

Grammatical Cohesive Device Analysis of Reading Text in English Text Book for 7th Grade Students of Junior High School

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ABSTRACT

Cohesive devices can pose problems for junior high school students in reading English passages when they are not aware of them; this is why they should know the devices and how they are used in the reading passages. This study aims to analyze the use of Grammatical cohesive devices in reading text in *New Frontiers 1*, an English text book for seventh grade of Junior High School's students. Using Qualitative descriptive content analysis, this study used ten reading texts from ten chapters of the book as its data source. The analysis is based on the cohesion framework proposed by M. A. K. Halliday and Ruqaya Hasan which categorizes grammatical cohesion into reference, substitution, ellipsis, and conjunction. All of the texts were analyzed based on their types, functions, and the variety level of grammar cohesive devices used. The finding of this study shows that reference and conjunction are the most dominant used grammar cohesive device. Personal reference functions to maintain the subject identity and the information continuity in text. Conjunction, especially the additive and temporal conjunction, helps building a logically coherent idea. On the contrary, Ellipsis and substitutions appear in a limited number. This finding indicate that the texts in the book are mainly written for beginner English learners. It makes the grammar cohesive devices used are simpler and more explicit, matches the character of beginner learners who use this book as learning source. The result also implies the importance of developing teaching material which gradually introduces cohesive device in learning English on Junior High School level.

Keyword: Grammar cohesion, discourse analysis, textbook, EFL, junior high school

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INTRODUCTION

Language is a symbol system which is used by human to deliver meaning, interaction, and to think. In a communication process, language is not only formed by words that stand alone, but also by cohesion (Khanafi et al., 2023). Cohesion is one of the important aspects that ensure a text is well integrated. Halliday and Hasan (1976), state that cohesion is the set of linguistic resources that tie

parts of a text together and give it unity. This implies without a cohesion, a text will only be a group of sentences that are not connected each other.

In an English learning activity, Junior high school students not only learn grammatical structure and vocabulary (Faisal, 2025). They also learn how to master the capability to understand a text through reading comprehension. A textbook functions as a tool to introduce a language in context and to improve student's critical and communicative skills (Tomlinson, 2011). English textbook has become a main source of learning, especially at school that apply national curriculum like Merdeka Curriculum (Febraningrum & Suroso, 2023). Many books from various publisher are used by different schools. The titles and structures of chapter might be different, but each book has its consistency to the student's phase of learning (Komala et al., 2021).

The quality of a text in an English book has a crucial role in an effective learning activity (Fata et al., 2022). In discourse studies, language is analyzed not only at the sentence level but also in relation to how meaning is constructed across a larger unit of text and context (Katili & Mahmud, 2023). When a text is strongly cohesive, students can more easily understand both the content and the context of the text. A cohesive text also helps students connect ideas within the discourse. Through cohesive devices, ideas within a discourse become interconnected, enabling readers to follow the continuity of meaning more easily (Ali, 2020). A cohesive text will also help student in connecting the ideas inside the text. There are two categorizations of cohesive device namely Grammar cohesion and lexical Cohesion (Rodliyah & Liani, 2022). Grammar cohesion consists of reference, substitution, ellipsis, and conjunction. Lexical cohesion consists of repetition, synonym, and collocation. Cohesion is very important in forming semantic relationship between sentences so that it is fully understood by the reader (Agustini et al., 2025).

Nunan (2015) and Paltridge (2012) emphasize the importance of understanding text cohesion in language learning is very crucial in helping student understand the connection between ideas and strengthen student's logical thinking while reading a text. Without good cohesion, student will find difficulties in understanding how the ideas in a discourse are arranged. Cohesion is part of textual meta function, which is the text role in managing the information structure so that ideas can be logically delivered to the reader (Ayunani et al., 2025). Therefore, an analysis of text cohesion can be used as an instrument for linguistic evaluation in examining how ideas are connected within a text. It helps identify the use of cohesive devices that contribute to the clarity and continuity of meaning in discourse. The analysis of language in discourse allows researchers to identify how linguistic elements are connected to construct meaning in a text. Such connections contribute to the clarity and continuity of ideas within the discourse (Katili, 2022). Furthermore, such analysis can also serve as a reflective tool for educators in developing and improving teaching media, particularly in selecting or designing effective reading materials (Purwaningtyas et al., 2024).

