

**AN ANALYSIS OF GRAMMATICAL COHESION ON
READING TEXTS IN ENGLISH TEXTBOOK GRADE VIII
PUBLISHED BY ERLANGGA**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Education Study Program*



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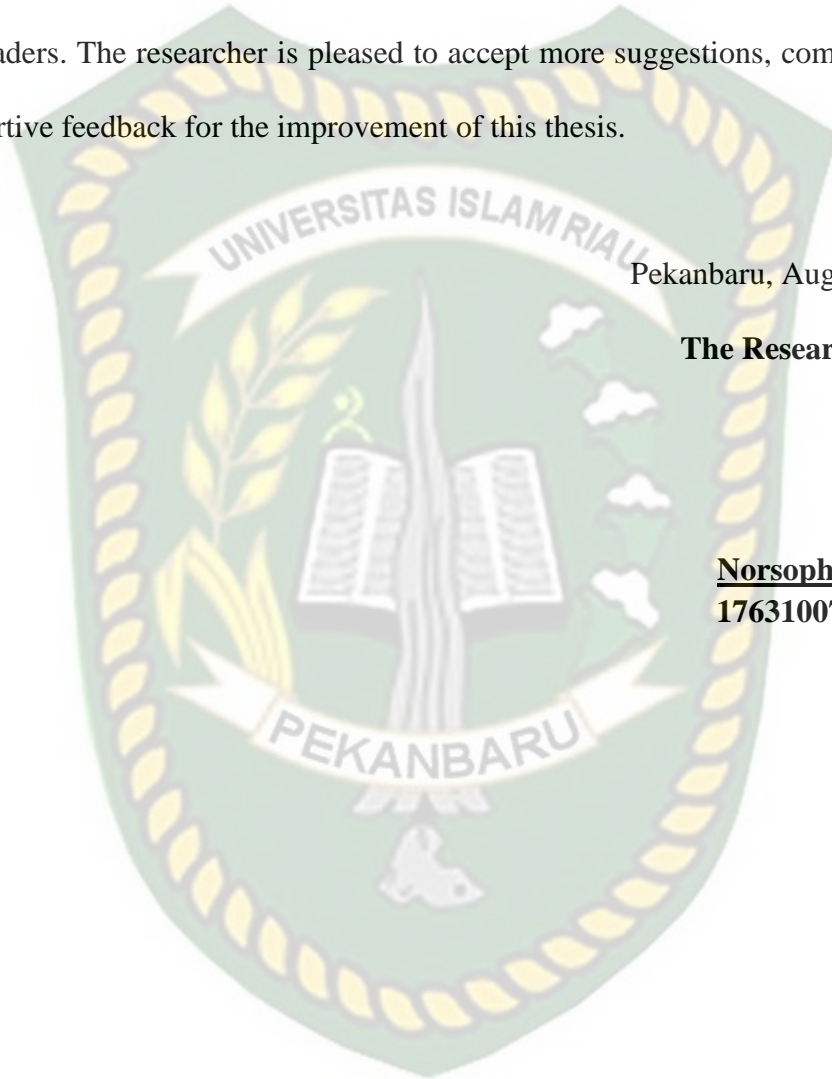
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ABSTRACT

Norsophia. An Analysis of Grammatical Cohesion on Reading Texts in English Textbook Grade VIII Published by Erlangga. Thesis.

Key Words: *Analysis, Discourse Analysis, Cohesion, Grammatical Cohesion, Textbook*

Textbook is a language unit that is very important to understand in written discourse. Textbook are closely related to materials to be taught to students. For this reason, it is important for teachers to be able to understand the material in the textbook before it is taught to the students. Teachers must be able to know whether the textbooks used have been written cohesively and do not cause ambiguity when taught to students later. The purpose of this study is to provide knowledge about grammatical cohesion on reading texts.

The research design was qualitative research and used documentation as the instrument to obtain the data. The researcher adopted the theory from Halliday and Hasan to support this research. The researcher analyzed 13 reading texts contained in English Textbook Grade VIII Published by Erlangga. The researcher analyzed the data in some steps, first step is dividing the sentences in each reading text into clauses, second is identifying and classifying cohesion items found in the textbook, third is putting the amount of grammatical cohesion into tables based on its type, and the last is counting the number of grammatical cohesion in the form of percentages.

The results of this research showed that there are four types of grammatical cohesion are used in the textbook, namely reference, substitution, ellipsis, and conjunction. From the four types of grammatical cohesion, reference is the most common type of grammatical cohesion that appears in textbook and ellipsis is the type that appears the least in the textbook. So, this textbook is categorized as "good" according to Halliday and Hasan's theory because the percentage result showed 55%.

ABSTRAK

Norsophia. Analisis Kohesi Gramatikal pada Teks Bacaan dalam Buku Teks Bahasa Inggris Kelas VIII Terbitan Erlangga. Skripsi.

Kata Kunci: *Analisis, Analisis Wacana, Kohesi, Kohesi Gramatikal, Buku Teks*

Buku teks merupakan unit bahasa yang sangat penting untuk di pahami dalam wacana tertulis. Buku teks sangat erat kaitannya dengan materi yang akan diajarkan kepada siswa. Untuk itu penting bagi guru untuk mampu memahami isi dari buku teks sebelum diajarkan kepada siswa. Guru harus mampu mengetahui apakah buku teks yang digunakan sudah ditulis secara kohesif dan tidak menimbulkan ambiguitas ketika diajarkan kepada siswa nanti. Tujuan dari penelitian ini adalah untuk memberikan pengetahuan tentang kohesi gramatikal pada teks bacaan.

Desain penelitian ini adalah penelitian kualitatif dan menggunakan instrumen dokumentasi untuk mendapatkan data. Peneliti mengadopsi teori dari Halliday dan Hasan untuk mendukung penelitian ini. Peneliti menganalisis 13 teks bacaan yang terdapat dalam buku teks bahasa Inggris kelas VIII terbitan Erlangga. Peneliti menganalisis data dengan beberapa cara yaitu, pertama membagi kalimat pada teks bacaan menjadi klausa, kedua mengidentifikasi dan mengklasifikasikan item kohesi yang ditemukan dalam buku teks, ketiga menempatkan jumlah kohesi gramatikal ke dalam tabel berdasarkan jenisnya, dan langkah terakhir yaitu menghitung jumlah kohesi gramatikal dalam bentuk persentase.

Hasil dari penelitian ini menunjukkan bahwa terdapat empat jenis kohesi gramatikal yang digunakan dalam buku teks, yaitu reference, substitution, ellipsis, dan conjunction. Dari ke empat jenis kohesi gramatikal, reference merupakan jenis kohesi gramatikal terbanyak yang muncul dalam buku teks dan ellipsis adalah tipe yang paling sedikit muncul dalam buku teks. Jadi, buku teks ini dikategorikan “baik” sesuai dengan teori Halliday dan Hasan karena hasil persentasenya menunjukkan 55%.

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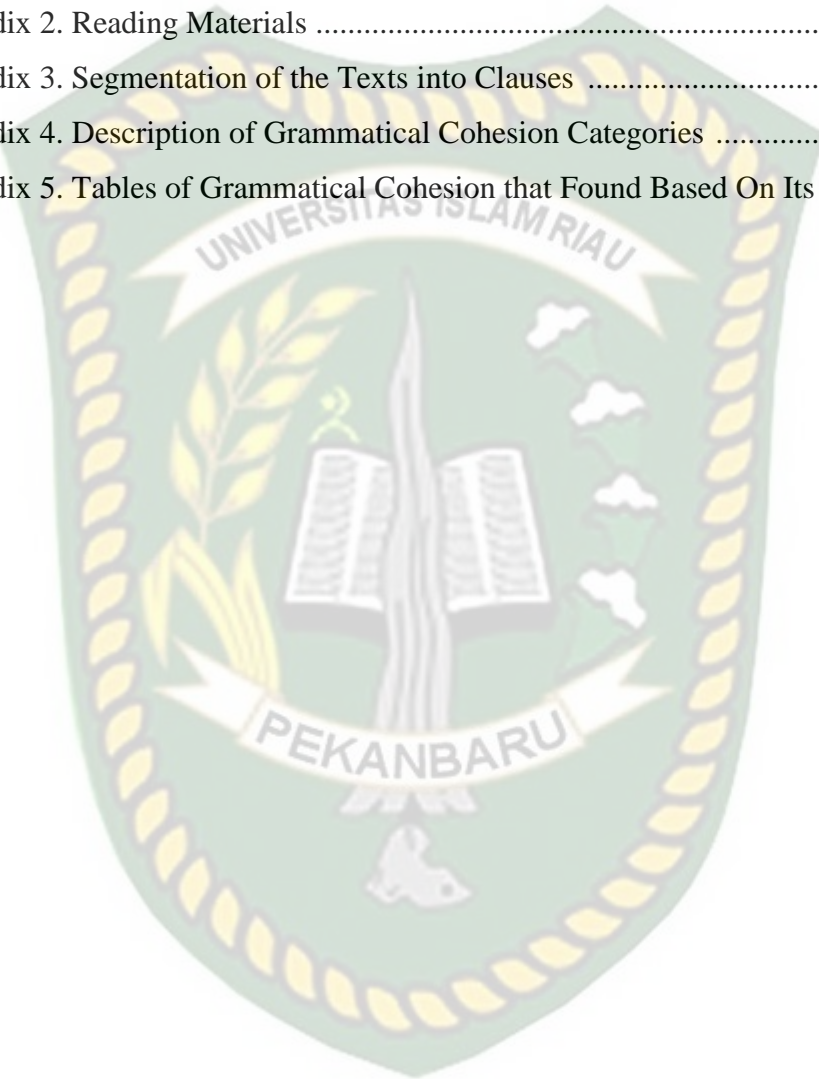
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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Language is an important element that cannot be separated in human life. Humans need language as a tool to communicate, interact, and convey information or exchange ideas and opinions with others. Similarly, language requires humans to continue to developing and be developed by humans as a means of communication in interacting in everyday life. Therefore, Wardhaugh (1972) emphasized that "language is a communication tool used to communicate". Language is closely related to human life where there is an analytical study that studies about linguistics. Linguistics is a scientific study of language which has two branches of linguistics which are divided into macrolinguistics and microlinguistics.

