, 2010). By the presence and quality of cohesive devices in the text analyzed, this study revealed three categories of coherence levels. They had a fair level of coherence, a good level of coherence, and a lower level of coherence. The analysis of the 28 texts from English for Junior High School Students: Pragmatics Based revealed that most texts (24 texts) are at a good level of coherence, three texts were found to be at a fair level of coherence, one text was categorized as being at the less level of coherence, and none of the texts were found to be at the poor level of coherence, indicating that all texts maintained a basic level of organization and logical progression. This finding shows that most educational material effectively supports readers in following the content, contributing to overall comprehension and engagement (Astuti, 2010). The following sections will provide a detailed examination of the findings related to the levels of coherence observed in the texts.

Good Level of Coherence

In this level, a text demonstrates a high degree of logical flow, with well-placed cohesive devices that guide the reader smoothly from one idea to the next. Pronouns, linking words, and references are used effectively to maintain the connection between sentences and paragraphs. The text is organized, clear, and engaging, making it easy for readers to comprehend (Astuti, 2010).

Text 7 (Page 4) illustrates good coherence through the structured and logical progression of dialogue between Mrs. Dahlia and her students. The interaction begins with Mrs. Dahlia's introduction ("Good morning, students. My name is Dahlia. My full name is Dahlia Kusuma. You can call me Mrs. Dahlia"), establishing the context and main subject. This initial statement is met with a responsive exchange from the students ("Good morning, Mrs. Dahlia"), creating a cohesive and connected dialogue. The coherence in this text is maintained through the consistent use of clear back referencing. For instance, when Mrs. Dahlia asks Tomi, "And what is your full name, Tomi?" the question directly relates to his prior introduction, "My name is Tomi." This reinforces the logical flow by linking each speaker's contribution to the preceding context. Similarly, when Mrs. Dahlia shifts to addressing Putri, she continues to use back referencing by relating to Putri's name: "Dwi? You must be the second child." Putri's response, "That's right. I have one elder brother," sustains the coherence by adding relevant information that ties back to her name, ensuring the conversation stays connected and clear.

The dialogue also incorporates effective linking words and phrases that aid in maintaining the conversational flow. Mrs. Dahlia's use of "And" in "And what is your name, girl?" transitions from one part of the conversation to the next, guiding the reader through each interaction seamlessly. Additionally, the consistent use of proper nouns, pronouns, and phrases like "my full name," "you can call me," and "I" throughout the dialogue helps anchor the reader's understanding and ensures clarity. The logical sequence of questions and responses further supports good coherence. Mrs. Dahlia's structured approach—from general greetings and introductions to more specific inquiries about the students' full names—creates a natural progression that is easy to follow. This logical build-up ensures that each part of the conversation contributes to a coherent whole, allowing readers to engage with the text effortlessly. Overall, the strategic use of cohesive devices, clear references, and well-placed transitions solidifies the text's good level of coherence.

Fair Level of Coherence

Texts categorized as fair possess a reasonable level of logical flow but may have occasional gaps or less consistent use of cohesive devices. These texts show a good understanding of coherence strategies but may require readers to put in some effort to follow the connections between ideas. Pronouns and linking words are present but might not always be used optimally (Astuti, 2010). The text demonstrates a fair level of coherence through its descriptive narrative about a pencil case. The text starts with a clear introduction ("I want to tell you about my new pencil case") and proceeds to provide detailed descriptions of its attributes. While the initial structure is logical, certain aspects affect the overall coherence. For example, the frequent use of "it" and "the color" helps maintain some connection, but the repetitive and somewhat fragmented phrasing ("Um… it is round. It is made of leather") disrupts the flow slightly. The linking of sentences is adequate but not seamless, as the passage uses simple connections without employing varied cohesive devices that could enhance the narrative's smoothness.

Although there is some back referencing with pronouns and determiners ("I usually put my writing utensils in it"), the passage's coherence is somewhat weakened by occasional abrupt transitions ("The color? It has a color like chocolate, dark brown"). This structure makes the reader exert additional effort to follow the text smoothly. While the text remains comprehensible and informative, the inconsistent use of cohesive elements contributes to its classification as having a fair level of coherence.