Some studies related to grammar cohesive device has been conducted recently. Fitri and Yulistiani (2025) analyzed the grammar cohesive device in English Students learning Activities for VIII grade and found that the book was has 281 cohesive device which are dominated by references (190), indicating the book has a linguistic clarity and cohesion but still limited in cohesion structure that could slowing down student's understanding toward the discourse in the book. The same result was also found by (Sari et al., 2022) studied the use of cohesive device in reading text of English book by using Halliday and Hasan (1976). The results indicate that grammar cohesion is more dominant than lexical cohesion, which contributed to the understandability and the coherence of the text. In another study, cohesive devices were also

analyzed in news texts to identify how linguistic elements create textual unity and meaning relations between sentences (Azwar et al., 2024). The study demonstrated that reference and conjunction were among the most frequently used cohesive devices in constructing coherent discourse.

Although previous studies explained above have provided valuable insights into the use of grammatical cohesive devices in English textbooks, there are some gaps which are needed to be further studied. First, the studies focus primarily on identifying the frequency and dominance of cohesive devices without examining how these devices function across different text types within a single textbook. Second, limited attention has been given to the level of cohesion variation and its pedagogical suitability for beginner learners, particularly Grade VII junior high school students. Furthermore, those studies rely on classical frameworks without exploring how cohesion patterns are distributed in textbooks designed specifically for early stages of language learning. Therefore, there is a need for further research that analyzes grammatical cohesive devices in beginner-level textbooks by considering dominant cohesion patterns and variation across texts. This study aims to address the gaps by examining grammatical cohesion in *New Frontier 1*, an English textbook for Grade VII students, using descriptive qualitative content analysis.

Mentari English text book entitled *New Frontiers 1* is an English text book that is widely used by many Junior High schools in Indonesia. This book consists of some reading texts whose genres are descriptive and functional texts. The texts are built up to support the learning process for four English skills: Reading, Speaking, Listening and Writing. Although the book is widely used, there is no previous study that specifically analyze the grammatical cohesive device of its included text.

Based on the background explained above, this study will be focused on the grammatical cohesion in the reading text of *New Frontiers 1* English text book published by Asta publisher. The objectives of this study are as follow:

1. To identify the types of grammar cohesive device which are used in the reading texts.
2. To define the frequency and the domination of each cohesion types.
3. To describe how the grammar cohesive device contributes to the text coherence.

This research is expected to give fresh contribution to the development of discourse analysis theory in Indonesia's English teaching context, and to give practical benefits for teachers and the book writer in improving the quality of the texts in the book.

METHOD

This research employed qualitative descriptive content analysis approach. This approach was selected since it matched the study objective which was to investigate the use of cohesive device in reading text. This approach enables researcher to have in-depth understanding and give room to a more contextual interpretation toward the data. The data source of this research was *New Frontiers 1*, an English textbook for 7th grade students of Junior High school. This book is written by Thomas Hong and Gareth Powel. The fourth edition was publicly released in Indonesia in 2024 by PT. Asta, under Compass Publishing Company. The book was selected because it was widely used by Junior highs school in Indonesia. This books also consisted reading texts in each unit. Those reading texts were considered relevant to be analyzed. There were ten reading texts with various topics and all of them were used as the data source of this research to get a more

comprehensive analysis. Thus, this research could describe the grammar cohesive device pattern of the book thoroughly.