Macrolinguistics is a branch of linguistics that focuses on how language is developed, stored in the understanding of every language user and used for a variety of purposes. It should be noted that the forms of language used by humans in interacting and communicating are not only in the spoken form but also in the written form. When we talk about written language, it means a form of written communication that can be found in the form of notices or directives, or advertisements, or paragraphs, or essays, or articles, or books, etc.

Discourse analysis is a study that analyzes the natural use of language, both spoken and written. The focus of discourse analysis is to discuss how language is

produced by speakers and writers that they use in communicating orally and in written. In written language, Yule (1996) explains that the focus of discourse analysis is the main element that forms a text well, therefore the relationship between sentences in a text can create cohesion.

Cohesion can be interpreted as a guide or marker in a text to be analyzed, whether the text is a set of unrelated sentences or well-connected sentences so that readers can understand the text they are read. Cohesion is the use of language elements in interconnected texts. According to M.A.K. Halliday (1976) cohesion divided into two groups, namely grammatical cohesion and lexical cohesion. Grammatical Cohesion can be interpreted as a semantic relationship between clauses and sentences contained in written discourse. The relationship between grammatical text structure and grammatical cohesion in a text consists of several types, namely references, substitutions, ellipsis, and conjunctions. And in this occasion, the researcher will conduct a research about grammatical cohesion in an English textbook.

Textbook is one of the learning media that are still widely used by English teacher for teaching. In the textbook, there are so many types of text that will be taught to the students. As a language teacher, it is important for the teacher to know the quality of the textbooks that will be taught to the students later because textbook have an important role in education, students can get information and knowledge from the material contained in the textbooks. For this reason, the language used in the textbook must be comprehensive and the sentences contained

in each type of text are interconnected sentences so as not to cause confusion for students to understand the text being taught.

In this research, the researcher try to analyze the types of grammatical cohesion are used on reading texts in one of English textbook and used by junior high school teachers in teaching English in class VIII. The researcher wants to know how good is the reading text to be taught by the teacher to students, especially in learning reading skills by using textbook. Because a text can be said to be cohesive if sentences and paragraphs are written in a relationship that conveys meaning to the readers.

The researcher choose English textbook published by Erlangga because according to the researcher, this textbook is widely used by English teachers in the K13 learning curriculum at both the junior and senior high school levels. According to the researcher, as teachers we must know how cohesive the reading texts contained in the textbook used in learning so that students will be able to understand what they are read.

In analyzing types of grammatical cohesion in English textbook grade VIII published by Erlangga, the researcher uses Halliday and Hasan's theory. The theory developed by Halliday and Hasan discusses four types of grammatical cohesion, namely reference, substitution, ellipsis, and conjunction.

1.2 Identification of the Research

Textbook is one of the learning media used by teachers in language learning which contain information related to the learning material to be taught, especially when the teacher will teach students about reading skills. By using textbook, it will be very helpful for teachers because in the textbook there are many reading texts inside. However, there are many phenomena that show that there are still many students who have difficulty in understanding the text they read. Students are still confused in understanding the reading text because of students' lack of understanding about English cohesion which explains how sentences or paragraphs in the textbook are connected to each other.

The use of English cohesion is very important in the textbook because English cohesion can guide readers to understand the reading text well, so that it can reduce students' confusion when reading a text. English cohesion is one of the criteria in textuality which makes sentences in a text sequential and connected to each other so that they become coherent, so that it make more understandable to the readers when read a text. English cohesion divided into grammatical cohesion and lexical cohesion. Grammatical cohesion is important in a text because grammatical cohesion can build the relation of word to word or sentence to sentence. As a conclusion, it is necessary to analyze types of grammatical cohesion are used in reading text that contain in students' textbook.

1.3 Limitation of the Research

Based on the identification of the research, this research only focuses on the types of grammatical cohesion are used on reading texts in English Textbook Grade VIII Published by Erlangga.

1.4 Formulation of the Research

Based on the description of the background of the research above, this research is conducted to answer the following research problem:

1. What types of grammatical cohesion are used on reading texts in English Textbook Grade VIII Published by Erlangga?
2. How good is reading texts contained in English Textbook Grade VIII Published by Erlangga?

1.5 Objective of the Research

Based on the formulation of the research, the researcher determines the objective of the research is as follow:

1. To find out the types of grammatical cohesion are used on reading texts contained in English Textbook Grade VIII Published by Erlangga.
2. To know the quality of reading texts contained in English Textbook Grade VIII Published by Erlangga.

1.6 Assumption

Based on the research question above, the researcher makes assumes that there are several types of grammatical cohesion are used on reading texts in English Textbook Grade VIII Published by Erlangga, such as reference, substitution, ellipsis, and conjunction.

1.7 Significance of the Research

The result of this research supposed to give contribution and will be useful to the following parties:

1. Teachers

This research will give more understanding and to improve teachers' knowledge about linguistics study especially about cohesion. If teacher are able to understand the use of grammatical cohesion in the textbook, so teacher are able to know about the quality of the textbook whether the textbook is good or not to use for teach their students especially in teaching reading.

2. Students

This research hoped could help the students to learn and give the students comprehension about English cohesion specifically grammatical cohesion. When students can comprehend text well, it means the students understand about the material on the textbook especially reading text.

3. Other Researchers

This research can be used as reference for other researchers if want to conduct the similar study.

1.8 Definition of the Key Terms

1. Cohesion

Cohesion is defined as a semantic relationship in a text which shows the reader that the text is written in a cohesively. According to Halliday and Hasan (1976) “cohesion refers to relations of meaning that exist within the text and that define it as a text”.

3. Grammatical Cohesion

Grammatical cohesion are forms of cohesion realized through grammar. Halliday and Hasan divided grammatical cohesion into four types, namely reference, substitution, ellipsis, and conjunction.

4. Textbook

Textbook is one of the learning media used to support the teaching and learning process which contains several learning materials in it.

1.9 Grand Theories

This research has taken a theory from Halliday and Hasan (1976) that discuss a lot about cohesion. In their theory, Halliday and Hasan (1976) state that semantically cohesion is a linguistic concept that refers to the relationship of meaning in a text, where cohesion can be said as the symbol of the establishment of cohesion theory.

1.10 Research Method

1.10.1 Research Design

The design of this research is qualitative research. Qualitative research is a method that provides results that usually detailed, offering ideas and concepts to inform the research. According to Bogdan and Biklen one of the characteristics of qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers.

So, qualitative descriptive research discuss what the writer analyze the data and then describe the data in order to find the answer of the research question based on the field.

1.10.2 Source of the Data

Arikunto (2006: 129) states that “the data resource was the subject from which the data can be found”. The data of this research is taken from students’ English textbook entitled *Bright An English Course for Junior High School Students* Grade VIII. This textbook is published by Erlangga. The researcher will collect and analyze reading texts that found on this textbook in doing this research. This textbook consists of nineteen chapters. The researcher will analyze each text in every chapter.

1.10.3 Instrument of the Research

The researcher uses documentation as the instrument of the research because sources of information in qualitative research can be documentation. Documentation is an instrument of the research to help the researcher to collect the data. “The researcher himself/herself is the main tool for collecting data” according to Borg and Gall (1989).

