AN ANALYSIS OF COHESION OF TEXTS IN "PATHWAY TO

ENGLISH" TEXTBOOK PUBLISHED BY ERLANGGA



ENGLISH LANGUAGE EDUCATION FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITAS ISLAM RIAU PEKANBARU 2019

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ENGLISH LANGUAGE EDUCATION FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITAS ISLAM RIAU PEKANBARU 2019





LETTER OF NOTICE

The head advisor and vice advisor hereby notify that:

Name Student Number Study Program : Yetira Aniva : 146311051 : English Language Education

has completely written a thesis which entitled:

AN ANALYSIS OF COHESION OF TEXTS IN PATHWAY TO ENGLISH TEXTBOOK PUBLISHED BY ERLANGGA

EKAN

It has been examined. This letter is made to be used, as it needed.

Head Advisor

Dr. Sri Yuliani, S.Pd., M.Pd NIDN.1020077102

Vice A isor

Pekanbaru, 29th of March 2019

Fauzul Étfita, S.Pd., M.Pd NIDN.1030098901

THESIS APPROVAL

TITTLE

AN ANALYSIS OF COHESION OF TEXTS IN PATHWAY TO ENGLISH TEXTBOOK PUBLISHED BY ERLANGGA



This for thesis has been accepted to be one of requirements for the award to Sarjana Degree in English Study Program, Teacher Training and Education Faculty, Islamic University of Riau.

Pekanbaru, 29th of March 2019 The Vice Dean of Academic

Dr. Sri Amnah, S.Pd., M.Si NIP. 197010071998032002 NIDN: 0007107005

DECLARATION

The undersigned researcher:

Name: Yetira AnivaStudent Number: 146311051Place/date of birth: Tanjung, December 2nd 1995Study Program: English Education (S1)Faculty: Teachers Training and EducationAcknowledges this thesis is definitely from her very own ideas, except the quotations(directly and indirectly) which were taken from various sources and mentionedscientifically. She is responsible for the data and facts provided in this thesis.

EKANB Pekanbaru, 29th of March 2019 The Researcher, TEMPEL D7BB7AFF7247283 6000 reura Aniva NPM: 146311051

THESIS

GUIDANCE AGENDA

This guidance has been performed for:

Name Yetira Aniva Student Number : 146311051 Study Program : English Language Education : Teachers Training and Education Faculty Head Advisor Dr. Sri Yuliani,S.Pd.,M.Pd

Title : AN ANALYSIS OF COHESION OF TEXTS IN PATHWAY TO ENGLISH TEXTBOOK PUBLISHED BY ERLANGGA

No	Date	Guidance Agenda	Signature
1	march, 22 nd 2018	Revised Chapter I	- WY
2	November, 14 th 2018	Revised Chapter II	NWY
3	November, 27 th 2018	Checked All Chapters	and and
4	December, 04 th 2018	ACC for Seminar Proposal	Syr
5	December, 13 rd 2018	Joined Seminar Proposal	R
6	February, 11th 2019	Took the data	No.
7	march, 11 th 2019	Revised Chapter III	R.
8	March, 27 th 2019	Revisd Chapter IV	Maria
9	March, 29 th 2019	Checked all chapters	NAN NAN
10	March, 29 th 2019	Approved to noin the Skripsi	tor.
		Examination	chi

Pekanbaru, 29th of March 2019 The Vice Dean of Academic

RIALI

Dr. Sri Amnah, S.Pd., M.Si NIP. 197010071998032002 NIDN: 0007107005

THESIS

GUIDANCE AGENDA

This guidance has been performed for:

Name: Yetira AnivaStudent Number: 146311051Study Program: English Language EducationFaculty: Teachers Training and EducationVice Advisor: Fauzul Etfita,S.Pd.,M.Pd

Title : AN ANALYSIS OF COHESION OF TEXTS IN PATHWAY TO ENGLISH TEXTBOOK PUBLISHED BY ERLANGGA

No	Date	Guidance Agenda	Signature
1	August, 10 th 2018	Revised Chapter I	3
2	November, 14 th 2018	Revised Chapter II	3
3	November, 27 th 2018	Checked All Chapters	30
4	December, 04 th 2018	ACC for Seminar Proposal	B
5	December, 13 rd 2018	Joined Seminar Proposal	3.
6	February, 11 th 2019	Took the data	3
7	February, 27 th 2019	Revised Chapter III & IV	3
8	March, 28 th 2019	Revised Abstract	3
9	March, 29 th 2019	Approved to join the Skripsi Examination	2

Pekanbaru, 29th of March 2019 The Vice Dean of Academic

Dr. Sri Amnah, S.Pd., M.Si NIP. 197010071998032002 NIDN: 0007107005

AN ANALYSIS OF COHESION OF TEXTS IN "PATHWAY TO ENGLISH" TEXTBOOK PUBLISHED BY ERLANGGA : Yetira Aniva Name Student Number : 146311051 : English Language Education Study Program : Teacher Training and Education Faculty THE CANDIDATE HAS BEEN EXAMINED MONDAY, 8TH APRIL 2019 THE EXAMINERS COMMITTEE Examiners Head Advisor mos Dra. Hj. Syofyanis Ismail, M.Ed Dr. Sri Yuliani, S.Pd., M.Pd NIDN.0023045901 NIDN.1020077102 Vice Advisor Etfita, S.Pd., M.Pd Yulianto, S. M.Pd Fauzul KANPNIDN.1018076901 NIDN.1030098901 Witnes 5 Shalawati, S.Pd.I., MA.TESOL Muhammad Ilyas, S.Pd., M.Pd NIDN.1021068802 NIDN. 1023027904

Thesis is submitted in partial fulfillment the requirements for the degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, 08th April 2019 Vice Dean of Agademic Dr. Sri Amnah, S.Pd., M.Si NIP, 197010071998032002 NIDN.0007107005

THESIS



BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 8 bulan April Tahun 2019 Nomor : 24, - /Kpts/2019, maka pada hari Senin Tanggal 8 bulan April tahun 2019 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa UNIVERSITAS ISLAM RIAL berikut ini:

Yetira Aniva

- Nama 1.
- Nomor Pokok Mhs 2.
 - **Program Study** Judul Skripsi
- 5. Tanggal Ujian Tempat Ujian ≡6. =7. Nilai Ujian Skripsi Prediket Kelulusan 8.
- ■Keterangan Lain

: 14 631 1051 : Pendidikan Bahasa Inggris : An Analysis of Cohesion of Texts in "Pathway to English" Texbook Published by Erlangga.

:8 April 2019 : Ruang Sidang FKIP - UIR 84,62 (A-)

PEKANBAR

: Ujian berjalan aman dan tertib

Ketua

own

Sekretaris

(Fauzul Etfita, S.Pd., M.Pd.)

(Dr. Sri Yuliani, M.Pd.)

Dosen Penguji :

- 1. Dr. Sri Yuliani, M.Pd.
- 2. Fauzul Etfita, S.Pd., M.Pd.
- 3. Dra. Hj. Syofianis Ismail, M.Ed.
- 4. Yulianto, S.Pd., M.Pd.
- 5. Muhammad Ilyas, S.Pd., M.Pd.
- Shalawati, S.Pd.I., MA.TESOL. 6.







Pekanbaru, 23 Februari 2019

Nomor : 28/ /E-UIR/27-FKIP/2019 : Izin Riset Hal

Kepada Yth. Bapak Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu (PTSP) Provinsi Riau Di

Assalamu' alaikumWr, Wbr. UNIVERSITAS ISLAM RIAU

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau:

: YETIRA ANIVA Nama : 14 631 1051 Nomor Pokok Mhs : Keguruan Ilmu Pendidikan Universitas Islam Riau Fakultas Pendidikan Bahasa Inggris Program Studi Jenjang Pendidikan : Strata Satu (S.1)

Untuk meminta izin melakukan penelitian dengan judul "An Analysis Of Cohesion of Texts In Pathway To English Textbook Published By Erlangga."

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan Rekomendasi izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

M.Si. 04 198910 1001 50 asi Pendd.11110100600810 N:0004125903



PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau JI. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 P E K A N B A R U

Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor: 503/DPMPTSP/NON IZIN-RISET/19653

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Islam Riau, Nomor : 28/E-UIR/27/-FKIP/2019 Tanggal 6 Maret 2019, dengan ini memberikan rekomendasi kepada:

PENDIDIKAN BAHASA INGGRIS

Yetira Aniva

146311051

- 1. Nama
- 2. NIM / KTP

pustak

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0 Ku

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- -

- 3. Program Studi
- 4. Jenjang
- 5. Alamat
- 6. Judul Penelitian

S1 JL.MANUNGGAL PERUMAHAN GREEN PANAM REGENCY BLOK K NO.6 An Analysis Of Cohesion Of Texts In Pathway To English Textbook Published By Erlangga

Dengan Ketentuan sebagai berikut:

Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.

Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru Pada Tanggal : 6 Maret 2019

DPM PTSP COMPANY COMPA

Ditandatangani Socara Elektronik Oleh: KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

EVAREFITA, SE, M.SI Pembina Utama Muda NIP, 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

- 1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- 2. Walikota Pekanbaru
 - Up. Kaban Kesbangpol dan Linmas di Pekanbaru
- 3. Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
- 4. Yang Bersangkutan

UNIVERSITAS ISLAM RIAU FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS Alamat : Jalan Kaharuddin Nasition No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	: Y	etira Aniva
NIM	: 14	631 1051
Hari Tanggal Seminar	: K:	amis/ 13 Desember 2018
Pembimbing Utama	: D	r. Sri Yuliani, M.Pd.
Pembimbing Pendamping	: Fa	uzul Etfita, S.Pd., M.Pd

An Analysis of Cohesion in Reading Texts Presented in the Texbook of Senior High School Grade X Entitled "Pathway to English

Entitied Tallway to English	
REKOMEND	ASI HASIL SEMINAR
1. Judul yang diterima	: Disetujui/Direvisi/ dirubah judul baru
An Analysis of Cohesion of Text	: Disetujui/Direvisi/dirubah judul baru cr in Pathway to English Text book
Published by Erbagga.	
2. Identifikasi Masalah	: Jetas/ Kurang Jelas/ Dirubah
3. Perumusan Masalah	: Jelas/ Kurang Jelas/ Dirubah-
4. Tujuan Penelitian	: Jelas/ Kurang Jelas/ Dirubah
5. Teori Utama dan Teori Pendukung	: Jelas/ Kurang Jelas/ Dirubah
6. Hipotesis Penelitian (jika ada)	: Jelas/ Kurang Jelas/ Dirubah
7. Populasi dan Sampel/ Subjek Penelitian	: Jelas/ Kurang Jelas/ Dirubah
8. Metode dan Disain Penelitian	: Jelas/ Kurang Jelas/ Dirubah
9. Variabel Penelitian	: Jelas/ Kurang Jelas/ Dirubah
10. Instrumen Penelitian	: Jelas/ Kurang Jelas/ Dirubah
11. Prosedur Penelitian	: Jelas/ Kurang Jelas/ Dirubah
12. Teknik Pengambilan Data	: Jelas/ Kurang Jelas/ Dirubah
13. Teknik Pengolahan Data	: Jelas/ Kurang Jelas/ Dirubah
14. Teknik Analisis Data	: Jelas/-Kurang Jelas/ Dirubah
15. Daftar Rujukan / Pustaka	: Relevan/ Kurang Relevan/ Perlu Ditambah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Dr. Sri Yuliani, M.Pd.	Ketua/ Pembimbing Utama	1. A.Y. A
Fauzul Etfita, S.Pd., M.Pd	Sekretaris/ Pembimbing Pendamping	2. 8.
Dra. Hj. Syofianis Ismail, M.Ed.	Anggota	3.42
Yulianto, S.Pd., M.Pd.	Anggota	4.11
Muhammad Ilyas, S.Pd., M.Pd.	Anggota	5.