The data analysis was conducted in accordance with Haliday and Hasan (1976). The researcher used documentation as the data collection technique. The coding process was conducted by the researcher as the sole coder. The process was begun by noting all the text onto analysis sheet. After that, the researcher read all the text thoroughly a couple of times. The repetitive reading helped the searcher knew the text structure. After comprehending the text, the researcher coded parts that contained cohesive device. After reading the texts thoroughly, the researcher identified linguistic items that functioned as grammatical cohesive devices. In this study, the clause was used as the coding unit. Each reading text was segmented into clauses, and each clause was examined to identify the presence of grammatical cohesive devices such as reference, substitution, ellipsis, and conjunction. The use of clause as the coding unit allows the researcher to observe how cohesive relations operate between clauses and sentences to build textual coherence. Each identified item was then coded according to its type of grammatical cohesion. The coding categories consisted of: (1) reference, including personal, demonstrative, and comparative reference; (2) substitution; (3) ellipsis; and (4) conjunction, including additive, adversative, causal, and temporal conjunctions.

During the coding process, each cohesive item found in the text was highlighted and labeled with a specific code representing its category, such as REF (reference), SUB (substitution), ELL (ellipsis), and CONJ (conjunction). The coded items were then recorded in an analysis sheet to facilitate the classification and interpretation of grammatical cohesive devices found in the texts. During the coding process, each cohesive item found in the text was highlighted and labeled with a specific code representing its category, such as REF (reference), SUB (substitution), ELL (Ellipsis), and CONJ (conjunction). The coded items were then recorded in an analysis sheet to facilitate the classification and interpretation of grammatical cohesive devices found in the texts. After coding, the researcher conducted the data interpretation aby looking at the function of cohesive device in sentences. Data validity is maintained through some steps. The researcher read the text repeatedly and also do peer debriefing with colleagues in order to make sure the identification accuracy.

FINDINGS AND DISCUSSION

After analyzing the ten reading texts in the New Frontiers 1 English textbook, a total of 154 grammatical cohesive devices were identified. The findings indicate that reference is the most frequently used cohesive device, followed by conjunction, ellipsis, and substitution. This pattern suggest that the textbook relies largely on explicit grammatical cohesion to organize ideas across sentences. Such explicit cohesion is commonly found in instructional materials designed for beginner learners because it helps readers track relationships between ideas more easily. The following sections discuss each type of grammatical cohesion in greater detail.

TABLE 1. Overall Cohesive Device Distribution

Topic	Text Title	Dominant Device	Main Cohesion Pattern	Level of Variation
1	<i>My Big Family</i>	Reference	Personal pronouns	Medium
2	<i>Back to School</i>	Conjunction & Reference	Instructions and lists	Low
3	<i>My House, My Home</i>	Reference	Spatial description	Medium
4	<i>How We Travel</i>	Conjunction	Explanation and comparison	High
5	<i>Time to Play</i>	Reference	Self-introduction and hobbies	Medium
6	<i>Looking Good</i>	Conjunction	Clothing and weather description	Medium
7	<i>What's for Lunch?</i>	Reference & Conjunction	Simple argumentation	High
8	<i>Busy on the Weekend</i>	Temporal sequence	Daily routines	Low
9	<i>What Did You Do?</i>	Temporal conjunction	Experience narration	High
10	<i>Sun's Out</i>	Reference & Conjunction	Environmental information	High

Based on the texts analysis, it was found totally 154 grammar cohesive device used. The most cohesive used in the text was *reference*, followed by *conjunction*, *ellipsis* and *substitutes*. The following table shows the overall distributions of the cohesive grammar device.

TABLE 2. Distribution of Grammatical Cohesive Devices

Cohesive Device	Frequency	Percentage
Reference	70	45.45%
Conjunction	56	36.36%
Ellipsis	18	11.69%
Substitution	10	6.49%
Total	154	100%

Note. Percentage is calculated based on the total number of grammatical cohesive devices identified in the analyzed texts (N = 154).

The analysis identified a total of 154 grammatical cohesive devices across the ten reading texts in the textbook. As shown in Table 2, reference appeared as the most dominant cohesive device with 70 occurrences (45.45%). This was followed by conjunction with 56 occurrences (36.36%). Meanwhile, ellipsis occurred 18 times (11.69%), and substitution was the least frequently used cohesive device with only 10 occurrences (6.49%). The following explanation will discuss the appeared cohesive device in detail.