Actually documentation is one of instrument of the research in order to gather the data and information of the research through reading and comprehending. The researcher uses documentation as the instrument of this research to analyze types of grammatical cohesion are used in English textbook entitled *Bright An English Course for Junior High School Students* Grade VIII.

1.10.4 Data Collection Technique

In this research, the researcher uses several steps in collecting the data, those are:

1. Selecting the texts

The researcher select the text contain in the textbook. There are 19 units in the selected textbook and consist of several reading texts and all of the reading text will be analyzed by the researcher.

2. Read the reading text chosen

1.10.5 Data Analysis Technique

The researcher analyzes the data by using theory from Halliday and Hasan (1989). The analysis of data will be done in the following steps:

1. Dividing and numbering sentences in each reading text into clauses.

The chosen sentences from each reading text in the textbook are divided into clauses, and then the clauses found are numbered in order to find the cohesion items within the clauses.

Example: It's a nice Sunday morning. The Marshalls family members are doing separate activities. Mr and Mrs Marshall are on their bicycles. They are going to the market to buy groceries.

In that paragraph consist of several sentences which will be divided into clauses.

- a. It's a nice Sunday morning.
 - b. The Marshalls family members are doing separate activities.
 - c. Mr and Mrs Marshall are on their bicycles.
 - d. They are going to the market to buy groceries.
2. Identifying and classifying English cohesion that found in the textbook.

The researcher analyzes types of English cohesion specifically grammatical cohesion. After identifying clauses, the researcher classifying cohesive items by underlining the word which one is grammatical cohesion.

For example:

Mr and Mrs Marshall are on their bicycles. They are going to the market to buy groceries.

1. Mr and Mrs Marshall are on their bicycles.
2. They are going to the market to buy groceries.

For the first clause, the word ‘and’ is identified as conjunction that included into the category of additive conjunction. And the word ‘their’ called reference that refers to Mr and Mrs Marshall in the sentence.

For the second clause, the word ‘they’ also reference that refers to Mr and Mrs Marshall that included into the category of personal reference. The word ‘the’ is identified as reference that included into the category of demonstrative reference.

From the explanation above, there are two types of grammatical cohesion namely reference and conjunction.

3. Putting the amount of grammatical cohesion into tables based on its types.

In this step, the data showed in the form of tables.

Example:

No of clause	Reference	Substitution	Ellipsis	Conjunction
1	-	-	-	And
2	Their	-	-	-
3	They	-	-	-
4	The	-	-	-
Total	3	0	0	1

4. Counting the amount of grammatical cohesion in the form of percentages.

The purpose of this step is to determine the type of grammatical cohesion that is most widely used in the reading text in each chapter contained in the textbook. Furthermore, the researcher calculates the grammatical cohesion into percentages. In this analysis, the researcher uses a simple formula:

$$X = \frac{N}{\Sigma N} \times 100\%$$

Where:

X: The percentage of grammatical cohesion in reading text found in the textbook

N: The number of each type of grammatical cohesion in reading text found in the textbook

ΣN : The total number of the grammatical cohesion items found in reading text in the textbook

Example:

1. Reference: $\frac{3}{4} \times 100\% = 75\%$

2. Substitution: $\frac{0}{4} \times 100\% = 0\%$

3. Ellipsis: $\frac{0}{4} \times 100\% = 0\%$

4. Conjunction: $\frac{1}{4} \times 100\% = 25\%$

To categorize whether reading texts are written cohesively in the textbook, the researcher uses a criterion based on Halliday and Hasan (1989: 63). The data criterion as follows:

Table 1. Halliday and Hasan Criterion Theory

Categories	Number of cohesive devices in %
Poor	0-25
Fair	26-50
Good	51-75
Excellent	76-100

CHAPTER II

RELATED THEORIES

2.1 Discourse Analysis

Discourse analysis is a branch of linguistics originating from macro-linguistics which examines how language is developed, stored and used. Discourse analysis is a branch of linguistics that analyzes written and spoken language. In written discourse, we can find it in the form of words, phrases, sentences, or paragraphs, and the discourse can be formed in an essay, book, novel, etc. According to Kridalaksana (2008:231) “discourse can be formed in a novel, book, encyclopedia series, and so on, in words, sentences or paragraphs, which carry a complete mandate”. Thus, the ultimate aim of this discourse analysis is to interpret and prove a relationship between regularity, meaning and purpose expressed through a discourse.

The term of discourse analysis was first applied by American structuralism linguist Zellig S. Harris in 1952 who published an article titled Discourse Analysis in Language Journal. According to Zellig S. Harris, discourse analysis is a method for the analysis of connected speech or writing, for continuing descriptive linguistics beyond the limit of a simple sentence at a time (Harris 1952). Discourse analysis is a general term used to analyze the use of written, spoken or sign language but discourse analysis prefer to analyze naturally occurring of language use.

Discourse analysis has evolved from works in a variety of disciplines in the 1960s and early 1970s, including linguistics, semiotics, anthropology, psychology and sociology. Several scientists who have given birth to and assisted in the development of discourse analysis include J.L. Austin who introduced the popular social theory, speech-act theory, *How to Do Things with Words* (1962). Dell Hymes (1964) provided a sociological perspective with the study of speech. John Searle (1969) developed and improved on the work of Austin. The linguistic philosopher, M.A.K. Halliday greatly influenced the linguistic properties of discourses (e.g. Halliday 1961), and in the 1970s he provided a sufficient framework for the consideration of the functional approach to language (e.g. Halliday 1973), and several other scientists who discussed information related to this discourse analysis.

Brown & Yule (1983); (Cook 1989) state that discourse analysis is an analysis of the language used. The meaning of the language used here is a collection of norms, preferences, and expectations that relate language to context. Brown and Yule also classified discourse based on the function of language and its production process. Based on the function of language, discourse is divided into two, namely transactional discourse which emphasizes content and information and interactional discourse which emphasizes social and personal relationships. Meanwhile, according to the production process, discourse is also classified into two, namely written and oral texts.

Actually, the concept of discourse involves three dimensions, namely the use of language, communication of beliefs (human cognition), and interaction in social situations. As a language use, discourse consists of two elements, namely cohesion and coherence.

According to Puig (2003), discourse is considered a linguistic component, namely as an interactive level inherent in whoever creates it. So, discourse is considered as a coherent unit. Therefore, certain linguistic units are proposed as an indication of the cohesion of a text. So, it can be concluded that discourse analysis is a study that examines and analyzes the natural use of language, both written and spoken, therefore cohesion is included in the field of discourse because cohesion is part of written language. Cohesion is also a component of discourse because cohesion is the use of a form of language that shows the semantic relationship between elements in a discourse.

According to Cook (1989:156) “a discourse is stretches of language perceived to be meaningful, unified and purposive”. A discourse should contain the integrity of meaning in it which can be achieved by the presence of cohesion and coherence elements, these elements which will allow the continuation of semantic relations between elements in the discourse. Cohesion is the linkage of elements in a discourse, while coherence is the relationship between semantically developed topics. According to Haliday and Hasan (1976:4) “semantic cohesion refers to the relationship of meaning in a text”. By knowing and understanding the use of cohesion in a reading text, it is hoped that readers will find it easier to understand the meaning and retrieve information in a text.

2.2 Cohesion

Halliday and Hasan are linguistic philosophers who developed many theories about cohesion. In their theory, they state that cohesion is a semantic concept that emphasizes the relationship of meaning in a text. Halliday and Hasan (1989: 04) mention that “cohesion refers to the relations of meaning that exist in the text”. Text that is interconnected between sentences can convey meaning to the reader, so that it is easily understood by the readers.

A text or discourse actually has a textuality that can distinguish it from something that is not text. According to Renkema (2004: 49-51) “textuality in a text or discourse has seven criteria, namely, cohesion, coherence, intentionality, acceptability, informativeness, situationality, and intertextuality”. One of the criteria of textuality in a text is cohesion, so cohesion plays an important role in a text or discourse because cohesion is a link that can unite words or sentences in a text and ultimately give meaning.

Cohesion deals with "semantic ties" in a text where a ties is made when there are multiple hanging links between items that are joined to create meaning. Without semantic ties in a text, the sentence or utterance does not appear to have any kind of relationship with each other and may not be considered text.

According to Halliday and Hasan (1976:2) “cohesion is defined as a set of linguistic means for creating textures”. Texture is defined as a certain text property in English that is whole and interpretable (not an unrelated sentence). Any text that has no texture is just a bunch of isolated sentences that have nothing

to do with each other. So, cohesion can give a sentence sequence a coherent texture.

Cohesion is one of the requirements that can determine a text whether a text is considered good or not. This has been mentioned in the theory put forward by Halliday and Hasan (1976). They state that a text is considered good if it contains more anaphoric references than exophoric references and does not have many exophoric references which may create ambiguity.