Ketua Program Studi

<u>Miranti Eka Putri, S.Pd., M.Ed.</u> NPK. 091102367 NIDN. 1005068201 Penata / III C/ Lektor

Pekanbaru, 2018 Diketahui Oleh Wakil Dekan Bidang Akademik

Dr. Sri Amnah. S.Pd., M.Si NPK 1970 10071 998 0320 NDN. 0007 107 005 Sertifikat Pendidik : 13110100601134 Penata. IIIc / Lektor

SURAT KEPUTUSAN						
DEKAN	FKIP	UNIVERSITAS ISLAM RIAU				

NOMOR : 28/ /FKIP-UIR/Kpts/2019

Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP UNIVERSITAS ISLAM RIAU

Menimbang 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang 2. mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan. 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Mengingat 2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi. 3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi. Surat Keputusan Menteri Pendidikan Nasional : 4 Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi. a. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi. b. c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Perpustakaan Universita Belajar Mahasiswa. d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi. c. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi. 5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UIR/Kpts/2016 Tentang Pengangkatan 6 Dekan FKIP Universitas Islam Riau Tanggal.31 Maret 2016. DOK **MEMUTUSKAN** Menetapkan 1 Menunjuk namanama tersebut len dibawah ini E sebagai Pembimbing skripsi 22 ^{DD}No Nama Pangkat / Golongan Pembimbing Dr. Sri Yuliani, M.Pd Penata / IIIc Lektor Pembimbing Utama 2 Fauzul Etfita, S.Pd., M.Pd Penata Muda Tk.1/IIIb Asisten Ahli Pembimbing Pendamping Nama Mahasiswa YETIRA ANIVA MM 14 631 1051 : Program Study : Pendidikan Bahasa Inggris Judul Skripsi "An Analysis Of Cohesion of Texts In Pathway To English Textbook Published By Erlangga." 2. Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal 3. 4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku diUniversitas Islam Riau. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila 5. terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya. Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya. Kutipan : di Pekanbaru estapkan

UNIN



Tembusan disampaikan kepada :

1.Yth.Rektor UIR Pekanbaru

2. Yth. Kepala Biro Keuangan UIR Pekanbaru

3. Yth. Ketua Program Study Pendidikan Bahasa Inggris FKIP UIR Pekanbaru

UNIVERSITAS ISLAM RIAU

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azizi

Jl. kaharuddin Nasution No. 113 Perhentian Marpoyan Telp (0761) 72126 - 674884. Fax (0761) 674834 Pekanbaru - Riau. 28284

DAFTAR PRESTASI AKADEMIK MAHASISWA

- Nama Tempat/Tgl.Lahir NPM Fakultas Program Studi Jenjang Pendidikan
- : YETIRA ANIVA : TANJUNG / 02 Desember 1995 : 146311051 : Fakultas Keguruan Dan Ilmu Pe
 - : Fakultas Keguruan Dan Ilmu Pendidikan : Pendidikan Bahasa Inggris
 - : Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA INDONESIAN LANGUAGE	В	3	2	5
IG13002	BASIC ENGLISH GRAMMAR BASIC ENGLISH GRAMMAR	A-	3.67	3	11.0
IG3004	BASIC ENGLISH GRAMMAR BASIC READING BASIC READING	A-	3.67	3	11.0
IG13005	INTERPRETATIVE LISTENING	C-	1.67	3	5.01
FK1 2001	LANDASAN PENDIDIKAN INTRODUCTION OF EDUCATION	В	3	2	6
BS12001	PENDIDIKAN AGAMA ISLAM ISLAMIC EDUCATION	В-	2.67	2	5.34
MKU601102B	PENDIDIKAN PANCASILA PANCASILA EDUCATION	В	3	2	6
IG 13001	PRONOUNCIATION PRACTICE PRONUNCIATION PRACTICE	B-	2.67	3	8.0
©13003	SPEAKING FOR EVERYDAY COMMUNICATION SPEAKING FOR EVERYDAY COMMUNICATION	B+	3.33	3	9.9
1623010	ACADEMIC LISTENING ACADEMIC LISTENING	A-	3.67	3	11.0
MKU601204	AL ISLAM 1 (FIKIH IBADAH) AL ISLAM 1 (FIQIH IBADAH)	A	4	2	8
IG23012	BELAJAR DAN PEMBELAJARAN TEACHING AND LEARNING ENGLISH	A-	3.67	3	11.0
IG22009	EXTENSIVE READING EXTENSIVE READING	B-	2.67	2	5.3
FK22004	ILMU KEALAMAN NATURAL SCIENCES	A-	3.67	2	7.3
IG23007	INTERMEDIATE GRAMMAR	A-	3.67	3	11.0
IG23006	PARAGRAPH WRITING PARAGRAPH WRITING	C-	1.67	3	5.0
MKU601205	PENDIDIKAN KEWARGANEGARAAN CITIZENSHIP	A-	3.67	2	7.3
IG22008	SPEAKING FOR GROUP ACTIVITIES SPEAKING FOR GROUP ACTIVITIES	B-	2.67	2	5,3
IG22011	VOCABULARY IN CONTEXT VOCABULARY IN CONTEXT	A-	3.67	2	7.3
IG33016	ACADEMIC READING ACADEMIC READING	A	4	3	12
IG33013	ADVANCED GRAMMAR ADVANCED GRAMMAR	B+	3.33	3	9,9
MKU602309	AL ISLAM 2 (FIKIH MU`AMALAT) AL-ISLAM 2 (FIQH MUAMALAH)	B-	2.67	2	5.3
				1	

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LG32018	ENGLISH PHONETICS AND PHONOLOGY ENGLISH PHONETICS AND PHONOLOGY	В	3	2	6
IG23012	ESSAY WRITTING ESSAY WRITTING	B+	3.33	3	9.99
IG32018	INTRODUCTION TO JOURNALISM INTRODUCTION TO JOURNALISM	A-	3.67	2	7.34
IG32017	INTRODUCTION TO LINGUISTICS INTRODUCTION TO LINGUISTICS	В-	2.67	2	5.34
FK32006	KURIKULUM DAN PEMBELAJARAN CURRICULUM AND LEARNING	B-	2.67	2	5.34
IG32019	SECOND LANGUAGE ACQUISTION SECOND LANGUAGE ACQUISTION	A	4	2	8
IG33014	SPEAKING FOR FORMAL SETTING SPEAKING FOR FORMAL SETTING	A	4	3	12
IG43023	ACADEMIC WRITING	A-	3.67	3	11.01
BS42007	AL ISLAM 3 (ULUM AL-QUR`AN DAN HADIST) AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)	В	3	2	6
IG42027	AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST) ASSESMENT IN ENGLISH LANGUAGE TEACHING ASSESMENT IN ENGLISH LANGUAGE TEACHING	В	3	2	6
1 G 42031	BUSINESS CORRESPONDENCE BUSINESS CORRESPONDENCE	В	3	2	6
IG42025	CROSS CULTURAL UNDERSTANDING CROSS CULTURAL UNDERSTANDING	A-	3.67	2	7.34
IG42024	ENGLISH MORPHOLOGY ENGLISH MORPHOLOGY	C+	2.33	2	4.66
IG42026	ENGLISH SYNTAX ENGLISH SYNTAX	B-	2.67	2	5.34
BS42010	ETIKA DAN PROFESI PENDIDIKAN ETIC AND EDUCATIONAL PROFESSION	B+	3.33	2	6.66
IG42028	NEWS AND REPORT WRITING NEWS AND REPORT WRITING	в	3	2	6
B542009	PENGELOLAAN PENDIDIKAN MANAGEMENT OF EDUCATION	В	3	2	6
FK42008	PSIKOLOGI PENDIDIKAN EDUCATIONAL PSYCHOLOGY	В	3	2	6
IG52035	DISCOURSE ANALYSIS DISCOURSE ANALYSIS	A-	3.67	2	7.34
IG52037	EDITING EDITING	B+	3.33	2	6.66
IG52033	ENGL.FOR YOUNG LEARNERS	В	3	2	6
IG52040	ENGLISH FOR OFFICE	B+	3.33	2	6,66
IG53043	EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND. BHS. INGG EVALUATION AND LEARNING ACHIEVEMENT	A	4	3	12
BS52011	FILSAFAT PENDIDIKAN ISLAM PHILOSOPHY OF ISLAMIC EDUCATION	В	3	2	6
IG52032	INTRODUCTION TO LITERATURE	В	3	2	6
IG52036	LINGUISTICS AND LITERARY RESEARCH LINGUISTICS AND LITERARY RESEARCH	B+	3.33	2	6.66
IG52041	MEDIA PEMB. DAN TIK PEND. BHS. INGG TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION	·C+	2.33	2	4.66
IG52034	SEMANTICS SEMANTICS	A-	3.67	2	7.34
IG53042	TELAAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB. PEND. BHS. INGG STUDY ON CURRICULUM AND THEACHING DEVELOPMENT ENGLISH	В	3	3	9
BS62014	BIMBINGAN DAN KONSELING GUIDANCE AND COUNSELING	A	4	2	8

en ini adalah Arsip Milik : n Tiniwarcitae Telam Dian	Ren Contraction of the Contracti	kanbaru, 0 bala BAAK,	122		
	2 Pallas	Jumlah IPK		154 3.32	511.8
BS86016	THESIS THESIS	A-	3.67	6	22.02
IG72051	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS SEMINAR OF ENGLISH EDUCATION	A	4	2	8
BS74015	KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KPLP) EDUCATION FIELD AND PRACTICE	A	4	4	16
IG63047	TRANSLATION TRANSLATION	A-	3.67	3	11.01
IG63050	TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGGRIS THEORY AND PRACTICE MICRO TEACHING OF EDUCATION	A-	3.67	3	11.01
IG62044	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)	A	4	2	8
FK63012	STATISTIK PENDIDIKAN EDUCATIONAL STATISTICS	A	4	3	12
IG62048	SOCIOLINGNISTICS SOCIOLINGUISTICS	B+	3.33	2	6.66
IG62046	PSYCHOLINGUISTICS PSYCHOLINGUISTICS	B+	3.33	2	6.66
IG63049	PENELITIAN PENDIDIKAN BAHASA INGGRIS RESEARCH ON LANGUAGE TEACHING	B+	3.33	3	9.99
BS62013	KEWIRAUSAHAAN DI BIDANG PENDIDIKAN ENTREPRENEURSHIP EDUCATION	A-	3.67	2	7.34

200 Akmar Efendi, S.Kom, M.Kom

ABSTRAK

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Kata kunci: Kohesi, Teks bacaan, Buku teks

Kohesi adalah kenyataan semantik antara satu elemen dan lainnya dalam sebuah teks. Kohesi dibagi menjadi bentuk tata bahasa yang disebut sebagai kohesi tata bahasa, dan pola kosa kata disebut sebagai kohesi leksikal. Tujuan dari penelitian ini adalah untuk mengetahui jenis dan fungsi kohesi yang diterapkan dalam sembilan teks dan untuk menggambarkan keterpaduan teks-teks dari buku teks bahasa Inggris.

Metodologi penelitian ini adalah metode deskriptif kualitatif. Peneliti mengambil sembilan teks dari buku teks bahasa Inggris "Pathway to English" yang diterbitkan oleh Erlangga. Dalam mengumpulkan data, peneliti menggunakan dokumentasi sebagai instrumen penelitian ini. Selanjutnya, dalam menganalisis data, peneliti menggunakan teori Halliday & Hassan dan McCarthy.

Temuan penelitian menunjukkan ada dua jenis kohesi yang digunakan dalam teks bacaan seperti kohesi gramatikal dan leksikal. Mereka adalah referensi 162 item, 3 item substitusi, 2 item ellipsis dan 75 item konjungsi sebagai kohesi gramatikal, dan 22 item pengulangan dan 1 Kolokasi sebagai kohesi leksikal yang digunakan dalam sembilan diskusi membaca teks Pathway to English textbook. Akibatnya, peneliti menyimpulkan bahwa jenis kohesi yang paling dominan yang digunakan dalam membaca teks adalah item referensi.

Dokumen ini adalah

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TABLE OF CONTENT

ACKNOWLEDGEMENT	i
ABSTRACT	ii
TABLE OF CONTENT.	iv
LIST OF THE TABLES	vi
LIST OF APPENDICES	vii

CHAPTER I INTRODUCTION

1.1 The Background of Study 1	l
1.2 Identification of Research	1
1.3 Focus of the Research	1
1.4 Research Question	5
1.5 Objective of the Research	5
1.6 Significance of the Research	5
1.7 Assumption	5
1.8 Previous Studies	б
1.9 Grand Teories.	7
1.10 Research Methodology	3
1.10.1 Method of Research	3
1.10.2 Source of Data)
1.10.3 Instrument of Research)
1.10.4 Data Collection Technique)
1.10.5 Data Analysis Technique 10)

CHAPTER II REVIEW OF RELATED LITERATURE

2.1	Concept of Discourse	11
	2.1.1 Discourse	11

2.1.2 Discourse Analysis	13
2.2 Cohesion	15
2.3 Types of Cohesion	16
2.3.1 Grammatical Cohesion	16
2.3.1.1 Reference	
2.3.1.2 Substitution	
2.3.2.3 Ellipsis SITAS ISLAM	21
2.3.2.4 Conjunction	22
2.3.2 Lexical Cohesion	25
2.3.2.1 Reiteration	25
2.3.2.2 Collocation	
2.4 Textbook	26
2.4.1 Text	30
2.4.2 Text Types	30
2.4.2 Text Types CHAPTER III RESEARCH FINDINGS	
3.1 Data Presentation	41
3.2 Data Analysis	41
3.2.1 Grammatical cohesion	
3.2.2 Lexical Cohesion	76
CHAPTER IV CONCLUSION AND SUGGESTION	
4.1 Conclusion	82
4.2 Suggestion	83
REFERENCES	85
APPENDICES	87

LIST OF TABLE



LIST OF APPENDICES

Appendix 1	
Appendix 2a	94
Appendix 2b	96
Appendix 2c	97
Appendix 2d	
Appendix 2e	
Appendix 2f	100
Appendix 2g	
Appendix 2h	
Appendix 2i	104
Appendix 3 Reference	106
Appendix 4 Substitution	143
Appendix 5 Ellipsis	144
Appendix 6 Conjunction	145
Appendix 7 Reiteration	157
Appendix 8 Collocation	168

CHAPTER I

INTRODUCTION

1.1 Background of the research

English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learned in some levels of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It is said that English is learned for all level of education in Indonesia. However, every language has its own rules and uniqueness, English does too. English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills.

The study about language is called linguistics.s Lingusitics is the scientific study about language and its structure, including the study of morphology, syntax, phonetics, phonolgy, and semantics. Specific branches of linguistics include sociolinguistics, psycholinguistics, neurolinguistics, Discourse, computational lingusitics, historical-comparative linguistics, and applied lingusitics.

This research is about discourse analysis. Discourse analysis is a broad term for the study of the ways in which language is used in texts and contexts. According to cutting (2002:2) Discourse analysis is the quality being meaningful and unified coherence.Discourse analysis is an attempt to discover linguistics regularities in discourse using grammatical, phonological e.g, cohesion and coherence. Cohesion refers to the ties and connections which exist whithin texts that link different parts of sentences or larger unit of discourse. According to Halliday & Hasan (1976) cohesion is the semantic relation between one element and another in a text. Cohesion is created through grammatical and lexical form which is called as cohesive devices. There are two main types of cohesion is based on structural contents includes reference, substitution, ellipsis and conjunction while lexical cohesion which is based on lexical content includes reiteration and collocation. The cohesive devices will help to find the meaning of a text and make it easier for the reader to understand the text as a whole.