Reference

Reference is the most dominant cohesive device that appears in the book. Personal references like *I, my, you, they, their*, dominantly appear as well as demonstrative references like *this, that, there*, and simple comparative references like *more than...*, *better than*, etc. This finding supports the theoretical framework of cohesion proposed by (Halliday & Hasan, 1976), Who explain that reference functions to maintain the continuity of participants across sentences. Through personal pronouns and demonstrative expressions, writers are able to link different parts of a text without repeating the same lexical items. In beginner-level texts, such explicit reference is particularly important because it helps reader identify who or what is being discussed throughout the discourse.

From an EFL pedagogy perspective, the frequent use of personal reference also reflects the communicative orientation of beginner learning materials. According to (Paltridge, 2012), novice language users tend to rely on overt cohesive markers when constructing meaning in discourse. Therefore, the dominant of personal pronouns such as *I, you, and they* in the analyzed texts may function as a scaffold that supports students in understanding participant's roles and maintaining textual coherence.

The use of reference helps avoid repetition and maintains continuity between sentences. For example, the following excerpt from the text *My Big Family* illustrates the use of personal reference:

“My grandfather is a farmer. *He* grows vegetables.”

In this example, the pronoun *he* refers back to *my grandfather* in the previous sentence. This reference creates a semantic link between the two clauses and helps the reader follow the flow of information within the text.

Another example can be found in the text *Looking Good!*:

“I’m Danielle. I live in Canada. *It’s* sunny here, but very cold.”

The pronoun *it* refers to the weather condition being described. Such references allow the text to maintain coherence while avoiding unnecessary repetition of nouns.

Dominant sentences patterns use personal reference, especially for personal narrative text, experience retelling, or simple correspondence text like e-mail and letter. These example of references can be found on Texts entitled *I live in Canada, My family is big, or She is my aunt*. For example, in the text “*My Big Family*,” personal pronouns are used to maintain the identity of participants and to avoid unnecessary repetition. This can be seen in the sentence, “*You asked about my family.*” In this sentence, the pronoun *you* refers to the addressee of the letter, while the possessive pronoun *my* refers to the writer. Another example appears in the sentence “*My grandfather is a farmer. He grows vegetables.*” The pronoun *he* refers back to *my grandfather*, creating a cohesive link between the two sentences. Similarly, in the sentence “*They are really kind,*” the pronoun *they* refers to *my grandmother and grandfather* mentioned previously. These examples illustrate how personal reference functions to maintain participant continuity and to

connect sentences within the text. These references are used to maintain the identify of characters and objects, so that the reader can follow the information without excessive repetitive nouns. Apart from functioning for avoiding repetitive nouns, personal reference is also important in forming the text coherence. By having a coherent clear and consistent references, the connection between sentences becomes more structured and logic. By noticing the references in the text, the text reader will be able to easily understand who does the action or experience a certain event in the text. This setting very important especially for beginner learners. It helps them understand the text comprehensively with no confusion.

In personal and narrative experience texts, personal reference enables writer delivers more communicative and natural story. The writer can express his feeling, views, and personal experience in a more effective way. Meanwhile, in correspondence texts like email and letter, references can create closeness between the author and the reader. Personal pronouns like I dan you for instance, create direct close personal relations between the reader and the writers. Thus, mastering personal references becomes an important aspect in writing. The texts in this book use references consistently so that they are coherent, easily understandable, and communicatively.

Based on ten analyzed texts, the finding finds that reference has a very important role in maintaining the discourse cohesion. That is why, it appears dominantly. Reference comes as the most dominant linguistic device. It also used to connect a sentence with another sentence to form a systematically cohesive text. The first function of the indicated references is to keep the identity of the writer or main subject of the story. This function is clearly found in personal letter text and self-introduction text. The writer consistently uses first person pronoun or personal reference to emphasize who is talking or the center of the story of the text. The example ca be seen in sentence like “*I am Sopa. My hobby is kabaddi.*” From reading text on unit 5 “*Time to Play*”. The use of possessive pronoun *my* is aimed to maintain the reader focus on writer’s identity without repeatedly using name. Thus, the text rhyme will become more natural and smoother.