According to Cutting (2008) cohesion is divided into two types, namely grammatical cohesion and lexical cohesion. Grammatical cohesion refers to a combination of items between sentences that form a grammatical aspect of a text, whereas lexical cohesion refers to a combination of terms between sentences that form a lexical cohesion. Actually, cohesion refers to the component cohesive relations which includes four of the five sets of cohesion proposed by Halliday and Hasan in 1976, namely reference, substitution, ellipsis and conjunction.

2.3 Grammatical Cohesion

Grammatical cohesion is a part of cohesion that can be found in a text. Grammatical cohesion can be interpreted as a semantic relationship between clauses and sentences contained in written discourse, as well as between utterances in speech. According to Halliday and Hasan (1976: 28) in (Tsareva 2010: 12) grammatical cohesion refers to linguistic structures in which it is stated that the highest structural unit in grammar is sentences. Structure can determine

the order in which grammatical elements occur and how they are related in a sentence.

Grammatical cohesion refers to the combination of items between sentences that form a grammatical aspect. In their theory, Halliday & Hasan (1976) classifies grammatical cohesion into four types, namely reference, substitution ellipsis and conjunction. There are many experts who discuss the types of grammatical cohesion, but the writer only adopts the theory from Halliday and Hasan to explain the types of grammatical cohesion.

2.4 Types of Grammatical Cohesion

2.4.1 Reference

Reference is one of types of grammatical cohesion that explain how the writer introduces the participants in the text. Participants referred in the text can include people, places, and things that are discussed in the text. According to Halliday and Hassan (1989) reference is the relation between an element of the text and something else by reference to which it is interpreted in the given instance. It means that in a text, there is a relationship between one element and another which at the end will be interpreted by the readers.

Reference can be considered as exophoric and endophoric function (M. Bloor & T. Bloor, 2013). Exophoric reference is information that refers to a situation where the reader is required to deduce the interpreted reference in a text by looking directly at the context of the situation. Meanwhile, endophoric reference refers to information that can be retrieved in a text

where the reference interpreted in a text lies within the text itself. So, the focus of cohesion theory is endophoric reference, and endophoric reference is divided into two types, namely anaphoric and cataphoric.

Anaphoric reference is the most common cohesive device in texts because it is a type of reference that leads the reader to find a reference by looking back at the text, because the necessary reference for interpretation is found in the previous part of the text. There are three explanations of anaphoric reference:

1. Use of a pronoun to refer back to an already-mentioned noun.
2. Use of the definite article to qualify a noun that has been already been introduced with the indefinite article.
3. Substitution of an already mentioned noun by a synonym or hyponym.

Cataphoric reference is a cohesive device that involves the reader to find a reference where the necessary reference for interpretation can be found in the next section of the text.

To make easy for understand about references, Halliday and Hasan (1976) divide references into three types, namely: personal reference, demonstrative reference, and comparative reference. So, anaphoric and cataphoric use all this types of reference.

a. Personal Reference

Personal references are items that refer to functions in the speech situation which involve categories of people. The category of personal reference includes the three classes: first is personal pronouns (*I, you, we, he,*

etc), second is possessive determiners (usually called possessive adjectives, such as *my, your, his*, etc), and the last one is possessive pronouns (*mine, your, his*, etc).

b. Demonstrative Reference

Demonstrative references are items that refer to references by specifying a location on the proximity scale. Demonstrative reference include of three classes, they are nominative demonstrative (*this, that, these, those*), circumstantial demonstrative (*here, there, now, then*), and definite article (*the*).

c. Comparative Reference

Comparative reference is a form of reference that refers to a comparison between one thing and another. Comparative reference divided into two types, they are general comparison and particular comparison.

According to Halliday and Hasan (1976) general comparison is a comparison that explains a similarity or dissimilarity in a text without regard to certain properties. General comparison is usually expressed by adjectives used to express comparison through identity (*same, equal, identical*), similarity (*similar, such similar*), and difference (*other, different, else*) and also expressed by adverbs to express the comparison, namely, identity (*identically*), similarity (*so, similarly, likewise*), and difference (*differently, otherwise*).

While particular comparison according to Halliday & Hasan (1976) is a comparison that explains quantity and quality. This comparison is also

expressed by using adjectives and adverbs in the comparative form. Usually the adjectives used to express this comparison include Numerative (*more, fewer, less, further, additional*) and Ephithet (*better, so-as more, less*).

2.4.2 Substitution

Substitution can be interpreted as a relationship between words in text where there is a substitute item that replaces another item in the text to avoid repetition. An item that is contained in a text is not removed, it is just replaced with another item that is more general.

Actually, there is a difference between substitution and reference, where substitution lies in the relationship between words, while reference is in the relationship between meanings. Hasan and Halliday (1976) mention that substitution is a relation in the wording rather than in the meaning.

Substitute may function as a noun, as a verb, and as a clause. So, according to Halliday and Hasan (1976) substitution divided into three types, they are nominal, verbal, and clausal substitution.

a. Nominal Substitution

Nominal substitution substitutes the noun in the sentence. The function of nominal substitution is as head of nominal group and substitute only for an item which is itself head of a nominal group. Element of this type are *one, ones, and same*.

b. Verbal Substitution

Verbal substitution substitutes the verb in the sentence. And the function of verbal substitution is as head of verbal group. The verb element used to replace items in this type are *do*, *does*, *doing*, *did*, and *done*.

c. Clausal Substitution

Clausal Substitution substitutes the clause in the sentence. The words used as substitutes in this type are *so* and *not*.

2.4.3 Ellipsis

Ellipsis is the omission of a word or part of a sentence that is considered excessive. The characteristic of ellipsis is that although some items are removed from the text structure, the text can still be understood and does not change the meaning of the text. Thus, ellipsis and substitution are said to be very similar to each other because according to Halliday and Hasan (1976) ellipsis can be regarded as 'substitution by zero'. It means that ellipsis is substitution by zero in which the actual substitution is not said. However, ellipsis occurs when the omission of several items in a sentence in the text can still be understood by referring to items in the previous text.

Alike to substitution, Halliday and Hasan (1976) classifies ellipsis into three types, namely nominal, verbal, and clausal ellipsis.

a. Nominal Ellipsis

Nominal ellipsis is the omitting of the noun that is omitted. The noun in nominal ellipsis serves as the head which is then removed and its function taken over by an optional modifier.

For example:

My brothers like sports. In fact, *both* love football.

The nominal my brothers is omitted.

b. Verbal Ellipsis

Verbal ellipsis is the omission of a verb that depends on the group's previous verbal. Verbal ellipsis consists of two types that are lexical and operator ellipsis. All of the verbal ellipsis is anaphoric because the presuppositions is in the preceding sentence.

For example:

A: Have you been studying?

B: Yes, I have.

In the example mentioned above, the verb been studying is left out in B.

c. Clausal Ellipsis

Clausal ellipsis is the omission of several items in a clause and functions as a verbal ellipsis.

For example:

A: Who is writing on the board?

B: Alyssa is.

In the example mentioned above, the clause writing on the board is excluded in B.

2.4.4 Conjunction

Conjunction is defined as a particular meaning in discourse that presupposes other components. According to Nunan (1993) conjunction has

an important role in the text because conjunction can make text well-organized.

Conjunction is semantic system which is the speakers relate clauses in terms of temporal sequence, consequence, comparison, and addition. Halliday and Hasan (1976) divided conjunction into four types, they are additive, adversative, causal, and temporal.

a. Additive Conjunction

The function of additive conjunction is to structurally connect two clauses which contain different information in a text. The words used to express additive conjunction are, *and, and also, nor, not, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, on the other hand, by contrast.*

b. Adversative Conjunction

Adversative conjunction is a type of conjunction that connects two clauses where each content is different from one another. Adversative conjunction is a type of conjunction that signals adverse relationship between sentences and used to express contrasting results or opinions. Adversative conjunction covers some words include *yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on the other contrary, at least, I mean.*

c. Causal Conjunction

Causal conjunction is type of conjunction that signals causal relationship between sentences and also to introduce results, reasons, and purposes. Causal conjunction consists of the words *so, then, hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequence, for this purpose, with this in mind, for, because, it follows, on this basis, arising out of this, to this end, then, in that case, in such an event, that being so, under the circumstances, otherwise, under other circumstances, in this respect, in this regard, with reference to this, in the other respect, aside from this.*

d. Temporal Conjunction

Temporal conjunction is a type of conjunction which describes the sequence or timing of an event. The words used in this type are *then, next, after that, just then, at the same time, previously, before that, finally, at last, first...then, at first...in the end, at once, thereupon, soon, after a time, next time, on other occasion, next day, an hour later, meanwhile, until then, at this moment, up to now, etc.*

2.5 Reading Text

Reading activities are always associated with a text because reading is a cognitive process carried out to understand written linguistic messages in a reading text. For this reason, the reading process must provide written material. Reading is also said to be a key skill as the current curriculum focuses on text

types. It should be understood that what the text actually means and how to read the text well that will be presented to students later.