Less Level of Coherence

Texts at this level show a limited use of cohesive strategies, resulting in a more disjointed and difficult-to-follow flow. Connections between ideas may be unclear or weak, with insufficient use of pronouns, linking words, or other cohesive devices. Readers may struggle to grasp the relationships between sentences and paragraphs, impacting comprehension (Astuti, 2010).

This text can be categorized as having less coherence due to its fragmented structure and limited use of cohesive devices. While the text attempts to describe the café and its significance within the school, the connections between sentences are not seamlessly maintained, resulting in a disjointed reading experience. One of the primary reasons for this categorization is the lack of clear transitions and varied linking words to guide the reader from one sentence to the next. For example, "My friend and I always eat here when we have a break from studying" lacks clarity and does not establish a coherent connection to the following statement, "The Café has many foods, drinks, and snacks."

Additionally, there is minimal use of pronouns or references that link back to previously mentioned ideas, which weakens the sentence flow. For instance, the repeated use of "this café" in "This café also established itself as the social hub of the school" feels redundant without effective back referencing that would create continuity. The sentence structures are simple and somewhat repetitive, contributing to a mechanical flow that disrupts the overall coherence.

Poor Level of Coherence

A text with poor coherence lacks organization and logical flow, with minimal or ineffective use of cohesive devices. The relationships between sentences and ideas are unclear, making it challenging for readers to understand the text. Such a text would require significant restructuring to improve its coherence (Astuti, 2010). None of the 28 texts in the book was found to be at a poor level of coherence. This absence can be attributed to several academic and logical reasons that support why the texts maintain at least a minimal level of organization and connectivity.

Firstly, educational materials designed for junior high school students are often subject to editorial standards that ensure fundamental coherence and comprehensibility. Authors and educational content creators adhere to guidelines promoting structured writing and fundamental cohesive devices. Another logical reason lies in the objective of the textbook itself. As a tool for language learning, this book is likely crafted to promote comprehension and language acquisition. Lastly, considering the target audience— junior high school students—the texts are likely simplified to be accessible and engaging, which naturally requires a coherent structure.

Concerning the previous analysis, the findings differed from those of the previous studies, confirming the importance of coherence for comprehension and engagement. For instance, Kuncahya (2015) explored narrative texts within Developing English Competence, a senior high school English textbook; her findings revealed that lexical cohesion, especially reiteration, was a dominant contributor to coherence. Her study's high use of linguistic markers suggests that coherence relied primarily on lexical rather than grammatical cohesion. Aini (2023), who focused on grammatical cohesion in an Indonesian EFL textbook, observed that reference was the most frequent cohesion marker, followed by conjunctions, ellipses, and substitutions. In Aini's study, the heavy emphasis on references as cohesive devices structured the texts to support coherence at a grammatical level. However, both findings and the present study found

that coherence in English for junior high school students was achieved through an even distribution of lexical and grammatical devices, demonstrating a more versatile cohesion structure.

On the other hand, some previous studies agree with the present study's findings. For example, the work of Azkiya and Widhiyanto (2021) on recount texts in junior high school textbooks highlights a reliance on reference and conjunctions for cohesion, with a preference for reiteration patterns to achieve coherence. This study shows that one pattern of coherence was employed. Furthermore, Syamsudduha, Amir, and Wahida (2019) studied high school Indonesian textbooks and illustrated that grammatical cohesion markers such as reference, substitution, and conjunctions were extensively used to structure coherence. Their findings align closely with the current study, where a combination of grammatical and lexical cohesion types yielded strong coherence in most texts.

CONCLUSION

This study aims to determine the type and level of coherence and to analyze the use of coherence in the book English Book for Junior High School Students: Pragmatics-Based by Dr. Senowarsito, M.Pd. (2021). After analyzing 28 texts in the textbook English for Junior High School Students: Pragmatics Based, the researcher concluded that the most frequently used coherence types were logical bridges (repetition) and clear back referencing, followed by linking words as the third most frequent coherence type identified. Lastly, verbal bridges were the least utilized in the text. Additionally, this study identified varying levels of coherence, categorized as good, fair, or less. Texts rated with "good" coherence consistently use logical and verbal bridges, clear back referencing, and effective use of linking words. For instance, a text that introduces a character repeatedly uses pronouns and relevant terms to keep the subject clear and coherent. The conclusion can be more easily seen in the table below.