To supports teaching and learning activites in schools especially in Indonesia, teachers use textbook as their teaching guidelines. The book used from various sources and publishers as well as from the education authorities itself. In English textbook, there are several kinds of subject matter. One of the subjects is reading. Reading, as one of language skills has a very important role. The students should comprehend the reading for certain purpose, however it needs a practical and suitable method. The idea is supported by the fact that reading now has a part of daily life. Reading can not be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough. Beside so many sources of the texts which can be used, the writer chooses reading texts in English textbook because the students the students must be learn by English textbook. Sometimes, when students are asked to write or read an essay, they are not only required to produce a collection of sentences, but also they required to keep the connectivity of ideas across sentences, caluses, and paragraph. The connectivity of ideas across the sentences and paragraph cannot be kept through Cohesive Devices. The connectivity of ideas is called Cohesion. Cohesion is a factor that indicates wheater a paragraph or an essay is well connected or merely a group of unrelated sentences.

In conclusion, the researcher is interested in anlysing the Cohesion in reading text of English textbook because it's important to comprehend the reading text of English textbook because reading text is very useful in running the reading class. Its mean that the reading text presented in the textbook should be meaningful for the reader. The language that used in the textbook should be comprehensible and has a connection by using connecting word and sentences called Cohesion. The writer realized that it is important to know the Cohesion of the rading text which usually read by the students in order to improve their comprehension in reading a text. For these reasons, the writer presents a research entitled"*AN ANALYSIS OF COHESIONOF TEXTS IN "PATHWAY TO ENGLISH" TEXTBOOK PUBLISHED BY ERLANGGA."*

1.2 Identification of the Research

Based on the background of the research above, the researcher sets the research such as: Cohesion is important in a reading text. The researcher should use cohesive devices to make her own writing is cohesion. These cohesion can connect every words, sentences and paragraphs, so the reading text will be easier to understand. Cohesion consist of how the way that grammatical features are attaced together across sentence boundaries called as grammatical cohesion and how the way vocabulary pattern are attaced together above the sentence level called lexical cohesion, both of them is needed in a text. Grammatical cohesion consists of reference, substitution, ellipsis, and enjunction. While lexical cohesion consists of reiteration and collocation. As a result, it is necessary to analyze cohesion in reading text.

1.3 Focus of the Research

From the identification of the research above, Grammatical cohesion consist of reference, substitution, ellipsis, and enjunction. While lexical cohesion consists of reiteration and collocation. In this research, the researcher focuses on grammatical and lexical cohesion. These grammatical and lexical cohesion can be found in every reading text in order to make the text is cohesion. It is known that, most of schools in Indonesia use "PATHWAY TO ENGLISH" textbook as a main source in teaching and learning. So, the writer wants to know types and functions are used in reading texts of English textbook "PATHWAY TO ENGLISH" published by Erlangga.

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1.4 Research Questions

The problems are formulated as follows:

- What types of Cohesion are found in the texts presented in the textbook of senior high school grade X entitled "Pathway to English"?
- 2) What are the function of Cohesion in the texts presented in the textbook of senior high school grade X entitled "Pathway to English"?

1.5 Objective of the Research

The objectives of the research are to identify the types and analyze the functions of Cohesion in the texts presented in the textbook of senior high school grade X entitled "Pathway to English"

1.6 Significance of the Research

The researcher is expected that this study will be beneficial for any domain in English education. Theoretically, it enriches the field of discourse analysis. Practically, it is hoped thatit:

- May provide valuable information about the Cohesion of the texts in the textbook of senior high school grade X issued by Erlangga entitled "Pathway to English" and may contribute to the evaluation of other texts as language inputs in other textbooks in the same or different level of education.
- 2) Will enhance the researchers knowledge about the field of discourse analysis and trigger her motivation to get involved in the world of linguisticstudy.

- Might spark interest and enthusiasm of other researchers in how this issue could be approached from a different point of view.
- Will add the existing literature for other researchers especially students of English language and educationdepartment.
- **1.7 Assumption**

Based on the researcher's observations, the researcher assumes that cohesion exists in the students English textbook entitled Pathway to English. Every textbook must have some texts that can not be separated from discourse elements, either lexically or grammatically.

1.8 Previous Studies

The research of cohesion have been done before by many reseracher. In this reserach, besides literary books that researcher use to get the ideas, the researcher also gets the idea from some of the previous research :

 Cherly Widya Nofitson (2014) entitled "An Analysis of Cohesive Devices of Headline News in the Jakarta Post". This reseach is exploring cohesion in the Headlines News of the Jakarta Post Newspapaer. The objectives these studies are to know the kinds and the dominant of Cohesive Devices appear in headline news of the Jakarta post. The research design of the research was descriptive qualitataive research. The finding of the research showed that there were 350 data of ties i.e. reference 14%, substitution 29% and ellipsis 86%, conjunction 57% and from lexical such as: repetition 28%, synonym 14%, super ordinate 14%, general word 86% and collocation 71%.

- 2) Ida Ika Syafitri (2017) entitled "An Analysis of Cohesive Devices in Reading Texts". This research was descrpitive qalitative research which described the types and function of cohesive devices in reading text. This reseach described there were two kinds of cohesive devices tht used in the reading texts such as grmmatical and lexical cohesion. They were 137 reference items and 109 conjunction items as grammatical cohesion and 132 reiteration items as lexical cohesion that used in the seven discussion reading texts page 78-122 of Look ahead English textbook.
- 3) Nursia Melvaida (2016) entitled "An Analysis of Cohesion of reading Texts in BEST (Better English Starts Today) Textbook for the Fifth Grade of Elementary school Students Published by Quadra". The objective of this research is to find out the cohesiveness of reading texts in BEST (Better English Starts Today) English textbook forb the fifth grade students of elementary school Published by quadra. After the writer analyzed all of the reading texts. The percentage of grammatical cohesion in terms of reference was 55.72%, substitution was 5.61%, ellipsis was 8.37%, and conjunction was 38.59%. meanwhile, the lexical cohesion in terms of reiteration was 67.62% and collocation was 33.36%.

1.9 Grand Theories

This research uses some theories from some of experts. The theory is used as the basic foundation in reviewing the problems that exist in this research and related to the problem of research that is about the use of cohesive devices elements in a discourse. The theory that researcer uses is theory of McCarty (1991) Halliday and Hasan (1976) which describes the definition and types of cohesive devices. They state that cohesion is divided into two parts, that is grammatical cohesion and lexical cohesion.

1.10 Research Metodhology

1.10.1 Method of Research

This research is a qualitative research. According to Rugaiyah (2016:1), "penelitian kualitatif adalah penelitian tentang riset yang bersifat deskriptif dan cenderung menggunakan analisis."

1.10.2 Source of Data

The data of this research is reading texts presented in the English textbook. The details can be seen in the table as follow:

 Table 1: The Details of texts presented in the Textbook of Senior High School

 Grade X entitled "Pathway to English"

No	Title	Page
1	No title	24
2	No title	41
3	The power of thanks	46
4	No title	57
5	Borobudur Temple	106
6	No title	107
7	The Moon Landing	149
8	The invention of the telephone	152
9	Batu Badaun	187

Dokumen ini adalah Arsip Milik

The source of data is textbook for senior high school grade X entitled "pathway to english". The textbook is published by *Erlangga*, The Department of National Education in Indonesia. The authors are Th. M. Sudarwati and Eudia Grace. The textbook was published in 2016. The amount of pages is 208 pages. It uses School-based curriculum.

1.10.3 Instrument of the Research

The main instrument of this research are the researcher, laptop, and English textbook. It means that the researcher directly involved in collecting, identifying, analyzing, and discussing the data from the textbook. There is no other research instrument to obtain the data. According to Hatch (2002: 53) "the design of qualitative projects must include a description of what the data of the study will be and how they will be collected". To be able to gather the data accurately, the researcher employed the appropriate and suitable instruments. The most appropriate and suitable instruments in this research was the researcher.

1.10.4 Data Collection Technique

The technique of data collection in this study is by documentation. The writer read the forward an english textbook as the soursce of data, then identifying and classifying english cohesion that found in the textbook.

1.10.5 Data Analysis Technique

In this research, the writer analyzed what kind of grammatical cohesion and lexical cohesion in the students English textbook "Pathway to English for grade X of Senior High School. The steps are:

- 1) Collecting the reading texts from the textbook.
- 2) Reading the textscomprehensively.
- 3) Identifying the types of cohesion in the text.
- 4) Analyzing the function of cohesion in the text by using cohesion theory.
- 5) After analyzing, summarized the conclusion.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Concept of Discourse Analysis

2.1.1 Discourse

Before discussing about discourse analysis, we discuss about discourse first. Discourse is one of the studies in linguistics. Discourse is the study about using language based on the context in the spoken or writtent language in communication. Discourse has a wide position than clauses and sentences, because discourse includes an idea and a concept of a text. Discourse can be spoken and written as the the text in discourse.

The study of discourse or discourse analysis is concerned with how speakers combine sentences into boarder speech units. Discourse is the way of combining and integrating language, actions, interactions, and ways of thinking, believing, valuing, and using various symbols, tools and objects to enact a particular sort of socially recognizableidentity.

A discourse, and especially a text, is a sequence of connected sentences or utterances (the form) by which the sender communicates a messages to a receiver (the function). According to Cook (1989: 6) by saying that discourse is language in use for communication. Bahaziq (2016:112) complete that Discourse is spoken or written language includes verbal or nonverbal that has meaning.

Moreover, Harris as cited in Blakemore (2001: 100) agreed that the terms of discourse and a text are interchangeable by stating that discourse can be studied by analogy with sentences. As previously known, a sentence is seen as the highest unit of grammatical structure that tends to determine the way in which cohesion is expressed (Halliday & Hasan, 1976: 8). Sentences generally appear in both spoken and written form. It means that discourse can be studied in spoken form as previous definitions mentioned and one can see that the concept of discourse is also manifested in texts According to van djik (1980) in Wang and Guo(2014 : 1)Text and

According to van djik (1980) in Wang and Guo(2014 : 1)Text and discourse have two differences : the first is the theoretical concept related to the competence of language user's, the second is general terms. Wang and Guo adopts the idea that text and discourse are two different expressions.

"Discourse is used as a coherent combination of sentences or sentence fragments that is the result of communication interacted between participants, whether speaker and listener or writer and reader. While text only refers to written discourse. Here one point should be paid attention to is that where the work of another linguist is discussed, the author has tried to use whichever term he or she originally used."

The form of discourse can be anything, from simple words, conversations, announcements and texts. What matter is whether discourse communicates something and is recognized by its receivers as coherence (Cook, 1989: 7). Coherence refers to the feeling that a text hangs together (McCarthy 1991: 26). Coherence can be known by looking at discourse features. The language features of discourse include the grammar and vocabulary, and the context embedded in thelanguage.

Based on the several statement above, it can be conlude that discourse refers to a unit of language longer than a single sentences. Discourse is a sequence
of language even spoken and written form that has form and meaning. It needs to maintain the relationship each other and turn-taking idea in communication.

2.1.2 Discourse Analysis

As previously mentioned, discourse represents how people use the language in communication process and looking at its pattern can reveal the society convention and manner in exchanging information. However, to know the pattern of various discourse and what makes them coherence is not easy as it seems. There are many factors to be considered in the investigation. The investigation process itself is called discourse analysis.

Discourse analysis is a study that analyzes the language used naturally, both in written or spoken form. The study of discourse can be structurally by linking text and context. According to (McCarty, 1991 : 5) discourse analysis is the study of the relationship between language and the contexts in which it used. In addition, Seno (2016:16) stated that discourse analysis is the science study about the discourse, organization above the sentence or clause and the unuts of largest grammar either in spoken or written forms, including social context interaction between speaker and listener.

Brown G Yule (1983:1) who defines discourse analysis is the analysis of language in use. Furthermore, discourse analysis can be defined by means of looking at the requirement of good discourse. One of which is having coherence. This is because discourse is acceptable to the extent that it exhibits coherence relations between its segments (Blakemore, 2001: 101). Thus, Discourse analysis is also regarded as the search for what makes discourse coherence (Cook, 1989:6). The guide to coherence can be seen through the cohesion of the text (McCarthy, 1991:26).

Meanwhile, based on Renkema (2004:1) discourse analysis is the discipline or analysis of the relationship between form and function of language in verbal communication. In addition, according to Stubbs (1983) in prayudha (2016) stated that discourse is a study of the organization of language above sentence or above clause, and therefore to study larger linguistic units, such us conversational exchanges or written texts.

The data for discourse analysis are varied. They can be recording of informal interview, subtitles of movies, language in the advertisement on TV, and the like. By analyzing them, one can see how people produce spoken discourse in a certain context of communicative events. However, discourse analysis is concerned with not only the description and the analysis of spoken discourse, but also those of written discourse (McCarthy, 1991: 12). People communicate meaningfully through written discourse whose sentences are linked coherently in particular ways. People read articles, manuals, comics, billboard and so on. Both spoken and written discourse take different ways of analysis.

In conclusion, discourse analysis is the study that examines or analyzes the language use naturally, both in written and spoken forms. A study of a discourse can be done structurally by connecting between text and context. Discourse analysis also the substantial study about humans communications and the function of the context which help people to convey the message of their mind and ideas. It is a way in representing how to deliver the ideas, to express the emotion.

2.2 Cohesion

Based on Renkema (2004:49), cohesion is the connections which result when the interpretation of textual element in the text. In addition, Widdowson (2007:45) in altikitri&Obaidat (2017) states that the term "cohesion" is a linguistic connection that enables torecognize unity in a text such as that between pronouns and the earlier noun phrase.According to Halliday & Hasan (1976:2), The concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text.

Cohesion is all about the relation of meaning in a text. It defines something as a text because a text is unit of meaning, not a form. It is the source of the text that has a range of meanings related to what is being spoken and written to its semantic environment(Jabeen, et al., 2013:139). Cohesion refers to the grammatical and lexical elements on the surface of text which can from connections between parts of the text.