The second function of is to re-mention the entity which has been introduced before. This function is aimed to avoid over repetitive use of noun, which may make the sentence less effective and does not look beautifully written. For example, in sentence “My father is a doctor. He works at a hospital”, pronoun *he* is used to refer back to *My father*. Using this kind of reference helps reader to keep understanding who is being discussed without needing to repeat the same phrase. Moreover, this path also shows there is a continuity of meaning between sentences so that it feels solid and easy to follow.

Another reference function is to show location and object. In this case, reference is used to guide reader’s attention on a thing or a certain place which has been introduced previously. The examples can be found in sentence “There is a refrigerator. It is big.”. The word *it* refers directly to *a refrigerator* dan helps the writer giving more addition information about that object. This pattern clarifies the description and maintains information linkage in text without making the sentence structure become repetitive or long-winded.

Overall, the dominant use of reference in the analyzed texts shows that discourse cohesion significantly depends on the linkage between sentence through reference. Reference does not only work as a noun substitute, but also as a tool to manage ideas coherence, clarify the reference meaning, and to ease reader’s understanding. Therefor, reference is dominantly used in the reading texts of this book to make the texts more communicative and easier to understand.

Conjunction

Conjunctions occupy the second highest position in terms of frequency among the grammatical cohesion devices found in the analyzed texts. This indicates that conjunctions play a significant role in constructing textual coherence, especially in beginner-level texts. In general, conjunctions function to connect clauses, sentences, and ideas so that the information presented is not isolated, but interconnected to form a unified flow of meaning. Without appropriate use of conjunctions, a text may appear fragmented and difficult for readers to understand because the relationships between its parts are not explicitly stated. These conjunctions function to connect clauses and indicate logical relationships such as addition, contrast, or cause and effect.

An example of conjunction can be seen in the following sentence:

“It’s sunny here, *but* very cold.”

The conjunction *but* functions as an adversative connector that signals a contrast between the two clauses.

Another example appears in the text *What’s for Lunch?*:

“I really don’t like vegetables, *so* I don’t eat many of them.”

The conjunction *so* expresses a causal relationship between the clauses, indicating that the second clause is the result of the first clause.

Based on the analysis, the conjunctions that appear in the texts can be categorized into several main types, namely additive, adversative, temporal, and causal conjunctions. Additive conjunctions such as *and*, *also*, and *too* function to add new information that is still related to the previous idea. This type of conjunction is the most frequently used because writers tend to present ideas by gradually adding details or related activities. Adversative conjunctions, such as *but*, are used to express contrast, opposition, or exception to a preceding statement. Although they occur less frequently than additive conjunctions, adversative conjunctions remain important in showing differences or alternative viewpoints within a text.

Temporal conjunctions, including *then*, *after*, *before*, and *finally*, serve to organize events in chronological order. These conjunctions are commonly found in narrative texts, personal experience recounts, and texts describing routines or schedules. Meanwhile, causal conjunctions such as *so* and *because* are used to explain cause-and-effect relationships, enabling readers to understand the reasons behind certain events or actions. Together, these four types of conjunctions contribute to building logical relationships across different parts of a text.

The findings reveal that additive conjunctions (such as *and* and *also*) and temporal conjunctions (such as *first*, *next*, and *then*) are the most dominant. This dominance is consistent with the characteristics of beginner-level texts, which tend to focus on simple logical sequencing and listing information. Beginner writers often organize their writing by ordering activities or adding information in a linear manner, making additive and temporal conjunctions the most accessible and frequently chosen options.

