

**THE COHERENCE AND COHESION LEVEL OF THE DESCRIPTIVE
TEXTS IN SMA ENGLISH TEXTBOOK “LOOK AHEAD AN ENGLISH
COURSE X” PUBLISHED BY *ERLANGGA*.**

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Abstract

Textbook is one of the material references of the English teaching at school. It is used to run English learning process. A book plays an important role in modern life. It functions to get information and knowledge. A teacher cannot deliver any instructional objectives to the students without using media in teaching and learning process. So, textbook is the main source of instructional materials.

Based on the result of investigation that researcher has done, all of the writing texts especially descriptive texts in “Look Ahead an English Course X” were coherent, because the level of coherence in that text was in good and fair level, and the highest percentage level of coherence was 80%.

The texts that have been analyzed from the textbook “Look Ahead An English Course X” were in good textbook because the highest total of percentage level of coherence was in good and fair level because a paragraph will be coherent or good if the type of thematic progression is constant in one type and inconstant or change from one type to others type of each paragraph, and most of thematic progression was used in the descriptive texts.

Key Words: coherence, cohesion, level, descriptive text, English textbook

A. Introduction

In teaching English especially in teaching text, there are many kinds of text that are taught from junior high school (*SMP*) until senior high school (*SMA*). *Permendiknas 22* (2006) notes that there are twelve kinds of text taught from junior high school (*SMP*) to senior high school (*SMA*). They are descriptive, procedure, recount, narrative, reports, news item, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review. Five of them were taught in both junior high school (*SMP*) and senior high school (*SMA*). They are descriptive, procedure, recount, narrative, and reports. Meanwhile, the rest of the text only taught in senior high school (*SMA*). Narrative and descriptive text are the most text found in English textbook because it taught from junior high school (*SMP*) to senior high school (*SMA*). Collins (2006) states that

“textbooks do not always provide accurate information about the details of English usage, and this is likely have a negative impact on the accuracy of both the teachers and the students knowledge of English structure and use. There is evidence of an inadequate treatment of the fundamental relationships between form and meaning, and between class and function, and most alarmingly many straight forward factual errors”.

Before presenting in a final version, furthermore, written texts are preplanned, drafted, and edited. Teacher may be separated from the textbook writers by both time and geographical distance, thus the textbook writer cannot assume a shared context or shared knowledge with the reader.

Baker (1992) suggests that

“Cohesion is the network of the lexical, grammatical, and other relations or ties organize, and to come extend, create a text, for instance by requiring the reader to interpret words and expressions by reference to other words and expressions in the surrounding sentences and paragraphs. Cohesion is surface relation; it connects together the actual words and expression that we can see or hear“.

The ability to comprehend and understand a text effectively is an important part of the overall success at schools. Those can be especially difficult for English as a Second Language (ESL) learners, since they must contend with learning the coherence and cohesion levels of the text. Moreover learners consider comprehending a text as one of a difficult aspect to be reached, especially writing a descriptive textbook, they find some difficulties for complicated structure formed. Due to the fact that many books are published with various contents. Some texts, sometimes, are arranged unappropriately and often make the students rather hard to comprehend the message sent through the texts.

From the description above, the present researcher argues that textbook should be comprehensible as one of the important source in teaching and learning process of English, especially in writing skill. In this case, it is necessary to prepare students to write with understanding of each new unit in writing material. Thus, teacher plays an important role in choosing the appropriate textbook as guide for students in writing materials.

Based on the facts above, it is necessary to know how important the coherence and cohesion of the English textbook as the material source to run English classroom teaching well, especially in teaching descriptive writing text. The present researcher interests to investigate the coherence and cohesion level of the descriptive texts in SMA English textbook “Look Ahead An English Course X” published by *Erlangga*.

B. Review of Literature

1. Text

Nunan (1993, p.1) states that the term text refers to any written record of communication. The event its self may involve oral language (for example: coversation). It indicates that text is the written record of the communicative event. Although it is in the form of spoken or written communication.

Text is meant any connected stretch of language that is doing job in some context (Halliday & Hasan, 1985 ; 6). Instance of living language that is playing some part in context of situation either spoken or written, we shall call a text. Based on the participants there are spoken and written texts.