Cohesion is analyzed in the form of sentence. It is because a sentence is the highest grammatical structure and tends to determine how cohesion is expressed. For example, when the same entity is being referred twice, there are rules governing whether the second entity will be named again or referred by pronoun. Cohesion connects any passage or speech to function as a text form its explicit semantic relation. If it cannot be seen, it is not a text, instead the sequences of unrelated sentences. As cited in Janjua (2012: 149-151), the function of cohesion is to differentiate a text from the collection of unrelated sentence. Also, it knits the semantic pattern of a text that shapes the meanings. In addition, Alarcon and Morales (2011) stated that cohesion refers to the linguistics features which help make a sequence f sentences a text.

2.3 Types of Cohesion

Halliday and Hasan (1976) classify cohesion into grammatical and lexical cohesion. The grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion includes repetition and collocation (Halliday & Hasan, 1976; Janjua, 2012; Kafes, 2012; Li, 2013).

2.3.1 Grammatical Cohesion

The grammatical cohesion is established by use of the grammatical elements of the text that expresses the semantic links within and between the sentences. It includes reference, substitution, ellipsis, and conjunction.

2.3.1.1 Reference

Based on Bahaziq (2016:113) quoted from (M.Bloor & T. Bloor, 2013) Reference can be identified as the situation where one element cannot be interpreted semantically except it is referred to another element in the text. And Witte and faigly (1981, p: 237) Reference deals with semantic relationship. There are certain items in every language which have property reference. Halliday and Hasan have special term for situational reference. They refer to as Exhopora, or Exhoporic reference, and they contrast it with Endhoporic as general term of reference within thetext



According to Bahaziq (2016:113) Exophoric reference requires the reader to conclude the references that are interpreted by looking outside the text in the closest environment shared by the reader and the writer the reader and writer.

For example :

a. "That is a wonderful idea!". (Bahaziq:2016)

To retrieve the meaning of *that*, the reader must look outside the situation).

Besides that, endophoric reference lies within the text itself. It is classified into two classes: anaphoric and cataphoric. "Anaphoric reference is where a word or phrase refers back to another word or phrase used earlier in the text". (Bahaziq:2016)

for example:

b. "Amy went to the party. She sat with Sara".

She refers back to *Amy*; therefore, *she* is an anaphoric reference. (Bahaziq:2016)

Cataphoric reference looks forward to another word or phrase mentioned later in the text. For instance in the following sentence,

a. "As soon as he arrived, Mike visited his parents."

he is a cataphoric reference that looks forward to Mike). (Bahaziq:2016)

Halliday and Hasan (1976: 37) divide reference into three types, namely: personal reference, demonstrative reference, and comparative reference.

2.3.1.1.1 Personal reference

Personal reference is reference by means of function in the speech situation, through te category of person (Halliday and Hasan 1976:37). The personal category includes the three classes of personal pronouns, possesive determiners and possesive pronouns.

Example :

a) *The boy* can't find his mother. *He* becomes very sad.
He refers to *the boy*.

2.3.1.1.2 Demonstrative references

Demonstrative reference is reference by means of location, on a scale of proximity (Halliday and Hasan 1976:37). It can be functioned as head, modifier, and adjunction. "this" and "that" refer to singular participant, while "these" and "those" refer to plural participant. On the other hand, "here" and "there" are related to the place, and "now" and "then" are related to time.

Example :

a) "There is a new park in Pekanbaru called *Taman putri kacamayang*. We can go *there* on this weekend"

There in the example above are the demonstrative references of the Taman ERSITAS ISLAM RIAU

putri kaca Mayang.

Comparative references 2.3.1.1.3

Comparative reference is indirect reference by means of identity or similarity (Halliday and Hasan, 1976:37).

Example:

a) He's a *better* man *than* I am.

In the example means *he* is better than I am.

2.3.1.2 Substitusion

Substitution is a relation between linguistics item, such as words or phrases or in the other word, it is a relation on the grammatical level, the level of grammar and vocabulary, or lingistics form it is also usually as relation in the wording rather than in the meaning. The criterion is the grammar function as a noun, as verb, or as a clause. According to Bahaziq (2016) Substitution occurs when an item is replaced by another item in the text to avoid repetition. Three types of substitution namely nominal, verbal and clausal substitution.

2.3.1.2.1 Nominal substitusion

The elements of nominal substitution are *one, ones* and *same/so*. The substitution one/ones always function as head of a nominal group, and can substitute only for an item which is itself head of nominal group.

Example :

NERSITAS ISLAM RIAL

a) This car is old. I will buy a new one.In sentence *one* is the substitution for *car*.

2.3.1.2.2 Verbal substitution

The verbal substitution in English is *do*. This operates as the head of a verbal group, in the place that is occupied by the lexical verb, and it is alaways in the final posititon in the group.

ANBARU

Example :

a) I challenge you to win the game before I do.

Do is substitution for win the game.

2.3.1.2.3 Clausal substitusion

The words used as substitution are *so* and *not*. There are three environments in which clausal substitution take place: report, condition and modality. In each of the environments it msy take either of two forms, positive or negative; the positif expressed by so, the negatiave by not.

Example :

- a) Do you think the teacher is going absent tomorrow?
- b) No. I don't think *so*.

In the example, so substitutes going to be absent.

2.3.1.3 Ellipsis

Ellipsis is omitting some items of the text that are clearly understandable by reader and it is not need to be repeated. In the other word ellipsis is substitution by zero. In this type of cohesive we need to know the context of situation. Without context it can't be understood.

Addition, McCharty (1991:43) explained that "Ellipsis is the omission of elements normally required by the grammar which the speaker / writer assume are obvious from the context and therefore need not be raised". McCharty in his book said that there are three types of ellipsis: nominal, verbal, and clausal.

2.3.1.3.1 Nominal ellipsis

Nominal ellipsis is the omission of noun head within nominal group. McCharty (1991:43) "Nominal ellipsis often involves omission of noun headword".

Example:

a) My brother like sports. In fact, both(1)love football.

In the second sentence, the nominal my brothers is omitted.

2.3.1.3.2 Verbal elipsis

Verbal ellipsis is the omission of verb head within verb group.

Example:

- a) Have you been studying?
- b) Yes. I have

2.3.1.2.3 Clausal elipsis

McCharty (1991:44) "with clausal ellipsis in English, individual clause elements may be omitted; especially common are subject-pronoun omissions ('doesn't matter', 'hope so', 'sorry', 'can't help you', etc)."In the example mentioned below, the clause writing on the board is excluded in B. A: Who is writing on the board?

B: Alice is [0]. [0: writing on the board]

2.1.2.4 Conjunction

Conjunction is signal relations of idea. McCharty (1991:46) "Conjunction is presupposing a textual sequence, and signals a relationship between segments of the discourse". Conjunction can be single-word, phrasal and clausal. McCharty (1991:47) explain it bellow:

"In fact it is not at all easy to list definitively all the items that perform the conjunctive role in english. Single-word conjunctions merge into phrasal and clausal ones, and there is often little difference between yhe linking of clauses by single-word conjunction, a phrasal one, or a lexical item somewhere in the clause"

2.1.2.4.1 Additive

Additive refers to a type of cohesion that structurally appears and coordinates each other. It means that it depends on the structure of the sentence. It

functions to add the existing information by the virtue of coordination. They are tied to structural coordination and express the succession of two independent elements. Under this heading, the source of cohesion can be derived from the comparison of the semantic similarity between what is being said and what has gone before. Examples of additive conjunctions are, *and*, *likewise*, *furthermore*, *in addition*, etc.

Example :

1) And in all this time he met no one.

2.1.2.4.2 Adversative

Adversative refers to the contrary expectation. The connection in the adversative relation is gained by contrasting expectation which is derived from what is mentioned before. The expectation can come from the text or speaker-hearer configuration. This type of conjunction is expressed by words such as, *but*, *however*, *in contrast*, *wherea*, *instead*, etc.

Example :

a) He showed no pleasure at hearing the news. *Instead*he looked even gloomier.

The word *instead* connects the information mention before by means of correcting the meaning. At first, the expectation that is derived from the first sentence is that he would like to be sad because he expressed no pleasure. Then, the correction comes that he is not sad, even his face looked gloomier. The word *instead* clearly shows that there is a contradiction in terms of expectation and it connects the sentences by means of correcting the meaning.

2.1.2.4.3 Causal

Causal relation represents one of cause and consequence. It means that one clause becomes the cause and the rest is the consequence. It involves the interpretation form the readers of the text to distinct them. That is why the clear-cut is difficult to be presented. In fact, causal relation includes result, reason, and purpose to form a cohesive chain. They are characterized by the use of items such as,*so, thus, therefore, because*, etc.

Example :

1) So by night time the valley was far below him.

2.1.2.4.4 Temporal

Temporal relation represents the sequence of time. It exists when the events in the text are related in terms of timing of their occurrence. The relation can be determined by the particular stage that communication process has reached. What makes temporal relation different from all types of conjunction is it occurs in correlative form. It means that it can occur with cataphoric expression in one sentence. As previously mention, cataphoric tendencies refers to the way of referring by means of pointing forward. It best represents by the words such as *first, first of all, to begin with, soforth.finally, then, soon, at the same time, etc.* Example :

1) *Then*, as duck feel, he sat down to rest.

2.3.2 Lexical Cohesion

Lexical cohesion is connection based on the word used in written discourse. McCharty (1991:65) said that lexical cohesion is "Related vocabulary items occur across clause and sentence boundaries in written text". Based on Halliday and Hasan in McCarty's book (1991:65) Lexical cohesion can be classified into two types; reiteration and collocation.

2.3.2.1 Reiteration

Reiteration means either restating an item in a later part of the discourse by direct repetition or else reasserting its meaning by exploiting lexical relations" (McCharty, 1991:65). The forms of reiteration are repetiton, synonymy, antonym, and superordinattion (hyponymy and meronymy). Based on Bahaziq (2016:14) :

a. Repetition is the restatement of the same lexical item.

Example : Anna ate the *apple*. the *apple* was fresh.

b. Synonymy is used to to refer to items of similiar meanings.

Example : *Attractive* and *beautiful*

c. Antonymy is the relation between items opposite meanings

Example: *Hot* and *cold*

d. Hyponymy refers to items of general specific.

Example: *vehicle* is the co-hyponym of *car*

e. Meronymy is a whole part relationship between items.

Example: *cover* and *page* are co-meronyms of the items *book*. In other words, *book* is the superordinate item of *cover* and *page*.

2.3.2.2 Collocation

Collocation is words that adjoined, it has entity association. Based on McCharty (1991:65) collocation is "refers to the probability the lexical items will co-occur". It includes combinations of *adjectives and nouns* such as, 'fast food', *verbs and nouns* such as, 'run out of money', and other items such as, 'men' and 'women' (Bahaziq:2016).

2.4 Definition of Textbook

An English textbook has an essential role in English as a foreign Language (EFL) classroom. The use of English textbooks has a prominent merit for both teacers and students. According to Hornby (1995:893) textbook is a book giving isntruction in a branch of learning. Meanwhile, based on Hamilton (1990), Textbook is may be any book or a book substitute, including hard-cover or paperback books, workbooks designed to be written in and use up, certain newspaper, news magazine and manuals which a student is required to use as a text or a text-substitute in a particular class or programme as a primary source of study material intended to implement a major part of the curriculum.

Based on Cortazzi and Jin (1999) in Bojanic and Topalov journal, states :

"refer to a textbook as a teacher, a map, are source, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured programme and it guides students and teachers to follow the steps taken in previous lessons. A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose."

A. Advantages and disvantages of textbook

Several advantages and disvantages of textbook. The use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use. Among the principal advantages are:

1. They provide structure and a syllabus for aprogram.

Without textbooks a program may have no central core and 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 are paced appropriately.

4. They provide a variety of learning resources.

Textbooks are 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 teaching rather than material's production.

6. They can 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.

8. They are visually appealing.

Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

However there are also potential negative effects. For example:

1. They may contain inauthentic language

Textbooks sometimes present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

2. They may distort content.

Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm. 3. They may not reflect students' needs.

Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation.

4. They can deskill teachers.

If teachers use textbooks as the primary source of their teaching leaving the textbook and teacher's manual to make the major instructional decisions for them the teacher's role can become reduced to that of a technician whose primarily function is to present materials prepared by others.

5. They are expensive

Commercial textbooks may represent a financial burden for students in many parts of the world.

Both the benefits and limitations of the use of textbooks needs to be considered, and if the textbooks that are being used in a program are judged to have some negative consequences, remedial action should be taken, e.g. by adapting or supplementing books or by providing appropriate guidance and support for teachers in how to use them appropriately.

2.4.1 Text

In linguistics, the word text refers to any spoken or written passage that form a unified whole. It is not defined by its size. It is best regarded as unit of meaning, not a form since a text can be a single sentence or the integration of sentences. The meaning is encoded in sentences (Halliday & Hasan, 1976: 1-2). A text has texture that distinguishes it from the sequences of unrelated sentences. Texture is a property of being a text that reflects the unity of a text. Texture is provided by cohesive relation that exists within and between sentences (Halliday & Hasan, 1976: 2-3).

According to Anderson & Anderson (1997), a text is created by putting words together to communicate meaning. The choice of words will depend on the purpose and context in creating a text. There are two categories of texts, namely factual and literary. Factual texts present information on ideas that aims to show, tell or persuade the audience. There are seven main text types in this category, namely recount, explanation, discussion, information report, exposition, procedure, and response. Meanwhile, literary texts are created to appeal imagination and emotion of their readers. It includes fairy tales, song lyrics, mimes, soap operas, and so on. There are three main types of this category, namely narrative, poetic anddramatic.