For example, in a text describing a daily or weekly schedule, the sentence “*On Mondays, I work outside. I cut grass and rake the leaves.*” illustrates the combined use of temporal and additive cohesion. The phrase *On Mondays* functions as a temporal marker that helps readers understand when the activities take place, while the conjunction *and* links two activities performed within the same time frame. This combination allows the information to be presented in a clear and orderly way, making it easier for readers to follow the sequence of actions described by the writer.

Conjunctions also appear in persuasive or instructional texts. For instance, the sentence “*Your child needs a notebook for each subject, so please buy five notebooks*” demonstrates how the conjunction *so* establishes a clear cause-and-effect relationship. The first clause states a need, while the second clause presents the action that should be taken as a consequence of that need. Through the use of *so*, the writer makes the reasoning explicit, thereby strengthening the clarity and effectiveness of the persuasive message.

The frequent use of conjunction in the analyzed texts also reflects the importance of logical relationship in discourse organization. Halliday and Hasan (1976) classify conjunction as a cohesive device that signals semantic relations between clauses, such as addition, contrast, cause and time. By using conjunction such as *and*, *but*, *because*, and *then*, writers explicitly guide readers in interpreting how ideas are connected.

In the context of English teaching, the presence of these conjunctions may also support students in developing their discourse competence. As noted by (Paltridge, 2012), understanding how clauses are connected through logical relations is an essential component of discourse awareness. Therefore, the appearance of additive and temporal conjunction in beginner-level text can be interpreted as an instructional strategy that helps learner recognize the basic patterns of idea development.

Overall, the use of conjunctions in the analyzed texts indicates that writers attempt to maintain textual coherence by explicitly linking ideas. Although the range of conjunctions used remains relatively limited and simple, their presence already plays a crucial role in helping readers understand the relationships between different parts of the text. This suggests that mastery of conjunctions is an essential aspect of writing development, particularly for beginner writers. By expanding both the variety and accuracy of conjunction use, the overall quality of writing can be improved, resulting in texts that are more coherent, logical, and communicative.

Ellipsis

Ellipsis is one of the grammatical cohesive devices that are found in the texts. Despite its minimum appearance compared to other grammar devices like reference and conjunction. Even though, ellipsis existence still has a significant role in building text cohesion. Ellipsis is used mostly to avoid the repetition of same language aspects, especially subject or phrase, which is actually understood by the reader from the previous context that appears. In other word, Ellipsis helps the writer delivers information more efficiently without a needing to repeat the same words.

Ellipsis occurs when certain elements of a sentence are omitted because they can be understood from the preceding context. This device contributes to textual cohesion by reducing redundancy. An example can be observed in the text *Busy on the Weekend*:

“On Tuesdays, *I* wake up early and pull weeds from the garden.”

In the second clause, the subject *I* is not repeated because it is already implied from the first clause. This omission represents a form of ellipsis that maintains efficiency in sentence construction.

In the analyzed text, the most used ellipsis form that is found is the omission of the subject after the same idea is repeated. This pattern often appears in simple sentences which have the same parallel structure. For instance, in sentence “*On Tuesday, (I) wake up early*”. The *I* subject is not rewritten since the text reader has already know who is the activity doer from the previous sentence

context. Although the subject is eliminated, the sentence meaning is still clearly understandable. The reader does not find any difficulty in guessing who is doing the activity in that sentence. Other example of Ellipsis use can be found in sentence like “*There is a desk in my room. (There is) a lamp on the desk*”. In this example, *there is* phrase on the second sentence is eliminated. This elimination is done since the first sentence structure has given a clear pattern. The sentence reader can easily understand that both sentences have the same pattern. Thus, ellipsis functions to shorten the sentence without decreasing the sentence meaning clearance.

Ellipsis also frequently appears in form of bulleted list, especially in instruction text. In this context, ellipsis becomes clearer since the text format supports the reader’s understanding. Each point of the list usually has the same structure. For example, In the list of activity steps, the subject or predicate are often eliminated because it is already implied. That is why certain part of sentence does need to be re written, since the reader understands that all bullets refer to the command or imperative sentences that should be done. The fact that ellipsis is mostly found in list sentences shows that text format also influences the use of cohesive device. Structurally formatted sentence, such as instruction or procedures, gives a bigger space for the use of ellipsis. On the contrary, in long paragraph formatted narrative or descriptive texts, ellipsis tends to be limitedly used. The writer does this to maintain the clarify of sentence meaning.