Grellet (1981) states that “reading is extracting information the required information from text as efficiently as possible”. Halliday and Hasan (1989) also mention the definition of text which is a language that is functional. Halliday and Hasan also suggested that there are four important things related to the nature of texts that cannot be separated from one another, namely:

- 1) The text is really made up of a meaning,
- 2) Basically text is a semantic unit,
- 3) Text is a product as well as a process,
- 4) A text is an exchange of social meanings.

Robinson and Thomas (1972: 245) argue that “text is an active process”, where reading is an active process that invites readers to think about the meaning in a reading text, because the meaning in a text does not arise from a series of random words but from words in relationship. Text basically only contains instructions on how to capture meaning, therefore text is also referred to as something that is in the reader's mind. Students must be more active because the text is passive, students must pay attention to the text they read to understand the meaning and grasp the meaning of the text because the relationship of words in a text can form a context. So, it can be concluded that reading is the process of thinking about a meaning conveyed by the writer through a text because text is something that is in the mind of the reader so that the reader must be able to understand the text based on its semantic nature.

A good text is seen from its meaning not its form, because text must be closely linked from one sentence to another or one paragraph to another. In order for a text to become related text, paragraphs and sentences that are in it can be connected with cohesion. Cohesion can be a tool used to tie one sentence to another. If a text is written cohesively, then the text will be coherent so that the text is considered a good text because the clauses or sentences in the text relate to the context and do not confuse the reader.

A good text that will be presented to the students is text that is easy to understand and in accordance with students' need and conveys useful information for student knowledge. Good text is text that should not be ambiguous because it can confuse students later. Therefore, the reading text to be presented to students must have supporting components such as cohesive, coherence, unambiguity, and clear meaning.

The relationship between cohesion and reading text is that if the reading text is written cohesively and makes it easier for the reader to understand it, it means that sentences and paragraphs in the text are bound by a cohesive bond, because cohesion can be used to tie one sentence to another. Cohesion is an important factor that makes reading text easy for readers to read and understand. Cohesion can also be used as a tool and as a material for consideration whether the text is considered good or not, because a reading text that is considered good is if the text is written in a cohesive manner. So, it can be concluded that the quality of the reading text can be seen from the level of integration.

2.6 Textbook

Textbooks are one of the most widely used learning media by teachers. Textbooks play an important role in the teaching and learning process in schools. According to Bull (1990) textbooks can provide an overview of a particular subject and be used in certain schools. English textbooks have a number of functions for English teachers and students alike and can provide benefits.

The following are the benefits of the textbook stated by Jack C. Richard (2002: 245-255) in (Hanita Masithoh, 2016: 114) are:

1. They provide structure and syllabus for a program. Without textbooks a program may have no central core learners may not receive a syllabus that has been systematically planned and developed.
2. They help standardize instruction. The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.
3. They maintain quality. If a well-developed textbook is used, students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that is paced appropriately.
4. They provide a variety of learning resources. The textbook is often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.
5. They are efficient. They save teachers' time, enabling teachers to devote time to teach rather than materials production.

6. They provide effective language models and input. Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.
7. They can train teachers. If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.

According to Sorohiti (2005) "textbook are most widely used materials in the teaching and learning process". There are main reasons why textbooks are widely used, especially those used by teachers, namely 1) for teachers, developing their own material is considered quite difficult and a little demanding, 2) teaching by developing their own material is quite time consuming. For this reason, textbooks are widely used by teachers because they may not have enough time to develop new material and there are many considerations that are considered by teachers during material development.

Sheldon (1988) in (Lawrence, 2011) conclude that the definition of textbook analysis is as a thorough investigation of textbooks by using several types of consistent evaluation procedures to identify certain strengths and weaknesses in textbooks that have been used. Books are a type of text used in the educational curriculum (Brown, 2001) while "analysis is an objective and verifiable descriptive process" McGrath (2002). The results or information obtained from analyzing the textbook is to determine the effectiveness of language teaching in general and to understand the benefits and appropriateness of the textbooks taught to students.

Indonesian Ministry of Education and Culture has released Curriculum 2013. “This curriculum introduces scientific approach to be applied in English language teaching” Suharyadi (2013). It means that each learning process and steps carried out must reflect a fixed procedure that is constructed from observing, questioning, gathering information or experimenting, associating, and communicating according to Kementerian Pendidikan dan Kebudayaan (2013) in (Pahlevi, 2013).

Profile of Textbook

Bright An English Course for Junior High School Students is a students' textbook based on curriculum 2013 written by Nur Zaida. This book is provided for grade VIII junior high school students especially to master English as a second language in schools. This book also combines four skills such as reading, speaking, writing, and listening which in turn help students develop their discourse competences. This book is divided into 19 units and is equipped with several expressions and grammar which are introduced to students as well as explanations and specific vocabulary that are presented to facilitate students' understanding.

2.7 Relevant Studies

There are some references as the previous study that is helpful to finish this research. The researcher discusses about two related studies which are selected for supporting this research:

First study comes from Muhammad Zayyinul Muttaqin (2017) with his research entitled “Analyzing Cohesion Device of Monologue Texts in Students’ Text Book for Eight Grade in Academic Year 2017/2018”. He uses qualitative approach in his research and the object of his study was monologue texts that are found in students’ textbook for Junior High School at eighth grade in the academic year of 2017/2018. The result of his study state that there are four cohesive devices in the textbook he analyzed but most of the cohesive devices was a reference, personal reference, which mostly realized in every single clause, then followed by the conjunction "additive and adversative”. Actually the aim of this study is to describe the types of cohesive devices that were mostly used and also to find out which one the most cohesive text among texts in Students’ texts book (When English Rings a Bell) for Junior High School at eighth grade in the academic year of 2017/2018.

Second study comes from Hanita Masithoh and Sayyidatul Fadlilah (2017) with their research entitled “Grammatical Cohesion Found in Recount Text of “Pathway to English” X Grade Curriculum 2013 General Program by Erlangga”. They use qualitative study by using literature review as an approach. The aim of this study is to find out the grammatical cohesion of recount text in Pathway to English; English textbook for the tenth grade of senior high school published by Erlangga. The result of this study is Text 1 and 3 contained three types of grammatical cohesion (reference, ellipsis, conjunction). Text 2 contained complete grammatical cohesion (reference, substitution, ellipsis, conjunction). So,

this textbook categorizes as objective criteria because the percentage of grammatical cohesion is 33%.

So, there are differences from the two previous studies with the research that will be carried out by the writer in this study, that is in the first study, he used textbooks published by Culture and Education Ministry (2014 edition). And in the second study, she only analyzed cohesive devices on the recount text, while the research that the writer will do is to use a textbook published by Erlangga (Curriculum 2013) and analyze all types of reading text contained in the textbook.

2.8. Conceptual Framework

Language is communication tools that always related to linguistics because linguistics studies language both written and spoken. Linguistics is scientific study that analyzes language and relate to human life, behavior, society, and others. Linguistics has two commonly branches, namely macrolinguistics and microlinguistics.

Macrolinguistics is branch of linguistics that adopts the broader view. Macrolinguistics concerned with how language are used, stored in the understanding in everyone who uses the language, and used for a variety of purposes. One of the branches of macrolinguistics is discourse analysis that analyzes the natural use of language, both written and spoken. Cohesion includes in discourse area because cohesion is a part of the written language. Discourse analysis is the study of how utterances in spoken and sentences written language

form larger meaningful units such as paragraphs, conversations, interviews, and etc.

Cohesion is the connection between discourse elements is realized by kinds of cohesive devices. Cohesion relates to the “semantic ties” within text whereby a tie is made when there is some dependent link between items that combine to create meaning. Cohesion divided into two types, they are grammatical cohesion and lexical cohesion. Grammatical cohesion refers to a combination of items between sentences that form grammatical aspects. Grammatical cohesion divided into four types, such as reference, substitution, ellipsis, and conjunction. Each types of grammatical cohesion has sub indicators. It will be explain in the conceptual framework below.