2.4.2 Text types

2.4.2.1 Narrative text

The narrative text type is a tool to help human to organise their ideas and explore new ideas and experiences. Anderson (1998) sates that a narrative is a text that tells a story and, in doing so, entertains the audience. Narratives represent storied ways of knowing and communication (Hinchman and Hinchman, 1997). The ability to process the standard element of a narrative seems to be genetically hard wired into the human system; parents teach language to every young child by telling them stories. Examples of narrative text are comedy, mystery, romance; horror is some of the commoner types.

a) Structure Feature

The structure of narrative text consists of four parts: orientation, complication, resolution, and conclusion. Orientation means to introduce the participants or the characters of the story with the timeand place set. Orientation actually exists in every text types though it has different term. Complication is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication. Resolution is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Like complication, there are *major complication* and *minor complication*.

b) Language Feature

The language feature of narrative which consists of specific participant (noun and adjective), action verb, time words (connect events to tell when they occur), descriptive words (words to portray the character and setting).

2.3.2.2 Dramatic Text

A dramatic text uses acting to communicate ideas and experiences. Dramas can be spoken or written. They may have set lines or the actors can improvise (make up the lines as they go along). The purpose of drama is to express the dramatist's ideas so as to make the audience think about life. Drama uses dialogue (spoken words), actions and visual elements (facial expressions, costumes, set, etc.) to help communicate meaning. Examples of dramatic text are film scripts, soap opera, stage settings, improvisation, and street theater.

a) Structure Feature

Written dramatic often start with a title. The introductory paragraph or orientation. This paragraph introduces who, when, and where. The following body paragraphs will rising action; this paragraph explains events and interaction between characters. Next is climax, it is explains the high point of the drama. Following climax is falling act. This paragraph explains that what has the taken place during climax. And the last paragraph is conclusion; this paragraph is where the writer or speaker can give personal opinion about the topic or event. The writer or speaker may also comment about on topic.

b) Language Feature

Language feature of dramatic text which consists of proper nouns, past tense, timeless present tense, and technical terms.

2.3.2.3 Response Text

A response is a text that gives a person's response (judgment, opinion, reaction) to another such as a book, film or poem. The purpose of a response is to describe the artistic work and provide a judgment about it. Examples of response text are book reviews, movie reviews, CD review, television critics' response, and art critics' response. This text has following part explains there features:

a) Structure feature

The introductory paragraph of the text provides the context for the work. Details such as the name of the text, who wrote/painted it and when, and brief synopsis can be included in this section. The body paragraph includes description. This paragraph describes in detail key features or significant events in the text. The last is judgment. This paragraph provides a personal response to the text and can include some recommendation about the text

b) Language feature

Language feature of response text consists of present tense, cmodality (words express judgments and writer attitudes), and descriptive words.

2.3.2.4 **Explanation Text**

Explanation text is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena. Explanation commonly uses the passive voice in building the text. It is used such as in a scientific written material. It is describe 'how' and 'why' about the forming of the phenomena or event happens. How to tornado is the example of explanation text. it uses passive pattern in describing the thing. This text has following part explains there features:

a) Structure features

An explanation can be written or spoken. When written, an explanation needs a title or heading. This will tell the reader what the text is about. The introductory paragraph introduces the topic with a general statement. This paragraph explains what is covered in the text. The body paragraphs will use facts to help answer the question stated in the introduction. The body is also called the explanation sequence. This is the most important part on an explanation and should be well organized and easy to understand. And the conclusion ends the explanation. This paragraph is often used to re-state the problem and solution.

b) Language feature

The language feature of explanation text which consists of technical language, words show cause and effect (so, because, result in, causes), action verb, passive voice, *and present tense*.

2.3.2.5 Procedure Text

Procedure text is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series. Procedure is commonly called as an instruction text. It uses a pattern of command in building the structure and uses the "to infinitive verb" which is omitted the "to" as well. Procedure text describes about the ways to do or to make something by steps. It usually gives point to make something by use of time words or number and action verb. For example, firstyou do this, and then you do that. Each step must be clearly and explicitly written so that the reader can carry out the same activity.

Anderson (1998) says that a procedure, therefore, is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done. Examples of procedure texts are Recipes, directions, instruction manuals. This text has following part explains there features:

a) Structure feature

Procedures must include all the information needed to achieve the end result. If part of the procedure is missing, then it will be very difficult to achieve the end product. Each procedure should have a title that states what the procedure is about. Many procedures will have a short introduction. This paragraph usually outlines the goal of the procedure. Most procedures will have a list of equipment, materials or ingredients that are needed in order to achieve the outcome. A baking recipe, for example, will have a list of ingredients and cooking materials that are needed. The steps of the procedure break down the process so it is easy to understand. All the steps are given in chronological order (in the order they need to be done).

b) Language feature

The language feature of procedure text which consists of technical language, sentences begin with verbs and commands, time words or numbers, and action verb.

2.3.2.6 Exposition Text

An exposition is to advance or justify an argument or put forward a particular point of view. Exposition is to state a position with respect to an issue and argue a case for or against. Examples of exposition text are advertisements, editorials, spoken arguments, and legal defenses. This text has following part explains there features:

a) Structure Feature

Exposition can be either written or spoken. Often, an exposition isfirst written down before being presented orally. An exposition shouldhave a title. This will introduce the topic of the text and may even showthe writer's point on the topic. The first paragraph is the introduction. This is where the writer statesthe topic that is addressed in the text. The introduction is importantbecause this is where the writer established the point of view of the exposition. The following body paragraphs are used to make differentpoints, called claims, about the topic. Each paragraph addresses one partof the exposition topic. Each paragraph will make a point, give the reasonfor that point and then provide evidence for that point.

And the last conclusion is used to re-state the writer's point of view on a certain topic. This is where the writer sums up the ideas discussed in the text. A conclusion can also address and respond to another point of view on the topic.

b) Language feature

The language feature of exposition text which consists of modality (attitude), emotive word (express feeling and thinking), verb having and Being.

2.3.2.7 Information Report text

Information report is contains a set of logical facts without any personal involvement (personal opinion) the authors. Anderson (1998) state that: "Information report is a piece of text that presents information about a subject. An information report is used as away to gain a better understanding about living or non-living subject. The subject is usually general rather than particular.

The purpose of this text is to presents information about something in general, which includes a variety of things/object exist in nature phenomena around us. You would use this type of text if you had to give a lecture on a topic or write about such things as computers, sport or natural disasters. Example of information report text: lectures, references articles, textbook, and research assignment. This text has following part explains there features:

a) Structure feature

Formal written information reports usually follow a very specific. The first part of an information report is the title of the report. This will tell the reader what topic is covered in the report. The first introductory paragraph, known as the classification, explains the aspects of the topic that will be covered in the report.

The following information is contained in the body paragraph. This is where the topic of the report is covered in more detail. These paragraphs use factual information to give the reader a better understanding of the topic. Often, these paragraphs are broken up by sub-headings to help organize the information. The conclusion of an information report gives any final details or facts about the topic. It may also be used to review what the report was about.

b) Language feature

The language feature of information report text which consists of technical language related to the subject, timeless present tense, and generalized term.

2.3.2.8 Recount Text

Recount text is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. This text is written with the purpose to reconstruct past experiences by retelling events and incidents in the order in which they have occurred. In exploring how text work (Derewinka, 1990:15-17) there are three types of recount text. They are personal recount, factual recount text, and imaginative text.

According to Anderson (1998) says that a recount is a piece of text that retells past events, usually in the order in which they happened. A recount tells about something that happened in the past. This text has following part explains there features:

a) Structure feature

A well-structure recount includes details of the event or topic and personal opinions. Written recounts often start with a title. Letters and journal entries do not usually have a title. Oral recounts might have a title if you are giving a presentation. If you are just talking with friends a title is not usually needed.

The introductory paragraph, or orientation, of a written recount introduces the topic or event. This paragraph introduces who, what, where, when, why and possibly how. The following body paragraph will recount the sequence of event. This is where the recount is told in chronological order (the order that the events happened). The conclusion, or re-orientation, is where the writer or speaker can give personal opinions about the topic or event.

b) Language feature

The language feature of exposition text which consists of proper nouns, descriptive words (who, what, when, where, and how), past tense, and words that show the order of events.

2.3.2.9 Discussion Text

A discussion is used to show different point of view on a certain topic. A discussion usually includes reasons and evidence for each of the perspectives (view). A discussion can be used to share different views. It can be used to reach an outcome on a topic that has many different perspectives.

Discussion can be spoken, such as a debate, or written, such as newspaper articles or group emails. The purpose of a discussion text is to present argument and information from differing viewpoints. Examples of discussion text aredebates, essays, newspaper articles, and letters to the editor. This text has following part explains there features:

a) Structure feature

The structure of a discussion varies depending on what type of discussion it is. For discussions that are part of a conversation, the structure is usually relaxed. Each person gets a turn to speak while others listen. A debate is more structured so that the audience can follow it. A written discussion must also be structure so that the reader can follow it. Most discussions will have a title. This will tell the reader, or listener, the topic that will be discussed. The title is usually neutral and does not show any of the different perspectives.

The introductory paragraph includes the opening statement. This statement presents the topic and gives some facts about the topic. This is also where the author must say that there are many different opinions that will be discussed. The body paragraphs are used to present the discussion. Each paragraph should address a different perspective, or part of a perspective, on the topic. Each perspective should also be supported by reason and evidence. The conclusion is used to sum up the topic of discussion. The concluding statement presents any decision that have made about the topic. Sometimes a final decision is made, and sometimes there are several decisions that are made.

b) Language feature

The language feature of discussion text consists of generic human participant, generic non human participant, simple present tense, modality, and mental verb.

CHAPTER III

RESEARCH FINDING

3.1 Data Presentation

In this chapter, the researcher presents the research finding and the analysis of the data. The indicator that analyzed by the researcher were Grammatical cohesion and Lexical cohesion. The researcher analyzed the data and classified it into several types, they were Grammatical cohesion includes reference, substitution, ellepsis, and conjunction, and Lexical cohesion includes reiteration and collocation. After classifying all types of Grammatical and Lexical cohesion, the researcher described the function of each Grammatical and Lexical items of students English textbook. There were 9 texts of student's the students English textbook that the writer analyzed by using Halliday & Hasan (1976) and McCarthy (1991) theory.

3.2 Data Analysis

In this research, The researcher analyzed and classified the types of data and describe the each function. The researcher analyzed 9 texts of the textbook "Pathway to English" by applying the Halliday & Hassan and McCarthy theory.

3.2.1 Grammatical Cohesion

The grammatical cohesion is established by use of the grammatical elements of the text that expresses the semantic links within and between the sentences. It includes reference, substitution, ellipsis, and conjunction.

3.2.1.1 Reference

Halliday and Hasan (1976: 37) divide reference into three types, namely: personal reference, demonstrative reference, and comparative reference. Personal reference includes : I, you, we, they, she, he, it, one, my/mine, your/yours, our/ours, his/her, their/theirs, its, one's. Demonstrative reference includes : this/that, these/those, here/there. And Comparative reference includes : same, identical, similar(ly), such, different, other, else.

A. Personal reference

- a. Text 1
- (1) [1] Hello! My name is thomas.

In the text 1, the sentences [1] "my" is the possessive determiner. It refers to the writer and it is an object. And it is called cathaporic reference which interpretation to the "Thomas" as a singular noun of person.

- (2) [2] I'm 16.
- (3) [3] I live in stockholm, the capital of sweden, but I only moved here 5 years ago when my father was relocated for his job.
- (4) [4] Before that I live in gothenburg.
- (5) [5] I have a brother, Alexander who is 19.
- (6) [6] **He** is studying law at stockholm university.

In sentences [2], [3], [4], and [5], there are some personal reference that found in the text 1. I in the sentences are personal pronoun and it has function as subject. The word "I" is cathaporic reference which interpretation to the "Thomas" as a singular noun of person. Meanwhile, in he data [3] "I live in stockholm, the capital of sweden, but I only moved here 5 years ago when my father was relocated for his job." "my" is the possessive determiner. It is cathaporic reference which is interpretation "Thomas". And "his" is possessive determiner. It is interpretation of "my father". The word "he" is personal pronoun whis refers to "Alexander". And it is anaphoric reference.

- (7) [7] My father works as a computer analyst.
- (8) [8] My mother used to work as a computer analyst too, but now teaches at the KTH Royal Institute of Technology.

In the text 1 sentences [7] and [8], "my" refers to the writer. It is possessive determiner, and it is called cathaporic reference which is to interpretation "Thomas".

- (9) [9] Growing up around parents who worked with computers, I became interested in computer too.
- (10) [10] I had my first computer on my seventh birthday.
- (11) [11] I only used it for playing games and doing my homework, but then I realized there are a lot of things that I could do with it.
- (12) [12] My parents indtroduce me computer programming and now I can program in pascal, C++ and HTML.
- (13) [13] I've made several program and uploaded them on my site.
- (14) [14] I dream to be a programmer.

In the sentences [9], [10], [11], [12], [13], [14], "T" are personal pronoun, and the function as subject. The word "T" is cataphoric reference which is interpretation "Thomas as a singular person. Meanwhile, in the sentences [10], [11], [12], and [13], "my" as a possessive determiner. "my" is cataphoric reference whis is interpretation "Thomas". Meanwhile, "it" is personal pronoun as object, and its kind of anaphoric reference which refers back to preceding sentence of the text to interpretation of "computer." And "it" in the sentence is personal pronoun and kind of anaphoric reference which is refers back to the preceding sentence of text interpretation of "computer".

(15) [15] Aside from programming, I also like listening to music.

(16) [16] I like listening to bruno mars and ellie golding.

(17) [17] I bought all of their albums and would like to go to one of their concerts one day.

In these 3 sentences above, "I" are personal pronoun, and its cataphoric reference which is interpretation "Thomas". Meanwhile, the word "their" in sentences [17] is possessive determiner and called anaphoric reference which is refers back to "Bruno mars and Ellie golding". The word "Bruno mars and Ellie golding" in the sentences is plural noun. The function of it is to changed into possessive determiner.