Functionally, ellipsis has some major role in text. The first one is to avoid unimportant repetition. Repeating the same word or phrase makes a text feels monotone. Ellipsis helps decreasing the reader boredom. A text becomes more variative and more comfortable to read. This function is very important in simple texts that often use similar sentence structure. The second function of ellipsis is to show logic connection between sentences implicitly. By removing certain elements, the writer seems want to invite the text reader to connect those sentences. The reader uses its previous context to complete the missed information. This process helps reader to understand that those sentences are connected each other and it form one integrated meaning. The third function of ellipsis is to create a simpler text plot. Ellipsis enables the writer to deliver his ideas in a short and content way. The information and the meaning beyond sentences are still complete, but the language feature is more economic. This is very useful in instruction text, daily schedule text, or short descriptive text which require text efficiency and clarify. Despite having important roles, ellipsis in junior high school level text is rarely found. It is because on this level, the learner as the text reader still needs explicitly complete structured text. Too implicit structure can lead to student’s confusion. The reader might be difficult to understand the ellipted part of sentence. It can make the sentence meaning is hard to be understood.

Substitution

Substitution occurs when a word replaces another element in the sentence to avoid repetition. Although substitution was the least frequent cohesive device in the analyzed texts, it still plays a role in maintaining cohesion. An example appears in the following excerpt from the text *Back to School*:

“Your child needs one pen and three pencils.”

In this sentence, the word one functions as a nominal substitution that replaces the noun *pen*, allowing the sentence to avoid repeating the same word.

Substitution is the least cohesive device that is found in all of the analyzed reading text of *New Frontiers I* English textbook. The appearance frequency of reference is lower than reference,

conjunction, or ellipsis. However, substitutes still holds a crucial role in keeping the text cohesion. Substitute is used to replace certain language elements with other forms so that there is no same redundancy. The replaced elements usually are noun, phrase, or information that has been mentioned previously. In beginner learner texts, the forms of substitution that appear are generally very simple. These substitutions are usually based on quantity or a single object. Commonly found in phrases like *one pen*, or *one more hour*. In *one pen*, the word *one* substitutes the repetition of noun which context is already knew. Likewise, in *one more hour*; the word *one* substitutes the time unit which needs no further re-explanation. The reader can understand their meaning because the context of the sentence is available.

The minimum number of substitutions found is because the it requires readers capability to interpret the reference implicitly. Readers need to be able to connect the substituting elements with their reference. For beginner learner like this book user, this process is not that easy. Thus, the writer of the texts in this book tends to avoid using substitution. They choose to repeat the same word in order to keep the message clarity of text. This finding shows that substitution is has not become a dominant part of beginner level discourse. The use of it is still limitedly and functional. It is only used in very simple context so that it is easier to understand. However, the substitutions appearance ins still important.

The findings of this study are consistent with previous research on grammatical cohesive devices in English textbooks. Similar to the study conducted by Fitri and Yulistiani (2025), this research found that reference is the most dominant grammatical cohesive device, indicating that beginner-level textbooks tend to prioritize linguistic clarity and explicit cohesion. In both studies, the dominance of reference supports readers in tracking participants and ideas across the text, but also suggests a limited range of cohesion structures that may restrict students' ability to develop deeper discourse understanding. Likewise, the results align with the findings of (Sari et al., 2022) who reported that grammatical cohesion is more prominent than lexical cohesion in English reading texts and plays a significant role in supporting text coherence and comprehensibility. However, while previous studies mainly emphasize the overall dominance of grammatical cohesion, the present study further highlights variation in cohesion patterns across different text types within the textbook, showing that texts with higher communicative demands tend to employ more diverse cohesion strategies. This comparison indicates that although grammatical cohesion consistently supports text clarity, its distribution and variation are influenced by text function and learner level, particularly in textbooks designed for beginner learners.