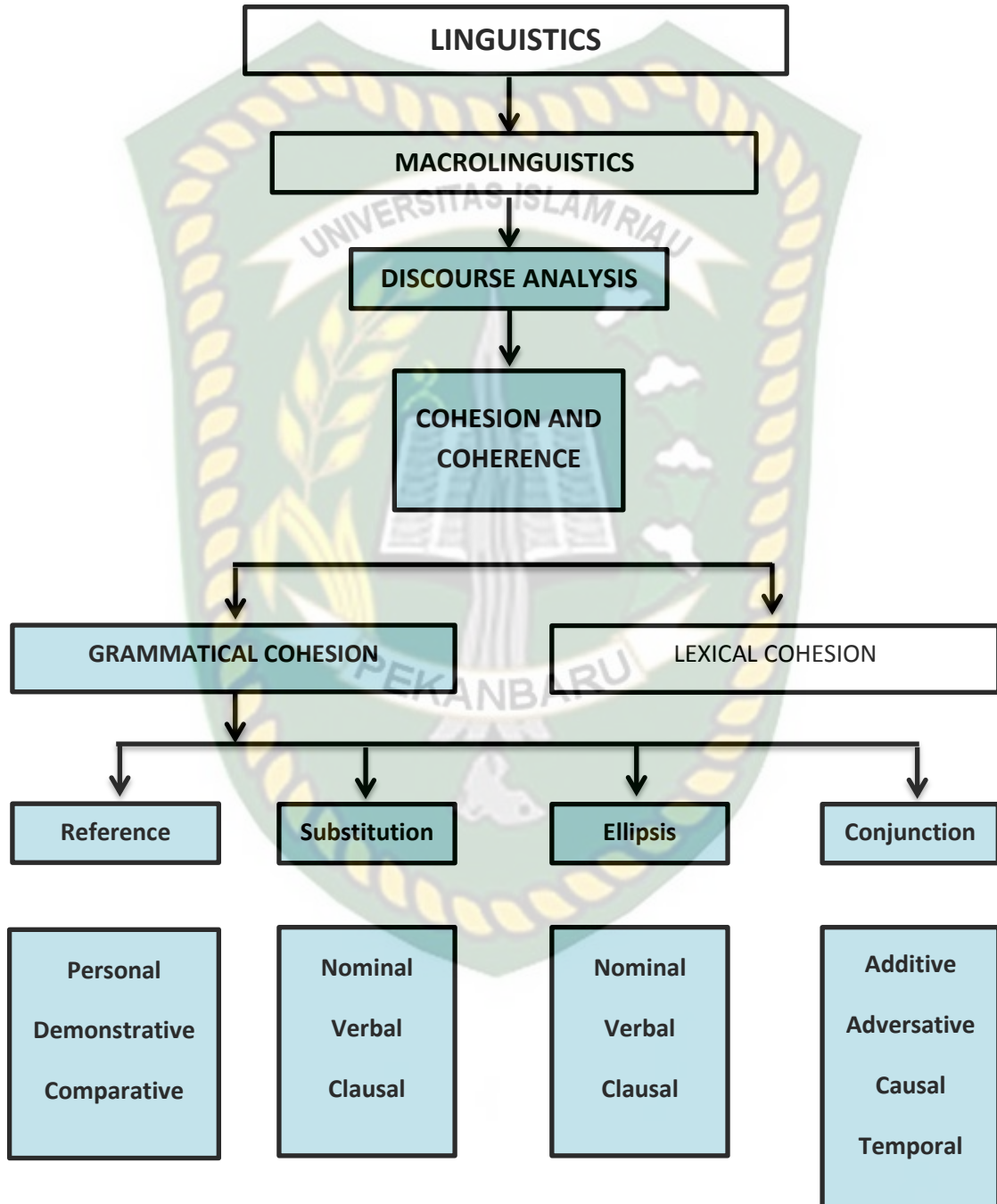


Figure (1) of Conceptual Framework

CHAPTER III

DATA ANALYSIS

This chapter presents the research findings and the discussion of the research based on the data analyzed to find out types of grammatical cohesion contained on reading texts that existed in English textbook grade VIII published by Erlangga and also to reveal the cohesiveness of the reading text contained in the English textbook. In the research findings, the researcher describe the process of calculate the data and the result of the data. While in discussion, the researcher explains the analyzed of the findings.

3.1 Findings

Findings of the research are explained sequentially based on the data analysis techniques mentioned in the previous chapter by using documentation as the research instrument. The findings described below are based on the reading texts in the selected textbook by the researcher. Reading texts existed in the textbook contain of cohesive devices, both grammatical cohesion and lexical cohesion. The researcher only focus to analyze types of grammatical cohesion are used on reading texts in the selected textbook and then analyzed and concluded based on what has been analyzed by describing the conclusion of this research. The research is presented below:

Table 2. Grammatical Cohesion Findings in English Textbook Grade VIII

Published by Erlangga

No of Text	Reference		Substitution		Ellipsis		Conjunction		Total
	Σ	%	Σ	%	Σ	%	Σ	%	
1	11	68,75%	1	6,25%	0	0%	4	25%	16
2	18	69,23%	2	7,69%	0	0%	6	23,07%	26
3	21	80,76%	1	3,84%	2	7,69%	2	7,69%	26
4	10	76,92%	0	0%	0	0%	3	23,07%	13
5	32	71,11%	6	13,33%	0	0%	7	15,55%	45
6	70	74,46%	1	1,06%	0	0%	23	24,46%	94
7	26	68,42%	5	13,15%	0	0%	7	18,42%	38
8	70	72,91%	4	4,16%	0	0%	22	22,91%	96
9	50	78,12%	5	7,81%	0	0%	9	14,06%	64
10	58	62,36%	7	7,52%	0	0%	28	30,10%	93
11	65	71,42%	6	6,59%	0	0%	20	21,97%	91
12	56	81,15%	2	2,89%	0	0%	11	15,94%	69
13	34	77,27%	2	4,54%	0	0%	8	18,18%	44
Average	40,0769	73,30%	3,23077	6,06%	2	0,59%	11,53	20,03%	55
ΣN	521	952,88%	42	78,83%	2	7,69%	150	260,42%	715

Based on the table shows, we can see the percentage of grammatical cohesion found in English textbook grade VIII published by Erlangga and from 13 reading texts that have been analyzed. It shows that reference is the most dominant type found in the textbook with 521 items (73.30%) then followed by conjunction with 150 items (20.03%) and substitution with 42 items (6.06%) while ellipsis is in the last position with 2 items (0.59%). From the total of items

found as many as 715 items, it was found that the final results answered the formulation of the research number two that want to know how good the reading text contained in English Textbook Grade VIII Published by Erlangga.

Table 3. List of Reading Text Title Contained in English Textbook Grade VIII Published by Erlangga.

No	Reading Text Title	Pages
1	Marshalls Family	117
2	The Most Beautiful and The Ugliest	147
3	My Best Friends	147
4	Zulham Zamrun	164
5	Lia's Family Collection	173
6	Visiting an Old Age Home	196
7	Fell off	206
8	Why are Cicadas Silent in Winter?	243
9	The Monkey and The Crocodile	253
10	Sura and Baya	253
11	Lonely Landy	254
12	Two Goats	255
13	The Ant and The Dove	260

There are four types of grammatical cohesion that will be analyzed in this research, such as reference, substitution, ellipsis, and conjunction. Each types of grammatical cohesion has sub types that will be presented in the table below. Reference divided into personal reference, demonstrative reference, and comparative reference. Substitution divided into nominal substitution, verbal

substitution, and clausal substitution. Ellipsis divided into nominal ellipsis, verbal ellipsis, and clausal ellipsis. The last type of grammatical cohesion is conjunction that divided into additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction.

Table 4. Frequency of Grammatical Cohesion Items on Reading Texts in English Textbook Grade VIII Published by Erlangga.

Type	Sub Types	Frequencies	Pages	Total
Reference	Personal Reference	287	117, 147, 164, 173, 196, 206, 243, 253, 254, 255, 260	521
	Demonstrative Reference	221	117, 147, 164, 173, 196, 206, 253, 254, 255, 260	
	Comparative Reference	13	147, 196, 206, 243, 253, 255	
Substitution	Nominal Substitution	4	173, 254, 255	42
	Verbal Substitution	25	117, 147, 173, 196, 206, 243, 253, 254, 255, 260	
	Clausal Substitution	13	147, 173, 206, 253, 254, 260	
Ellipsis	Nominal Ellipsis	2	147	2
	Verbal Ellipsis	0		
	Clausal Ellipsis	0		
Conjunction	Additive Conjunction	74	117, 147, 173, 196, 206, 243, 253, 254, 255, 260	150
	Adversative Conjunction	19	147, 173, 196, 243, 253, 254, 255	
	Causal Conjunction	30	196, 206, 243, 253, 254, 255, 260	
	Temporal Conjunction	27	117, 196, 206, 243, 254, 255, 260	

3.1.1 Grammatical Cohesion Findings

In this part presents types of grammatical cohesion found in English textbook grade VIII published by Erlangga. From four types of grammatical cohesion, all types found in the textbook, they are reference, substitution, ellipsis and conjunction. Based on the findings, reference is the most dominant types appears on the reading texts in the textbook then followed by conjunction in the second position, the third one is substitution, and ellipsis as the last part.