Spoken text refers to language interactions, where language most closely accompanies action and there is the least physical distance between participants. For instance, a consultation between patients with doctor, directing someone to the hospital, buying and selling goods, etc.

Furthermore, the writing text refers to language text, where distance from action is greatest and where distance between participants is maximal. Examples of written text include abstract reflections on causes and effects of distant events, such as history or economics, theoretical arguments.

According to Hammond (1992:13), the role of spoken language in the educational context is to enable students to interact with the teacher and other students to clarify ideas, thoughts, and arguments. On the other hand, the role of written language is to consolidation, to record, to pass on information, to summarize arguments on particular topics. It also provides opportunities for

students to consolidate stand back and reflect on what it is they think about the subject.

2. Descriptive Text

According to Hammond (1992 : 78), the social function of descriptive text is to describe a particular person, place, or thing. The generic structures of this text are: Identification and Description (1) Identification: identifies the person, place or things to describe; (2) Description: describes parts, qualities, characteristics. It has language features; focus on specific rather than generic participants (has a particular object, it means only one object, example : my house), use of simple present tense, verb being and having, use of descriptive adjectives to build up long nominal groups.

The example of descriptive text:

Identification	Gandi is one of my classmates
Description	He is a smart and hard working student. He is thirteen years old. His hobby is camping. He goes to Junior High School and He is in the seventh grade. He is good at every subject at school but his favorite subject is English.

3. Text Book

In teaching and learning process, teachers always use some media to make the teaching and learning process easier. One media they always use in the classroom is a textbook because it is easy to carry and to learn.

A book plays an important role in modern life. It functions to give information and knowledge. Bookstores and libraries are placed where people can find books as sources of science and technology. Hornby (1995) defines that textbook is a book giving instruction in a subject, used especially in schools, etc. In all academic part, textbook gave a great contribution in documenting many inventions and transferring knowledge.

Moreover, textbook is a book that is giving instruction in a branch of learning. From the definition of textbook above, the present researcher realized how important textbook for teachers and learners in the teaching and learning process to help them to reach the instructional purposes and stated in curriculum.

4. Coherence

Nunan (1993, p.21) states that coherent text- that is, sequences of sentences or utterances which seem to 'hang together'- contain what are called text-forming devices.

Coherence is a quality of sentences paragraphs, and essay when all the text semantically well-formed (Halliday and Hasan: 1976). When two sentences parts are clearly connected.

A coherent text identified by finding a unity of texture in the text. Unity of texture refers to the way in which resources such as patterns of cohesion create both cohesive and coherent text (Paltridge, 2008). Furthermore, Paltridge (2008) notes that two further elements that give a significant contribution to the texture of text. They are the relationship between theme and rheme in a clause and its contribution to the focus and flow of information in a text.

5. Cohesion

Halliday and Hasan, put forward that the function of cohesion is to relate one part of a text to another part of the same text. In other word, the function of cohesion as a tie to link one sentence to another.

Baker (1992: 180) supports that cohesion is the network of lexical, grammatical, and other relation which provide links between various parts of a text. This relationship functions to convey meaning and to get the readers easier to understand the whole meaning.

Cohesion refers to the relationship between items in a text such as words, phrases and clauses and other items such as pronouns, nouns and conjunctions. This includes the relationship between words and pronouns that refer to that word (reference item). It also includes words that commonly co-occur in the text (collocation) and the relationship between words with similar, related and different meanings (lexical cohesion). Cohesion also considers semantic relationships between clauses and the ways this expressed through the use of *conjunctions*. A further aspect of cohesion is the ways in which words such as ‘one’ and ‘do’ are used to substitute for other words in a text (substitution) and the ways in which words or phrases are left out, or ellipsed, from a text (ellipsis). All of this contributes to the unity of texture.

In *Cohesion in English*, Halliday & Hasan (1976) identifies five general categories of cohesive devices that signal coherence in texts: reference, substitution, ellipsis, lexical cohesion, and conjunction.

6. Level

According to oxford advanced learner’s dictionary, level is relative position, stage, standard or degree of authority. While, according to cambridge

advanced learner's dictionary, the amount or number of something or the height of something.