The findings of this study can be theoretically explained through the concept of cohesion proposed by Halliday and Hasan, who define cohesion as the linguistic resources that create semantic ties within a text (Halliday & Hasan, 1976) The dominance of reference and conjunction found in this study reflects the use of explicit cohesive ties, which are characteristic of texts intended for beginner learners. According to Halliday and Hasan, reference functions to maintain continuity of participants, while conjunction signals logical relationships between clauses and sentences. These functions are clearly reflected in the analyzed texts, where cohesion is achieved primarily through overt grammatical markers rather than implicit devices such as substitution and ellipsis. This pattern is also supported by discourse analysis theory, which suggests that novice writers rely more on explicit cohesive markers to ensure clarity and readability (Paltridge, 2012) Furthermore, from a pedagogical perspective, materials development theory emphasizes that beginner-level textbooks should prioritize transparency and ease of processing over linguistic economy (Tomlinson, 2011). Therefore, the limited use of ellipsis and substitution in the analyzed

texts aligns with theoretical expectations, as excessive implicit cohesion may hinder comprehension for early-stage learners.

From a pedagogical perspective, the findings highlight the importance of cohesive device in supporting reading comprehension for EFL learners. Textbooks designed for beginner students often prioritize explicit cohesive markers in order to make discourse relations more transparent. This aligns with materials development principles by (Tomlinson, 2011) who argues that learning materials should reduce unnecessary linguistic complexity so that learners can focus on meaning construction.

Aligns with Sari et al.(2022), the dominance of reference and conjunction in the analyzed texts appears to function as a pedagogical scaffold that assists students in navigating the logical structure of the discourse. Reference enables readers to identify and trace participants across sentences, while conjunction indicates the semantic relationships between clauses and ideas. As a result, these cohesive devices help students connect ideas more effectively and support their comprehension of the overall message conveyed in the text. By encountering these cohesive patterns repeatedly, students may gradually develop awareness of how sentences are connected within a larger discourse. Such exposure may also support learners in developing their own writing skills, particularly in organizing ideas coherently. Overall, the findings support the view that cohesion in beginner level instructional texts is shaped by both discourse principles and pedagogical considerations.

CONCLUSION

Based on the findings analysis and its discussion, this study concludes that the use of grammar cohesive device in reading text of Junior high school English text book is dominated by explicit and simple form of cohesive devices. Reference and conjunction become the most used cohesive device. Personal reference functions to maintain the subject identity and the information continuity in text. Conjunction, especially the additive and temporal conjunction, helps building a logically coherent idea. On the contrary, Ellipsis and substitutions appear in a limited number. This finding indicate that the texts in the book are mainly written for beginner English learners. The writer focuses more on the meaning clarity to make beginner learners who read the book easily understand the message and the context of each reading text.

This finding has some important implication especially related to the learning of writing in EFL context. Teachers should help students in understanding the grammar cohesive in the text gradually. Teacher should also teach students how to use the grammar cohesive device in writing activity. The cohesive device should not only focus on grammar, but also on the use of discourse. Teacher can give exercise that emphasizes the use of reference, conjunction, or ellipsis in varied text. This exercise is a gradual process to help students understand discourse contextually.

Despite the finding's significance, this study also has its limitation. First, the limited number of analyzed text and topic make the result can't be generalized in different text types or level of English book. Second, the analysis only focuses on grammatical cohesive device which makes the lexical cohesion is not studied comprehensively. Third, this study does not directly analyze the correlation of using cohesive device and student's writing quality in general. Based on these limitations, some suggestions can be given for next researcher. Further study is suggested to use more diverse data source, both in terms of education level and text type. Lexical analysis can

be added to give a more comprehensive description of discourse cohesion. Finally, it is also suggested for further study to analyze the correlation between students' understanding on cohesive device and their writing achievement. Thus, the result is expected to give broader contribution for the development of English writing in EFL context at school.

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