1. Reference

Reference is one of types of grammatical cohesion that appears commonly in a text. Reference divided into exophoric and endophoric. Exophoric ask the readers to look out of the context of a text in order to get the meaning of a text, while in endophoric, the readers can directly take the meaning of a text without need to look out of the context of the text, but the reader's interpretation lies within the text itself. Endophoric is subdivided into anaphoric and cataphoric.

Reference consists of three types, namely personal reference, demonstrative reference, and comparative reference. Based on the table, it is showed that from three types of reference, personal reference is the most dominant type found in each reading text with 287 items, then followed by demonstrative reference with 221 items and 13 items for comparative reference. So, the amount of reference is 521 items.

a. Personal Reference

Personal reference consists of three categories, such as personal pronouns (I, you, we, she, he, it, etc), possessive determiners and possessive pronouns. Possessive determiners and possessive pronouns have similar meaning in decided reference in a text. Possessive determiners indicates who owns or 'possesses' of something while possessive pronouns indicates who owns or 'possesses' of something in a broader sense (my, your, his, her, our, their, mine, etc).

There are some examples of personal reference found in the textbook:

- a) **I** want to tell **you** about **my** best friends. (Text 3, Clause 1)
- b) **They** keep **her** busy dusting **them** every morning. (Text 5, Clause 10)
- c) **It** was a very hot day. (Text 10, Clause 9)

Based on the example, there are some personal references found almost in every text. The use of personal pronoun like *I, you, they,* and *it* refers to the person or thing discussed in the text. While the words *my, her,* and *them* indicates the possesses of something in a story in every text. This type can be found in pages 117, 147, 164, 173, 196, 206, 243, 253, 254, 255, 260.

b. Demonstrative Reference

Demonstrative reference explains about the specifying a location and time on the proximity scale. Demonstrative reference consists of three categories, they are nominative demonstrative (this, that, these, those),

circumstantial demonstrative (here, there, now, then), and definite article (the). In analyzing the textbook, there is only some item of demonstrative reference found in the textbook analysis. The examples are presented below:

- a) Each year **there** is a dog competition in our town.(Text 2, Clause 1)
- b) **The** competition is called ‘**The** Most Beautiful Dog Competition’.
(Text 2, Clause 2)
- c) “Yummy, **this** is my lunch,” said Baya. (Text 10, Clause 12)
- d) It was a dance **that** I will never forget (Text 7, Clause 13)

In this type of reference, the first clause found demonstrative item namely *there*. The word *there* refers to location of the something mentioned in the text. While the second clauses, the word *the* refers to the name of competition identified in the text. The third clauses explain about the proximity in space where the word *this* refers to some food found by Sura and Baya mention in the text. And the last clause is the word *that*, which is functioned as modifier in a text. This type can be found in pages 117, 147, 164, 173, 196, 206, 253, 254, 255, 260.

c. Comparative Reference

Comparative reference explains to the readers about the comparison of one thing to another or two or more opinion exists and compared in the reading texts. Comparative reference has two types namely general comparison and particular comparison.

- a) He spends **more** money than Bill does, (Text 2, Clause 7)
- b) Salma plays **better** than Lia. (Text 3, Clause 9)
- c) Their money collection is from Indonesia as well as from **other** countries. (Text 3, Clause 18)
- d) Then they started living in the **different** places.(Text 10,Clause 25)

In this part, the example of first clause found in text explains about the function of *more* is as comparative adjective, because the word *more* if followed by noun it means that it shows and addition. While in the second clause, the word *better* is particular comparison which *better* is an epithet.

For the third and fourth clause is the form of general comparison that show about dissimilarity of the text and express the comparison through the word difference. This type can be found in pages 147, 196, 206, 243, 253, 255.

2. Substitution

To avoid repetition of words in a text is one of the ways that can help the readers to understand a text. Substitution is a relationship between words in the text where there is a replacement item that replaces another item to avoid repeating words but does not change the meaning of the text.

Substitution divided into nominal substitution, verbal substitution, and clausal substitution. And from three types of substitution, verbal substitution is dominant type appears in reading texts with 25 items, then

followed by clausal substitution with 13 items and the last is nominal substitution with 4 items. So, the amount of substitution is 42 items.

a. Nominal Substitution

The function of nominal substitution is to substitute the noun as head of nominal group in a sentence. Words used in this substitution type are *one*, *ones*, and *same*.

a) There are small and big **ones**. (Text 5, Clause 5)

b) No **one** wanted to play with him, (Text 11, Clause 3)

In the data above, the words *ones* and *one* are used to substitute a noun in a text. First clause tells about someone who loves to collect piggies accessories from small till big size, and the word *ones* means a noun that refers to piggies accessories. Second clauses also substitute a noun in a text. The word *one* in the clause means animals as a noun that does not want to play with a porcupine because of his spike so other animals do not want to play with him. This type can be found in pages 173, 254, 255.

b. Verbal Substitution

The function of verbal substitution is to substitute the verb as head of verbal group in a sentence. Some verbs that can replace substitution this type are *do*, *does*, *doing*, *did*, and *done*.

a) The Marshalls family members are **doing** separate activities. (Text 1, Clause 2)

b) He spends more money than Bill **does**, (Text 2, Clause 7)

- c) While the ants worked hard, the cicadas **didn't do** anything. (Text 8, Clause 8)

Based on the data found in the textbook, there are some verbal substitution items that substitute the verb in some reading texts. First clause the word of *doing* refers to the activities carried out by the Marshalls family members in Sunday morning. Second clause, the word *does* refers to activities that usually carried out by Bill in every dog competition for his dog. And the last clause refers to hard work done by a bunch of cicadas. This type can be found in pages 117, 147, 173, 196, 206, 243, 253, 254, 255, 260.

c. Clausal Substitution

The function of substitution for this type is to substitute the clause in a sentence. The words used as substitute for this type are *so* and *not*.

- a) Salma's collection of money is **not** very good (Text 3, Clause 19)
- b) **so** he asked the crocodile to help him (Text 9, Clause 3)
- c) **So** the crocodile turned around (Text 9, Clause 13)
- d) The monkey told the crocodile **not** to try to trick him again (Text 9, Clause 18)

All item of clausal substitution found in the textbook is kind of substitution of reported clauses. Reported clauses explain about what someone has said or thought. The word of *not* in the first and the fourth clauses is negative environment that substitute some clauses in the text because it expressed by *not*. The second and the third clauses

are from the same story of narrative text, and the word *so* replaces the clause that was said in the previous clause. This type can be found in pages 147, 173, 206, 253, 254, 260.

3. Ellipsis

Ellipsis is one of types of grammatical cohesion that removed some words in a text but the omission of the words does not change the meaning of the sentences contained in the text. Ellipsis divided into three types, they are nominal ellipsis, verbal ellipsis, and clausal ellipsis. There are only two ellipsis items found in the textbook analysis. So, the amount of ellipsis is 2 items only.

a. Nominal Ellipsis

a) She is the tallest of the **three**. (Text 3, Clause 7)

b) The **three** are clever students. (Text 3, Clause 12)

Based on the data above, the word *three* mentioned in the text is nominal ellipsis type that removed the name of people told in the text. The word *three* refers to Salma, Firman, and Lia who are friends of the writer who is told in the text. This type can be found in page 147.

b. Verbal Ellipsis

No item found in this type.

c. Clausal Ellipsis

No item found in this type.

4. Conjunction

Conjunction is a tool that can connect elements in a text so that it becomes a systematic and meaningful text. Elements which are connected in a text can be words, phrases, clauses, sentences, or even paragraphs. Conjunction classified into four types, they are additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction. Based on the table description, it is showed that from four types of conjunction, additive conjunction is the most dominant type found in each reading texts with 74 items, then followed by causal conjunction in the second position with 30 items, temporal conjunction is 27 items, and the last type is adversative conjunction with 19 items. So, the amount of conjunction is 150 items.

a. Additive Conjunction

- a) He runs fast **and** moves quickly. (Text 4, Clause 12)
- b) **And then**, it was time to dance. (Text 7, Clause 4)
- c) “Now, I am free **and** you have nothing.” (Text 9, Clause 17)
- d) Sura was a shark **and** Baya was a crocodile. (Text 10, Clause 2)
- e) The piggy accessories are made of plastic, clay, **or** metal. (Text 5, Clause 3)

Based on the data above, the use words *and*, *and then*, and *or* contained in the text has function to link the sentence in a text and give more information about what is already there. This type can be found in pages 117, 147, 173, 196, 206, 243, 253, 254, 255, 260.

b. Adversative Conjunction

a) **but** the cicadas were lazy. (Text 8, Clause 4)

b) **Actually**, they were friends. (Text 10, Clause 4)

The word *but* in the first clause shows contrary to expectation. If we see to the text – “the ants were hardworking, **but** the cicadas were lazy”. It is very opposite between ants and cicadas who have different habits so the word *but* signaled the existence opposition of meanings in the text.