(18) [18] My other hobby is playing sports.

In the sentence [18], "my" is possessive determiner that has function as subject, and it is called cathaporic reference which look forward the text for interpretation thomas..

- (19) [19] I like playing soccer, swimming, and snorkeling.
- (20) [20] I have played in several local tournaments and even won several trophies for individual and team competitions.

(21) [21] I also like reading books and watching movies.

In the sentences [19], [20], [21], the word "I" are personal pronoun, and its cataphoric reference whics is interpretation "Thomas".

(22) [22] I love stories and movies with fantasy element in them, especially novel by J. J. R. Tolkien and their movie adaptations.

In this sentence, the word "I" are personal pronoun, and its cataphoric reference whics is interpretation "Thomas". Meanwhile, "them" is personal pronoun and it is anaphoric reference which is refers back to the "stories and movies". And the word "their" is possessive determiner which is refers to "J.J.R. Tolkien. And its kind of anaphoric reference.

(23) [23] Thats why I also got hooked on playing "middle earth".

The word "I" in the sentence above is personal pronoun. It is kind of exophoric reference. Exophoric refrence is the interpretation of reference in the context or outside of the text. Moreover, based on context of the texts, reference "I" refer tp the writer. (24) It's a game based on books by Tolkien.

"its" in the sentence is possessive determiner as object, and its kind of anaphoric reference which refers back to preceding sentence of the text to interpretation of "middle earth."

- (25)[25] I usually play it with my friends on the weekend, when I'm not busy with homework or my other hobbies.
- (26)[26] I'm currently working toward my dream to study computer science at MIT or UC in the US.
- (27) [27] So, in addition to learning about computer, I'm also taking general and academic english lessons.
- (28) [28] After graeduating in three years, I will apply for scholarships.
- (29) [29] I study hard every day in the hope that I will achieve my dream.

ANRA

In the 5 sentences above, "I" are personal pronoun, and the function as subject. The word "I" is cataphoric reference which is interpretation "Thomas" as a singular person. The word "my" in sentences [25], [26], and [29] as a possessive determiner. "my" is cataphoric reference whis is interpretation "Thomas".

b. Text 2

(30) [30] You have given me two decades of happines and joy, but I don't think I have expressed my appreciation to you.

In the sentence, the types of personal pronoun that found are "you", "me", and "I". "you" and "I" is personal pronoun and it is called exophoric reference. "me" is possessive determiner, and it is also called exophoric reference which is outside of the sentence and does not give contribution to the cohesion within a sentence. But we still can understand that you, me and I refers to the writer and the reader.

(31) [31] That's why I chose to write this letter, the first in so many years

The types of personal references is found in the text 2, sentence [31] is "I". "I" is exophoric reference is which is outside of the sentence and does not give contribution to the cohesion within a sentence. But we still can understand that *I* refers to the writer and the reader.

(32) [32] You have always loved seeing stage plays, but we haven't gone to see one in years.

In the sentences, the types of reference is foun in the sentences [32], they are "you" and "we". "you" is personal pronoun, and "we" is possessive determiner. The function of "you" in the sentences are as a subject, and it is called exophoric reference. "we" is personal reference and it is also exophoric reference. Exophoric reference is the interpretation of reference in the context or outside of the text. Moreover, based on context of the texts, reference "you" and "we" refer to the writer and the reader.

(33)[33] So, I decided to purchase tickets for us to see "midsummer's night dream" for saturday evening.

The types of personal references is found in sentences is "I" and "us". "I" and "us" is personal pronoun and is called exophoric reference which is outside of the Perpustakaan Universita (35) [30 rarely ha is also for and our (36) [37

sentence and does not give contribution to the cohesion within a sentence. But we still can understand that I and us refers to the writer and the reader.

(34) [35] I still remember it's your favorite all shakespeare's too.

The types of personal references is found in sentences 35 is "I" and "your". "I" is personal pronoun and is called exophoric reference. And the word "your" is possessive determiner and it is also exophoric reference which is outside of the sentence and does not give contribution to the cohesion within a sentence. But we still can understand that I and your refers to the writer and the reader.

(35) [36] **We** got married early and **our** children started arriving quickly that rarely had the time to go see plays anymore.

In the sentences, the types of personal reference is found, "we" is personal pronoun and it is called exophoric reference. "our" is possessive determiner and it is also exophoric reference which is outside of the sentence and does not give contribution to the cohesion within a sentence. But we still can understand that we and our refers to the writer and the reader.

(36)[37] I don't think either of us minded, though, because our children always gave us so much joy.

In the sentence 37 the types of personal reference that found are 'I', "us" and "our". "I" and "us" is personal pronoun and it is called exophoric reference. While "our" is possessive determiner and it is also exophoric reference which is outside
of the sentence and does not give contribution to the cohesion within a sentence. But we still can understand that I, us, and our refers to the writer and the reader.

(37) [38] How I admired your patience and positive outlook as a mom.

The types of personal reference is found in this sentence 38 is "I" and "your". "I" is personal pronoun that has function as subject. Its called exophoric reference. While "your" is possessive determiner and it is also exophoric reference which is outside of the sentence and does not give contribution to the cohesion within a sentence. But we still can understand that I and your refers to the writer and the reader.

(38) [39] I don't know how you did everything so naturally.

The types of personal reference is found in this sentence [39] is "I" and "you". "I' and "you" is personal pronoun. Its called is exophoric reference which is outside of the sentence and does not give contribution to the cohesion within a sentence. But we still can understand that I and you refers to the writer and the reader.

(39)[40] I'm forever graeful for every I benefited from your guidance and affection as much as our children did.

The types of personal reference is found in this sentence 40 is "I" and "your". "I" is personal pronoun that has function as subject. Its called exophoric reference. While "your" is possessive determiner and it is also exophoric reference which is outside of the sentence and does not give contribution to the cohesion within a sentence. But we still can understand that I and your refers to the writer and the reader.

(40) [41] they have all grown up, I'm glad they always think about their

childhood fondly.

There 3 personal reference that found in the text, they are "they", "I", and "their". "they" in this text is subject and called anaphoric reference which is refers back the preceding sentence of the text to interpretation of children. "I" is exophoric reference which is outside of the sentence and does not give contribution to the cohesion within a sentence. But we still can understand that "I" refers to the writer. Meanwhile, "their" is possessive determiner as object and called anaphoric reference which refers back to "children".

c. Text 3

(41)[42] There are so many reasons in this world to express compliments, yet we so often do not.

EKANBARU

(42) [43] Day to day, life pounds it out of **us**, information overwhelms **us**.

(43)[44] There are many reasons we often forget to express compliments, but a few good reasons we should.

In the sentences, the there are two types of personal reference is found in the data [42, 43, 44], *we* and *us* is exophoric reference which is outside of the sentence and does not give contribution to the cohesion within a sentence. But we still can understand that we and us refers to the writer and the reader. (44) [46] If you express your gratitude you will add to the positive energy of the world.

The types of personal references is found in the text, sentence [46] there are "you" and "your" that found on those data. "you" is personal pronoun, while "your" is possessive determiner. "you" and "your" is exophoric reference which is outside of the sentence and does not give contribution to the cohesion within a sentence. But we still can understand that you and your refers to the writer and the reader.

(45) [47] It can all begin with a simple "thank you."

Based on the data above, "it" is personal pronoun refers back to or anaphoric to the sentence [46].

d. Text 4

PEKANBARU

(46)[48] Dear Linda, I would like to sincerely congratulate you on your recent graduation from muntain state university with your MBA.

The types of personal reference is found in this sentence. "I" is personal pronoun that has function as subject. Its called cataphoric reference which is look forward the text for it interpretation of the writer, and "you" is personal reference, and It is called anaphoric reference which is refers back to interpretation "linda". while "your" is possessive determiner that has function as object. It is also called anaphoric reference which is refers back to linda.

(47) [49] I must say that I was not surprised by your success.

The types of personal reference is found in this sentence. "I" is personal pronoun that has function as subject. Its called cataphoric reference which is look forward the text for it interpretation of the writer, and "your" is possessive determiner that has function as object. It is called anaphoric reference.

(48)[50] As an employee in our company, I noted how bright you are and how you have a very quick mind for bussiness.

The types of personal reference is found in this sentence are "our", "I", and "you". "I" is personal pronoun that has function as subject. and "you" is personal reference, and It is also called cataphoric reference. Furthermore, "our" is possessive determiner, and it is exophoric reference. Exophoric reference is is the interpretation of reference in the context or outside of the text. Moreover, based on the context of those text, reference item "our" refer to the writer and reader.

(49)[51] I can only hope that your experience working with us contributed in some small way to your success.

The types of personal reference is found in this sentence are "I", "your", and "us". "I" is personal pronoun that has function as subject and it is cataphoric refrence. and "your" is possessive determiner, and It is called anaphoric reference. Furthermore, "us" is possessive determiner, and it is exophoric reference. Exophoric reference is is the interpretation of reference in the context or outside of the text. Moreover, based on the context of those text, reference item "us" refer to the writer and reader. (50) [52] On behalf of the management and staff at everwood Resorts, I wish you all the best in your future career and life endeavors, whatever they may be.

The types of personal reference is found in this sentence are "I", "you", "your", and "they". "I" is personal pronoun that has function as subject and it is cataphoric reference. and "you" is personal reference, and It is called anaphoric reference. "your" is possessive determiner, and It is called anaphoric reference. And "they" in this text is personal pronoun called exphoric reference.

e. Text 7

(51)[79] Broadcast on live TV to a word-wide audience, Neil Amstrong, the astronaut lifted his foot from the landing pad of his ship, and slowly and carefully, stepped onto the moon's surface.

In this sentences, 'his" is possessive determiner and it is called anaphoric reference whic is refers back to the "Neil Amstrong".

(52) [80] He found out that he could move easily.

(53) [81] Confidently, he moved slowly away from his ship.

(54) [82] He was greatly surprised to see his footprints in the soft lunar sand.

In the sentences [80, 81, 82], the types of personal reference that found are "he" and "his". "he" is personal pronoun that has function as subject of the sentences. It is anaphoric reference which is refers back to the preceding text."his" in the text is possessive determiner, and it is also called anaphoric reference.

- (55)[83] Taking a look at the view around him, amstrong remarked, "it's not only different, but it's also pretty out here."
- (56) [84] Twenty minutes later, Edwin aldrin, Amstrong's fellow astronaut, joined

him.

In the sentences {83} and [84], "him" is personal pronoun called anaphoric references which refers back to the "Edwin aldrin and amstrong".

- (57) [85] Both were so pleased with their new experience that they almost forgot to collect a few samples of lunar soil.
- (58) [86] They spent about two and quarter hours together outside the spacecraft and collected 47.5 pounds (21.5 kg) of lunar materials for return to earth for observation.

In the sentence [84] and [85], personal reference that found in the text are "their" and "they". "their" is possessive determiner as object and called anaphoric reference. And "they" in this text is personal pronoun also called anaphoric reference.

f. Text 8

- (59)[90] While experimenting on the telegraph in 1870, he found it possible to transmit the human voice over a wire by using electricity.
- (60)[91] To make up for his lack of time and skill to make the equipmen for his experiments, he invited Thomas A, Watson to join him.
- (61) [96] He called his instrument a "telephone".

In the sentence [90, 91, 96], personal reference that found in the text are "he" and "his". "he" is personal pronoun that has function as subject of the sentences. It is anaphoric reference which is refers back to the preceding text."his" in the text is possessive determiner, and it is also called anaphoric reference.

(62) [97] Bell improve on the instument, and on march 10, it carried its first meaningful sentence.

The type of personal reference is found in this sentence [97]. "it" in this text is personal pronoun that has function as subject. It is kind of anaphoric reference. And "its" is possessive determiner and it is also anaphoric reference.

(63) [98] He called his instrument a "telephone".

In this sentence, personal reference that found in the text 8 are "he" and "his". "he" is personal pronoun that has function as subject of the sentences. It is anaphoric reference which is refers back to the preceding text."his" in the text is possessive determiner, and it is called anaphoric reference.

g. Text 9

(64) [100] A long time ago, on tanimbar island, Maluku, there lived a widow and her two children, a boy and a girl.

In this sentence, personal reference that found in the text 9 is "her. "her" in the text is possessive determiner, and it is called anaphoric reference which is refers back to "the widow". (65) [102] They never knew hard working and neither didi they help heir mother with the household chores.

(66) [103] One day, they woke up when the sun was already high.

(67) [104] They went to the kitchen to look for food, but nothing was served.

(68) [105] The food was still being cooked but their mother was not arond.

(69) [106] They smashed the cooking pots in rage.

(70) [107] They went to look their mother and found her washing their cothes at the river.

(71) [108] They complained to and shouted at her.

In the sentence [103, 104, 105, 106, 107, and 108] the types of personal pronoun that found are "they", "their", "her". "they" in this text is personal pronoun called anaphoric reference. "their" is possessive determiner as object and called anaphoric reference which is refers back to the a boy and a girl. And "her" in the text is possessive determiner, and it is also called anaphoric reference which is refers back to the widow.

(72) [109] It made the widow cry.

In the text, "it" is personal pronoun as object. And it is called anaphoric reference which is refers to the preceding sentence [108].

(73) [110] Suddenly, she stopped crying.

(74)[111] She said to her children, "from now on you are no longer my children.

(**75**) [112] Do whatever **you** want.

In the sentence [110, 111, and 112] the type of personal reference that found in the text 9 are "she", "you", and "her". "she" and "you" is personal pronoun, and it is anaphoric reference. She refers to "the widow", while "you" refers to the "a boy and a girls". While "her" is possessive determiner refers to "the widow".

(76) [113] I'm not coming back home."

In the sentence above, "I" is personal pronoun that has function as subject and it is called anaphoric reference refers to the widow.