This study then provides some implications for both EFL teachers and materials developers. English teachers must enact critical reading of the model in the reading lesson. This could be done by explicitly teaching students how to identify and evaluate texts coherently, demonstrating how to analyze the flow of ideas, and engaging students in a discussion about the author's purpose and how it influences the text's coherence. This study could inform materials developers of the coherence aspects they should consider when creating learning materials. Also, this study underscores the importance of materials developers providing a more balanced approach by incorporating the equal distribution of lexical and grammatical devices to enhance textual coherence.

The present study has provided insights into the types and levels of coherence of texts in one English textbook for junior high school students. A single study may not be able to comprehensively analyze all aspects of coherence within a textbook. Focusing on specific sections or types of texts may be necessary to delve deeper into the analysis. It is then recommended that future research accommodate a bigger sample that would yield richer data. This could be done by comparing the' coherence types and levels of two English textbooks. Also, future studies could implement mixed-method research by involving teachers' perspectives or judgments about the coherence of texts in specific English textbooks. This involvement is considered crucial to accommodate more voices in analyzing this issue. In addition, this could be a means of triangulating the result of the researcher's analysis.

REFERENCES

Astuti, Suryani, and Kurniati. (2010). The Analysis of Coherence in The Background of Skripsi Written by English Education Department Students of Teacher Training and Education Faculty of Muria Kudus University

Azkiya, A., & Widhiyanto, W. (2021). The Realization of Cohesion to Achieve Coherence in the Recount Texts Featured in Grade VIII English Textbooks. *The Journal of Educational Development*, 9(1), 21-32.

Brown, H. D. (2001). *Teaching by principle: An interactive approach to language pedagogy*. Longman.

Faradhibah, R. N., & Nur, N. A. (2017). Analyzing Students' Difficulties in Maintaining their Coherence and Cohesion in Writing Process. *ETERNAL (English, Teaching, Learning, and Research Journal*), 3(2), 183-194.

Halliday, M. A. K. & Hasan, R. (1985) "The structure of a text", Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective, Deakin University, Victoria: 52-69. (1985). 52–69.

Holsti, O. (1969). Content analysis for the social sciences and humanities. Reading, MA: Addison Wesley.

Khoyrotul Aini, L. (2023). Analyzing Grammatical Cohesion in Narrative Text Found in Indonesian EFL Textbook. Linguapedia, 7(1), 44–50. https://doi.org/10.56013/linguapedia.v7i1.2916

Krippendorff, K. (1980). Content analysis: An introduction to its methodology. Beverly Hills, CA: Sage.

Kuncahya, A. O. (2015). *Cohesion in Narrative Texts Presented in the Electronic Textbook of Senior High School Grade X Entitled Developing English Competence*. Undergraduate Thesis. Yogyakarta: Universitas Negeri Yogyakarta.

Miles, M.B., Huberman, A.M., & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (Third Edition). Arizona State University. SAGE Publications, Inc.

Oshima, Alice and Ann Hogue, Writing Academic English Third Edition (Bank Street, Longman: 1991).

Oshima A and Ann Hogue. (1999). Introduction to Academic Writing Third Edition, USA. Longman pearson education

Senowarsito, M.P., Suwandi, M.P. and Musarokah, S., 2021. English Book For Junior High School Students: Pragmatics-Based.

Suwandi, S. (2016). Coherence and cohesion: An analysis of the final project abstracts of the undergraduate students of PGRI Semarang. *Indonesian Journal of Applied Linguistics*, 5(2), 253-261.

Syamsudduha, S., Amir, J., & Wahida, W. (2019, March). Cohesion and Coherence in Indonesian Textbooks for the Tenth Grader of Senior High School. In *Seventh International Conference on Languages and Arts (ICLA 2018)* (pp. 452-462). Atlantis Press.

Tanjung, Dina Putrika. (2021). An Analysis of Cohesion in Descriptive Text of English Textbook Used in Tenth Grade of SMA Muhammadiyah 8 Kisaran

Triyana, N., Arsyad, S., & Arono, A. (2018). Thematic Progression In Jakarta Post And 'Kompas'newspaper Editorials: A Comparative Study On Text Coherence Strategy. Joall (Journal of Applied Linguistics and Literature), 3(1), 82-96.

Urmila, S. B. (2021). *Analysis of Coherence and Cohesion in The Students' Writing Text* (Doctoral dissertation, UIN AR-RANIRY).