The second clause also shows contrary between a shark and a crocodile in a narrative text that indicated by the word *actually*. Based on the story, a shark and a crocodile are friends but it contrary to expectation because a shark and a crocodile do not look like friends, they always fight every day. This type can be found in pages 147, 173, 196, 243, 253, 254, 255.

c. Causal Conjunction

a) **because** both of them were strong animals. (Text 10, Clause 32)

b) **because** they were afraid of his spike. (Text 11, Clause 4)

c) Landy spent most of the time day dreaming at the river bank, “I would be happy **if** there were no spikes on my body.” (Text 11, Clause 8)

d) **So**, you look for the food also on the land. (Text 10, Clause 22)

Based on the conjunction items found in this type, the words *because* and *if* has function to connect a clause to the next clause in a text.

Causal conjunction also tells the reader of a reason in a text. The last item of causal conjunction is *so* which connects two clauses and marked with a comma. This type can be found in pages 196, 206, 243, 253, 254, 255, 260.

d. Temporal Conjunction

- a) **After several hours**, they got very tired. (Text 10, Clause 15)
- b) **Shortly**, Landy told his problem. (Text 11, Clause 12)
- c) **Finally** Landy attended the party. (Text 11, Clause 23)
- d) One morning, the two goats crossed the bridge **at the same time**.
(Text 12, Clause 10)
- e) **After that**, he passed the bridge. (Text 12, Clause 23)
- f) **While** making her way up, she slipped. (Text 13, Clause 4)
- g) **Soon** it carried her safely to dry ground. (Text 13, Clause 13)

All conjunction items found in temporal conjunctions are types of conjunctions based on the sequence of events in the text that refers to time except the word *finally* that shows there is a series of processes that end and produce a result or conclusion. This type can be found in pages 117, 196, 206, 243, 254, 255, 260.

After analyze types of grammatical cohesion found in the textbook, the researcher counting the total number to determine the category of all reading texts contained in the textbook.

The researcher uses the formula:

$$m = \frac{fx}{n} \times 100\%$$

Where:

Fx: Sum of total grammatical cohesion found in the textbook

N: Total of the text

M: Mean

$$m = \frac{715}{13} \times 100\%$$

$$m = 55\%$$

To categorize whether reading texts are written cohesively in the textbook, the researcher used a criterion based on Halliday and Hasan (1989:63). The data criterion as follows:

Table 5. The Result of Overall Data Calculation Based On Criteria of Halliday and Hasan Theory

<i>Categories</i>	<i>Number of cohesive devices in %</i>
Poor	0-25
Fair	26-50
Good	51-75
Excellent	76-100

Halliday and Hasan (1989:63)

Based on the overall data calculation, reading texts contained in the English textbook grade VIII published by Erlangga is categorized as "good" because of the percentage showed 55% based on Halliday and Hasan's theory. So, this

textbook is worthy to use by English teachers to be taught to junior high school students grade VIII because reading texts written contained in this textbook has been written cohesively and categorized as good based on Halliday and Hasan's theory.



3.2 Discussion

In this part, the researcher presents the explanation of the findings based on the textbook analysis that has been done. Thus, to support this research, the researcher adopts theory from Halliday and Hasan. Halliday and Hasan's theory discussed a lot about cohesion therefore the researcher adopts his theory to analyze grammatical cohesion found in the textbook. By using theory from Halliday and Hasan, the researcher focus to analyze grammatical cohesion found in English textbook grade VIII published by Erlangga.

Based on the textbook analysis, the researcher got the findings about types of grammatical cohesion are used in the textbook. Grammatical cohesion divided into four types, such as reference, substitution, ellipsis, and conjunction. Based on the analysis, reference is types of grammatical cohesion that most dominant appears in every reading texts contained in the textbook then followed by conjunction in the second position, substitution in the third position and the last is ellipsis which least appears in the textbook.

Personal reference is types of reference that most dominant appears in every reading text. The function of personal reference to refers items mention in the text and it can be person or things. The words that appears for personal reference type such as *I, you, we, they, she, he, it, your, our, his, her, their, and them*. While demonstrative reference type, the use of words are *this, that, there, and the*. *This, that, there* refers to proximity and distance while *the* is definite article that functioned to emphasize the noun in a text. The last type of reference

is comparative reference that refers to a comparison between one thing to another. The words of comparative reference are *other, different, more, and better*.

Second position of types of grammatical cohesion which appears more in every reading text is conjunction. Additive conjunction, causal conjunction and temporal conjunction are types of conjunction that most dominant appears in reading text. While adversative conjunction which least appears in the text. Additive conjunction functioned to connect two clauses that containing different information in a text. The words of additive conjunction found in the textbook are *and, and then, or*. Adversative conjunction used to express contrasting results or opinions in a text. The words of adversative conjunction found in the textbook are *but, actually, even*. Causal conjunction used to introduce results, reasons, and purpose in a text. The words of causal conjunction found in the textbook are *then, since, if, because, so*. And the last type of conjunction found in the textbook is temporal conjunction. Temporal conjunction functioned to describe the sequence or timing of an event in a text, the words of temporal conjunction found in the textbook are *after that, this time, after several hours, finally, suddenly, while, when, soon*.

Thirdly is substitution. All types of substitution found in the textbook. The first type is nominal substitution that substitutes the noun in a sentence. The words of nominal substitution found in the textbook only *one* and *ones*. Second type is verbal substitution that substitutes the verb in a sentence. The words of verbal substitution found in the textbook are *do, doing, does, did*. Last type is clausal

substitution that substitutes the clause in a sentence. The words of clausal substitution found in the textbook are *so* and *not*.

The last and least type of grammatical cohesion appears in the textbook is ellipsis. Although ellipsis has three types, there is only one type of ellipsis found in the textbook, namely nominal ellipsis. From 13 reading texts that have been analyzed, the researcher only found two items of ellipsis. It can be seen on the page 147 or in appendix at text 3 clause 7 and 12.

This result in line with Muhammad Zayyinul Muttaqin (2017) with his title is “Analyzing Cohesion Device of Monologue Texts in Students’ Text Book for Eight Grade in Academic Year 2017/2018”. He found only three types of grammatical cohesion after analyze the textbook and the most dominant types is reference then followed by conjunction and ellipsis. The second one is Hanita Masithoh and Sayyidatul Fadlilah (2017) with their research entitled “Grammatical Cohesion Found in Recount Text of “Pathway to English” X Grade Curriculum 2013 General Program by Erlangga”. Based on their findings, their research found all types of grammatical cohesion and the most dominant appears is reference, then followed by conjunction, ellipsis and the last one is substitution.

The last part, the researcher provides additional information that is different from other research. In this research, the researcher conducted the textbook analysis by analyze 13 reading texts contained in Erlangga textbook and analyze all types of reading texts. The researcher analyze all types of grammatical cohesion are used in the textbook.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter is the last part of this research. The researcher provides two categories of this part, namely conclusion and suggestion. Finally, the researcher presents the conclusion of the findings in the preceding chapter and also presents the suggestion for the readers and further researches.

4.1 Conclusion

The objective of this research is to analyze types of grammatical cohesion are used on reading texts contained in English textbook and also to know the quality of reading texts contained in English textbook grade VIII published by Erlangga. After the researcher has analyzed 13 reading texts in the textbook, the researcher found all types of grammatical cohesion that divided into 521 items for reference, then followed by conjunction with 150 items, substitution with 42 items and the last one is ellipsis in the last position with 2 items. Reference is type of grammatical cohesion that mostly appears in every reading texts and ellipsis is the least type of grammatical cohesion that appears in reading text and only consists of two items.

After the researcher has analyzed 13 reading texts in the textbook, reading texts contained in the textbook categorized as good based on the criterion from Halliday and Hasan's theory because all the reading texts are written cohesively in the textbook. So, this textbook is recommended use by English teacher both in private schools or public schools because in this textbook contain of more

reference especially anaphoric reference in every reading texts and it make the reading texts become understandable sentence and do not make ambiguous for the readers especially for grade VIII students.

In addition, this research also contributes knowledge about grammatical cohesion in reading texts and very useful for the researcher itself and also for the readers and the other researchers.

4.2 Suggestion

In this last part, the researcher provides some suggestions for all those who read this thesis. The first recommendation is addressed to the teacher or prospective teacher who will teach later, it is hoped to be more selective in choosing the textbook that will be used and appropriate for the student's need. Teachers also need to introduce to the students about grammatical cohesion because this necessary for them, both in understanding reading texts or in writing the students need to understand about the use of grammatical cohesion.

For the other researchers who will conduct similar study, hopefully this thesis can be a good reference and useful for conducting further research and use better techniques in conducting the research. Hopefully this thesis is hoped useful for all the readers and can improve our knowledge about grammatical cohesion.

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