(77) [115] Let me come inside you and become a white, sweet-smelling flower."

In the sentence above, the type of personal reference that found are "me" and "you". "me" is possessive determiner that has function as subject, and it is called anaphoric reference which is refers to the widow. And "you" is personal pronoun and it is anaphoric reference also which is refers back to the widow children.

(78) [117] She went inside and the rock closed over her.

In the data [117], the type of personal reference that found in the sentence are "she" and "her". "she" is personal pronoun as subject. And it is anaphoric reference. While "her" is possessive determiner and it is also anaphoric reference which is refers to the widow.

(79) [119] White, sweet-smelling flowers bloomed from it.

(80) [120] It had a lot of leaves as well.

Based on the data above, "it" in the sentence [199] and [120] is personal pronoun and it is anaphoric reference which is refers to the receding sentence [117] "the rock".

(81) [124] They were never heard of again.

The word "they" in this sentence is personal pronoun as subject and called anaphoric reference which is refers to "a boy and a girl".

B. Demonstratif reference

Demonstrative reference is reference by means of location, on a scale of proximity (Halliday and Hasan 1976:37). It can be functioned as head, modifier, and adjunction. "this" and "that" refer to singular participant, while "these" and "those" refer to plural participant. On the other hand, "here" and "there" are related to the place, and "now" and "then" are related to time. Demonstrative reference can be seen in the following data:

(82) [4] Before that I live in Gothenburg.

In this sentence, demonstrative reference is found in the text 1. "that" is kind of selective nominal reference which refers back or anaphoric to the previous data [3] *I live in stockholm, the capital of sweden, but I only moved here 5 years ago when my father was relocated for his job.* The function of "that" is to express the something that have been said before.

(83) [8] My mother used to work as a computer analyst too, but now teaches at the KTH Royal Institute of Technology. In the sentence, the types of demonstrative reference is found in the text 1. "now" is kind of adverbial demonstrative reference. The function of now is to express the time.

(84) [11] At first, I only used it for playing games and doing my homework, but then I realized there are a lot of things that I could do with it.

The word "then" in the sentence is demonstrative reference. The function is to express the location of time.

(85) [12] My parents indtroduce me computer programming and now I can program in pascal, C++ and HTML.

In the sentence, the types of demonstrative reference is found in the text 1. "now" is kind of adverbial demonstrative reference. The function of now is to express the time.

(86) [41] Now that they have all grown up, I'm glad they always think about their childhood fondly.

In the sentence, the types of demonstrative reference is found in the text 2. "now" is kind of adverbial demonstrative reference. The function of now is to express the time.

(87) [42] There are so *many reasons* in this world to express compliments, yet we so often do not.

The types of demonstrative reference is found in the text 3, sentence [42]. "there" in this sentence is adverbial demonstrative reference, and it is cataphoric that refers to the many reasons. The function of "there" is to express the relation of each sentence.

(88) [44] There are *many reasons* we often forget to express compliments, but a few good reasons we should.

The types of demonstrative reference is found in the text 3, sentence [44]. "there" in this sentence is adverbial demonstrative reference, and it is cataphoric that refers to the many reasons. The function of "there" is to express the relation of each sentence.

(89) [60] Each of these terraces has bell-shaped stupas.

The types of demonstrative reference is found in te text 5 sentence [60]. "these is kind of selective nominal demonstrative reference which is as modifier and refers back to to the previous data [57], [58], and [59].

(90) [100] A long time ago, on tanimbar island, Maluku, there lived a widow and her two children, a boy and a girl.

The types of demonstrative reference is found in the text 9, sentence [100]. "there" in this sentence re used to replace location.

(91) [111] She said to her children, "from now on yo are no longer my children.

In the sentence, the types of demonstrative reference is found in the text 9. "now" is kind of adverbial demonstrative reference. The function of now is to express the time.

C. Comparative reference

Comparative reference is cohesion that can be anaphoric or cataphoric and exophoric in a text. It is to compare between one thing and another. Comparative reference is indirect reference by means of identity or similarity its called general comparison. On the other hand, to express comparison things in particuluar in terms of quality and quantity called particular comparison. Comparative reference can be seen in the following data :

(92) [63] Borobudur temple's architecture is similiar to that of the temple's at angkor, symbolise the structure of the universe.

The type of comparative reference is found in text 5 and sentence [63]. "similiar to" is kind of general comparative reference that has function to express comparison that is simply in terms of likeness and unlikness in term of idemtity, similarity, and differently. Based on the data above, "similiar to" has function to compare of likeness that refer forward or cataphoric to the word " 'temple's at angkor".

(93) [71] Similiar to the other regions in Indonesia, Bali has two seasons: the wet and the rainy seasons.

The type of comparative reference is found in text 6 and sentence [71]. "similiar to" is kind of general comparative reference that has function to express comparison that is simply in terms of likeness and unlikness in term of idemtity, similarity, and differently. Based on the data above, "similiar to" has function to compare of likeness that refer forward or cataphoric to the " other regons in Indonesia".

(94) [83] Taking a look at the view around him, amstrong remarked, "it's not only different, but it's also pretty out here."

In this sentence, the types of comparative reference is found in the text 7 and sentence [83]. "different" is kind of general comparative reference which is to express comparison that is simply in terms likness and unlikness in terms of identity, similarity, and differently. Based on the data above, "different" is refer back to the previous data.

3.2.1.2 Substitutuion

Substitution is a relation between linguistics item, such as words or phrases or in the other word, it is a relation on the grammatical level, the level of grammar and vocabilary, or lingistics form.it is also usually as relation in the wording rather than in the meaning. Substitution occurs when an item is replaced by another item in the text to avoid repetition.

A. Nominal substitutuion

The elements of nominal substitution are *one, ones* and *same/so*. The substitution one/ones always function as head of a nominal group, and can substitute only for an item which is itself head of nominal group. Nominal substitution can be seen in the following data:

(95) [17] I bought all of their albums and would like to go to one of their concerts one day.

In this sentences, the types of nominal substitution is found in the text 1 and sentence [17]. "one" in the sentences has function to replace "bruno mars and ellie golding" in the data "16".

(96) [32] You have always loved seeing stage plays, but we haven't gone to see one in years.In this sentences, the types of nominal substitution is found in the text 2 and

sentence (98) [32]. "one" in the sentences has function to replace "stage plays".

B. Verbal sabstitution

The verbal substitution in English is *do*. This operates as the head of a verbal group, in the place that is occupied by the lexical verb, and it is alaways in the final posititon in the group. Verbal substitution can be seen in the following data :

(97) [42] There are so many reasons in this world to express compliments, yet we so often **do not**.

In this sentences, the types of verbal substitution is found in the text 3 sentences [42]. The word "do" not has function to replace "express compliment".

3.2.1.3 Ellipsis

VERSITAS ISLAM RIAL Ellipsis is omitting some items of the text that are clearly understandable by reader and it is not need to be repeated. In the other word ellipsis is substitution by zero. In this type of cohesive we need to know the context of situation. Without context it can't be understood. There are three types of ellipsis: nominal, verbal, and clausal.

A. Nominal ellipsis

Nominal ellipsis is the omission of noun head within nominal group. Nominal ellipsis often involves omission of noun headword.

(98) [85] Both were so pleased with their new experience that they almost forgot to collect a few samples of lunar soil.

In this sentences, the types of nominal ellipsis is found in the text 6 sentence [85]. The word "both" is to change the "Edwin aldrin and Amstrong" in the precoius data that omitted.

(99) [92] The two became best friends and colleagues.

In this sentences, the types of nominal ellipsis is found in the text 6 sentence [92]. The word "The two" is to change the "Alexander Graham bell and Thomas A watson" in the precoius data that omitted.

3.2.1.4 Conjunction

Conjunction is signal relations of idea. The conjunction items are : Additive, Adversative, Causal, and Temporal.

A. Additive

Additive conjunction uses to connect a succession of two sentences and add more information to what has been said. Additive can be seen in the following data :

a. Text 1

- (100) [11] At first, I only used it for playing games and doing my homework, but then I realized there are a lot of things that I could do with it.
- (101) [12] My parents indtroduce me computer programming and now I can program in pascal, C++ and HTML.
- (102) [13] I've made several program and uploaded them on my site.
- (103) [16] I like listening to bruno mars and ellie golding.
- (104) [17] I bought all of their albums and would like to go to one of their concerts one day.
- (105) [19] I like playing soccer, swimming, and snorkeling.
- (106) [20] I have played in several local tournaments and even won several trophies for individual and team competitions.

(107) [21] I also like reading books and watching movies.

(108) [22] I love stories and movies with fantasy element in them, especially novel by J. J. R. Tolkien and their movie adaptations.

In the text 1, the types of Additive is found in the sentence [11, 12, 13, 16, 17, 19, 20, 21, and 22]. "and" is kind of additive conjunction that has function as connector between phrase. Based on the sentence above, the word "and" is connected parts of sentences.

(109) [27] in addition to learning about computer, I'm also taking general and academic english lessons.

In the text 1, conjunction item that used is "in addition. These conjunctin can be found in data [27]. The word "in additon" in the data above is used to add similiar idea. This additive conjunction connects forms of language between sentences in the text.

b. Text 2

- (110) [30] You have given me two decades of happines and joy, but I don't think I have expressed my appreciation to you.
- (111) [34] It has been snowing for a few days now and received rave riviews.
- (112) [36] We got married early and our children started arriving quickly that rarely had the time to go see plays anymore.
- (113) [38] How I admired your patience and positive outlook as a mom
- (114) [40] I'm forever grtaeful for every I benefited from your guidance and affection as much as our children did.

c. Text 3

(115) [45] A simple "thanks" can bulid trust and respect, strengthen relationships, reward and encourage good deeds, promote a positive attitude, and it feels great to give or receive.

In the text 3, the types of Additive is found in the sentence [45]. "and" is connected parts of sentences.

d. Text 4

(116) [50] As an employee in our company, I noted how bright you are and how you have a very quick mind for bussiness.

(117) [52] On behalf of the management and staff at everwood Resorts, I wish you all the best in your future career and life endeavors, whatever they may be.

In the text 4, the types of Additive is found in the sentence [50, and 52]. Based on several sentences above, "and" is connected parts of sentences.

e. Text 5

(118) [56] For hundred of years, it had been buried under volcanic ash and vegetation, until its discovery in the 1800s.

(119) [62] Passages and stairways stretch out 4.8 km to the peak.

In the text 5, the types of Additive is found in the sentence [56, and 62]. Based on several sentences above, "and" is connected parts of sentences.

f. Text 6

- (120) [67] Located between java and lombok, Bali covers over 5,500 square km of mountainous land.
- (121) [69] That is why there are many Hindu temples on the island, such as Tanah lot and Uluwatu.
- (122) [70] Bali is known for its traditional ceremonies such as ngaben, nyepi, and galungan.
- (123) [71] Similiar to the other regions in Indonesia, Bali has two seasons: the wet and the rainy seasons.
- (124) [73] Captivated by Bali's spicy food, tourists often order balinese famous dishes, such as "betutu chicken" and "sate languan."
- (125) [74] The first is a chicken dish with lots of spices, while the second is made of fish, coconut, brown sugar, and spices

In the text 4, the types of Additive that found are "and" and "such as". The word "and" found in the sentences [67, 69, 70, 71, 73, and 74]. Based on several sentences above, "and" is connected parts of sentences. And "such as" is found in the sentence [69]. [70] and [73]. The function is to give more examples. The word "such as" in the sentence above is additive conjunction which connects within sentence.

g. Text 7

- (126) [75] On Monday 21 july 1969 at 9.55 a.m. west Indonesian Time, Neil Amstrong and Buzz Aldrin made history as the first men to step on the moon's surface.
- (127) [78] Fortunately, this problem was immediately solved.
- (128) [79] Broadcast on live TV to a word-wide audience, Neil Amstrong, the astronaut lifted his foot from the landing pad of his ship, and slowly and carefully, stepped onto the moon's surface.
- (129) [81] Confidently, he moved slowly away from his ship.
- (130) [86] They spent about two and quarter hours together outside the spacecraft and collected 47.5 pounds (21.5 kg) of lunar materials for return to earth for observation

In the text 7, the types of Additive that found is "and", "fortunately" and "confidently". The word "and" is found in the sentences [70, 75, 79, and 86]. Based on several sentences above, "and" is connected parts of sentences. And the word "fortunately" in the sentence [78] is connects the preceding sentence. And "confidently" is used to connects the preceding sentences.

h. Text 8

- (131) [89] Alexander Graham Bell was a scottish born American teacher and scientist.
- (132) [91] To make up for his lack of time and skill to make the equipmen for his experiments, he invited Thomas A, Watson to join him.

(133) [92] The two became best friends and colleagues.

(134) [97] Bell improve on the instument, and on march 10, it carried its first meaningful sentence.

In the text 8, the types of Additive is found in the sentence [89, 91, 92, and 97]. Based on several sentences above, "and" is connected parts of sentences.

i. Text 9

- (135) [100] A long time ago, on tanimbar island, Maluku, there lived a widow and her two children, a boy and a girl.
- (136) [101] The children were mean and spoiled.
- (137) [102] They never knew hard working and neither didi they help heir mother with the household chores.
- (138) [107] They went to look their mother and found her washing their cothes at the river.

(139) [108] They complained to and shouted at her.

(140) [110] Suddenly, she stopped crying.

- (141) [114] The the widow went to a big rock by the river and said "please open up, big rock.
- (142) [115] Let me come inside you and become a white, sweet-smelling flower.
- (143) [117] She went inside and the rock closed over her.

In the text 9, the types of Additive is found in the sentence [] are "and" and "suddenly". Based on several sentences above, "and" is connected parts of sentences. And "suddenly" is connects the preceding sentences.

B. Adversative

- (144) [3] I live in stockholm, the capital of sweden, but I only moved here 5 years ago when my father was relocated for his job.
- (145) [8] My mother used to work as a computer analyst too, but now teaches at the KTH Royal Institute of Technology.
- (146) [11] At first, I only used it for playing games and doing my homework, but then I realized there are a lot of things that I could do with it.

In the text 1, the adversative conjunction that found in the sentences [3, 8, and 11] is "but". "but" is kind of contrastive adversative conjunction that has function to introduce a phrase that contrast with was said before.

- (147) [30] You have given me two decades of happines and joy, but I don't think I have expressed my appreciation to you.
- (148) [32] You have always loved seeing stage plays, but we haven't gone to see one in years.

In the text 2, the adversative conjunction that found in the sentences [30 and 32] is "but". "but" is kind of contrastive adversative conjunction that has function to introduce a phrase that contrast with was said before.

- (149) [42] There are so many reasons in this world to express compliments, yet we so often do not.
- (150) [44] There are many reasons we often forget to express compliments, but a few good reasons we should.

In the text 3, the adversative conjunction that found in the sentences [42 and 44] is "yet" and "but". The word "yet" in the sentence is used to connect equal contrasting ideas. And "but" is kind of contrastive adversative conjunction that has function to introduce a phrase that contrast with was said before.

(151) [83] Taking a look at the view around him, amstrong remarked, "it's not only different, but it's also pretty out here."

In the text 7, the adversative conjunction that found in the sentences [83] is "but". "but" is kind of contrastive adversative conjunction that has function to introduce a phrase that contrast with was said before.

- (152) [94] The next day, the instrument only transmitted sound, of bell's voice to watson again, but the instrument only transmitted sound, not words.
- (153) [95] In september 1875, bell and watson kept working to imrpove the instrument, by march 1876, bell managed to make a transmission, but the sound was faint.

In the text 8, the adversative conjunction that found in the sentences [94 and 95] is "but". "but" is kind of contrastive adversative conjunction that has function to introduce a phrase that contrast with was said before.

(154) [105] The food was still being cooked but their mother was not arond.

In the text 9, the adversative conjunction that found in the sentences [105] is "but". "but" is kind of contrastive adversative conjunction that has function to introduce a phrase that contrast with was said before.

C. Causal

Causal relation represents one of cause and consequence. It means that one clause becomes the cause and the rest is the consequence. Causal relation includes result, reason, and purpose to form a cohesive chain. They are characterized by the use of items such as, *so, thus, therefore, because,* etc. (155) [27] So, in addition to learning about computer, I'm also taking general and

academic english lessons.

In the text 1 sentence [27], the conjunction item that used is "so". The word "so" in the sentence is kind of causal conjunction which connects between a sentences and another sentence. The function of this conjunction is to connect a result to a reason.

- (156) [33] So, I decided to purchase tickets for us to see "midsummer's night dream" for saturday evening.
- (157) [37] I don't think either of us minded, though, because our children always gave us so much joy.

In the text 2 sentence [33 and 37], the conjunction item that used is "so" and "because". The word "so" in the sentence is kind of causal conjunction which connects between a sentences and another sentence. The function of this conjunction is to connect a result to a reason. And "because" is kind of specific clausal that has function to express cause/effect and the reason of preceding sentence that have been said.

(158) [76] From the moment the spaceship Apollo 11 left the Earth, at 8.32 p.m. on july 16, the journey to the moon had been full of tense moments because, in the last ten miles before landing, the computer of the ship's navigation system warned that it was being asked to do too much work.

(159) [77] This could have caused failure.

In the text 7 sentence [76 and 77], the conjunction item that used is "because" and "caused". The word "because" is kind of specific clausal that has function to express cause/effect and the reason of preceding sentence that have been said. And "caused" can be found in the data [77] causal conjunction in the data above is marked by the word "caused" which is appeared within the sentence. It used to connect cause/effect and the reason.

D. Temporal

(160) [11] At first, I only used it for playing games and doing my homework, but then I realized there are a lot of things that I could do with it.

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The types of temporal conjunction that found in the tex 1 sentence [11] are "at first" and "then". "first' in the sentence is kind of correlative temporal conjunction that is used to list the beginning of idea.

(161) [74] The first is a chicken dish with lots of spices, while the second is made of fish, coconut, brown sugar, and spices.

The types of temporal conjunction that found in the tex 6 sentence [11] are "the first" and "the second". In this senctence "the first" is kind of correlative

temporal conjunction that is used to list the beginning of idea. And "the second" is kind of correlative sequential temporal conjunction that is used to state the sequential in a series of sentences.

(162) [94] The next day, the instrument only transmitted sound, of bell's voice to watson again, but the instrument only transmitted sound, not words.

The types of temporal conjunction that found in the tex 8 sentence [94] is "the next day". Its kind of complex specific temporal conjunction that is used to state the specific time to support the preceding sentence.

- (163) [103] One day, they woke up when the sun was already high.
- (164) [114] Then the widow went to a big rock by the river and said "please open up, big rock.

(165) [118] After a few days, a small plant started growing under the big rock.

The types of temporal conjunction that found in the text 9 are "one day", "then", and "after". "one day" is kind of complex specific temporal conjunction that is used to state the specific time to support the preceding sentence. "then" " is kind of sequential temporal conjunction that is used to state the sequential in a series of sentences. And "after" is kind of sequential temporal conjunction that is used as a later time, after an event already mentioned.

3.2.2 Lexical Cohesion

3.2.2.1 Reiteration

The forms of reiteration are repetiton, synonymy, antonym, and superordinattion (hyponymy and meronymy). Synonymy is used to to refer to items of similiar meanings. Repetition is the restatement of the same lexical item. Antonymy is the relation between items opposite meanings. General word and super ordinate are almost same, both of them substitute or replace the specific word into general one.

A. Repetition

Repetition items that used in the reading text 1 are computer, analyst, program, and programming. Those repetition are used to repeat the word two times or more in the text in order to emphasize the word is important. Moreover, these can be use to make the text is cohesion.

- (166) [7] My father works as a computer analyst.
- (167) [8] My mother used to work as a computer analyst too......
- (168) [9] Growing up around parents who worked with computers, I became interested in computer too.

(169) [10] I had my first **computer** on my seventh birthday.

- (170) [12] My parents indtroduce me computer programming and now I canprogram in pascal, C++ and HTML.
- (171) [13] I've made several program and uploaded them on my site.
- (172) [15] Aside from programming, I also like listening to music.

(173) [26] I'm currently working toward my dream to study computer science at MIT or UC in the US.

(174) [27] So, in addition to learning about computer.....

Based on the data above, the word *computer* is repeated eight times in the data [7, 8, 9, 10,12, 13, 26] in order to emphasize the word *computer* is important in the text. The word *analyst* is repeated two times in the data [7 and 8] in order to emphasize the word *analyst* is important in the text. The word *programming* and *program* is repeated two time in the data [12 and 15] in order to emphasize the word *program* and *programming* is important in the text.

- (175) [36] We got married early and our children started arriving quickly that rarely had the time to go see plays anymore.
- (176) [40] I'm forever grtaeful for every I benefited from your guidance and affection as much as our children did.

In the text 2, the word "children" is repeated two times in the sentences [36 & 40] in order to emphasize the word "children" is important in the text.

- (177) [42] There are so many reasons in this world to *express* compliments, yet we so often do not.
- (178) [44] There are many reasons we often forget to *express* compliments, but a few good reasons we should.

In the text 3, the word "compliments" is repeated two times in the sentences [42 & 44] in order to emphasize the word "compliments" is important in the text.

(179) [49] I must say that I was not surprised by your success.

(180) [51] I can only hope that your experience working with us contributed in some small way to your success.

In the text, the word "success" is repeated two times in the sentences [49

& 51] in order to emphasize the word "success" is important in the text.

- (181) [53] Borobudur is a buddhist temple built by the syailendra dynasti in the 9th century.
- (182) [55] The temple is famous all around the wolrd.
- (183) [57] Influenced by indian gupta architecture, borobudur temple stands on a hill-like construction with eight stone terraces.
- (184) [63] Borobudur **temple's** architecture is similiar to that of the **temple's** at angkor, symbolise the structure of the universe.
- (185) [64] Borobudur temple, rededicated as a national monument in 1983, is a treasure for the nation.

In the text, the word "temple" is repeated six times in the sentences [53, 55, 57, 63 & 64] in order to emphasize the word "temple" is important in the text.

- (186) [65] When you mention **Bali**, most foreigners will think of a tourism paradise.
- (187) [67] Located between java and lombok, **Bali** covers over 5,500 square km of mountainous land. The island has population of 3.1 million, making relatively populated.
- (188) [68] The majority of **bali's** population is hindu.

- (189) [70] Bali is known for its traditional ceremonies such as ngaben, nyepi, and galungan.
- (190) [71] Similiar to the other regions in Indonesia, **Bali** has two seasons: the wet and the rainy seasons.
- (191) [72] The average temperature in **Bali** is around 30 degree celcius.
- (192) [73] Captivated by Bali's spicy food, tourists often order balinese famous dishes, such as "betutu chicken" and "sate languan."

In the text, the word "Bali" is repeated seven times in the sentences [65, 67, 68, 70, 71, 72 & 73] in order to emphasize the word "Bali" is important in the text.

- (193) [76] From the moment the spaceship Apollo 11 left the Earth, at 8.32 p.m. on july 16, the journey to the moon had been full of tense moments because, in the last ten miles before landing, the computer of the ship's navigation system warned that it was being asked to do too much work.
- (194) [79] Broadcast on live TV to a word-wide audience, Neil Amstrong, the astronaut lifted his foot from the landing pad of his ship, and slowly and carefully, stepped onto the moon's surface.
- (195) [88] The success of the moon landing showed that U.S technology was superior to that of the soviets.

In the text, the word "landing" is repeated three times in the sentences [76, 79 & 88] in order to emphasize the word "landing" is important in the text.

- (196) [94] The next day, the instrument only transmitted sound, of bell's voice to watson again, but the instrument only transmitted sound, not words.
- (197) [95] In september 1875, bell and watson kept working to improve the instrument, by march 1876, bell managed to make a transmission, but the sound was faint.
- (198) [96] He called his instrument a "telephone".
- (199) [97] Bell improve on the instument, and on march 10, it carried its first meaningful sentence.

In the text, the word "instrument" is repeated two times in the sentences [94, 95, 96 & 97. And the word "transmitted" is repeated two times in the sentences [94]. in order to emphasize the word "instrument" and "transmitted" is important in the text.

- (200) (100) A long time ago, on tanimbar island, Maluku, there lived a widow and her two children, a boy and a girl.
- (201) (111) She said to her children, "from now on yo are no longer my children.
- (202) (115) Let me come inside you and become a white, sweet-smelling flower."
- (203) (119) White, sweet-smelling flowers bloomed from it.
- (204) (122) What happened to the widow children?

B. Super ordinate

(205) (69) That is why there are many **Hindu temples** on the island, such as *Tanah lot and Uluwatu*.

The word such as tanah lot and uluwatu are super ordinate or hyphonymy of Hindu Temples

(206) (70) Bali is known for its traditional ceremonies such as ngaben, nyepi, and galungan.

The word such as ngaben, nyepi and gulungan are super ordinate or hyphonymy of traditional ceremony.

(207) (71) Similiar to the other regions in Indonesia, Bali has two seasons: the wet and the rainy seasons.

The word such as the wet and the rainy are super ordinate or hyphonymy of the season.

(208) (73) Captivated by Bali's spicy food, tourists often order balinese famous dishes, such as "betutu chicken" and "sate languan."

The word such as betutu chicken and sate languan are super ordinate or hyphonymy of the bali's spicy food.

3.2.2.2 Collocation

A. Synonym

(209) [30] You have given me two decades of happines and joy.....

In the sentences [30], the word **happines** and **joy** has the same meaning.



CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

In this chapter the researcher presents conclusion based on the analyzing of the data. The researcher draws some conlusion about cohesion in English textbook "PATHWAY TO ENGLISH" as follows :

- The total of Cohesion occured in "Pathway to English" textbook is which embody the types of grammatical cohesion consisted of 243 data and lexical cohesion consist of 22. The researcher found the grammatical cohesion in the text, they were : Reference 162, Substitution 3, and Ellipsis 2, and conjunction 75. And lexical cohesion is Reiteration 22 and Collocation 1...
- 2. From the types of cohesion the most prominent type is reference (162 data) especially personal reference (149 data). It contrast with other cohesion that is substitution (3 data) and ellipsis (2 data).
- 3. Discourse analysis also the substantial study about humans communications and the function of the context which help people to convey the message of their mind and ideas. Generally, cohesion is study about how sentence combine into a text and how to make the text unity. Cohesion divide into grammatical and Lexical. Grammatical includes reference, substitution, ellipsis and conjunction. Lexical includes reiteration and collocation.

4.2 Suggestion

The suggestions are described as follows.

1. To teachers

This research is supposed to give ideas and knowledge for teachers to select texts as language inputs particularly reading texts by using the theory of cohesion proposed by Halliday and Hassan (1976) and McCartHy (1991). Furthermore, the researcher suggests teachers to be able to learn and make use knowledge about cohesion.

2. To textbooks developers

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This research is expected to be contributive enough the process of deciding which texts should be included in the textbooks. The developers are expected to be able to use the theory of cohesion selecting the materials particularly texts in order to make sure that texts are properly graded to the students" competence.

3. To students of senior high school

This research is supposed to give insights about how semantic relation is established in the texts. By reading the results of this research, the students will know how the semantic links are established in narrative texts. The researcher expects that the students can make use of this knowledge as the strategies in comprehending texts.

4. To other researchers

Other researchers can explore more than this research has accomplished. First, other researchers may search about the cohesion and coherence in the same narrative texts. Second, they can look for cohesive devices in the different types of texts. Also, the other researchers may use different textbooks as the source of

data.



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