Based on the definition above, the present researcher concludes that level is a measurement of quality of something

To determine the level of coherence of descriptive texts, present researcher will use some criterias. The criteria provided in table below:

<i>Level of Coherence</i>		
No	Level of Coherence	Explanation
1	Good	If the type of thematic progression is constant in one type each paragraph.
2	Fair	If the type of thematic progression is inconstant or change from one type to others type each paragraph.
3	Less	If new theme(s) is/are created in the middle of paragraph.
4	Poor	If there is no thematic progression used.

(Eggins in Astuti, et al. 2010)

C. Methodology

In this study, the present researcher used a descriptive qualitative research and described the data through description of the fact and phenomena or without using statistical analysis. Descriptive qualitative research method is a research method that produces descriptive data like words or sentences to explain the research result. This method was pointed out to obtain clear description of the object base on the actual fact and valid data.

The present researcher categorized the analysis into two categories; those were cohesion level of descriptive text and coherence level of descriptive text. The analyzing process of coherence is by analyzing and calculating types of

theme, then interpreting by signposting the thematic progression first to find the coherence text. The data were based on the concept of theme and rhyme and the thematic progression suggested by Eggins (1994), and the analyzing process of cohesion is by the network of lexical, grammatical, and other relation which provides links between various parts of text.

After analysing both of the text levels, the present researcher found out the texts from textbook “Look Ahead An English Course X” that categorized into descriptive text. Then, the present researcher divided them which one was categorized into cohesive and coherent and which one was not cohesive and not coherent. After that, the present researcher compared the texts and definite their levels related to the cohesion and coherence level. Furthermore, the present researcher found out the relationship between cohesive and coherent of the texts.

1. Data Analysis

Data analysis is a process to look for and arrange the data systematically, which is gotten from the result of data collection so that it can be understood. Moleong (2008, p. 287) states that there are three models of data analysis: 1) constant comparative method, 2) data analysis of spradley model, and 3) data analysis of Miles and Huberman model.

In this study, the present researcher chooses the first model of data analysis (Constant Comparative Method). In this method, there were four processes in analyzing the data:

a) Data reduction (Identifying and Coding);

In this stage, there are two points that must be done by the researcher. The first is identifying units or smallest elements found in the data which have

meaning or relation if they are related to the focus of the study and the statement of the problems. The second is coding the units or elements in order to know which part they belong to.

b) Categorization (Categorizing and Labeling);

The second stage of analyzing the data was categorization. This stage also consists of two points. The first point is categorizing the units or elements which have the similarity to some categories based on their similarities. Then, every category is given a name that is called 'label'.

c) Synthesis (Relating and Labeling);

After categorizing and labeling the data, the present researcher must search relation among the categories and give a name or a label for every relation found.

d) Action Hypothesis (Formulating a Proportional Statement);

This stage is done by formulating a proportional statement that is called substantive hypothesis. Substantive hypothesis is a hypothesis which comes from the data and it still relates to the data.

To make the method of data analysis more detail, present researcher arranges it into some steps. The steps are:

2. Steps in Analysing Coherence (Yulia, 2010)

- a) Re-reading the texts.
- b) Dividing and numbering sentences in the texts into clauses.
- c) Identifying theme and rheme of each clause of the texts by putting them into tables.
- d) Interpreting the theme and rheme by signposting them into thematic progression.

- e) Interpreting the result by presenting them based on the criteria of level of coherence.
- f) Taking conclusion.

3. Steps in Analysing Cohesive Devices (Rini, 2007)

1. Re-reading the texts.
2. Dividing and numbering sentences in the texts into clauses.
3. Classifying the cohesive devices in the text by putting them into table based on the types of cohesive devices they belong to.
4. Counting the number of cohesive devices in the form of percentage

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

	X	=	The percentage of types of cohesive devices in descriptive text
where	N	=	The number of each types of cohesive devices in the descriptive text
	$\sum N$	=	The total number of cohesive devices items in the descriptive text

5. Taking conclusion

D. Result and Discussion

1. Result

After analyzing the data, the present researcher found out what make the clauses or sentences were coherence and how grammatical cohesion and lexical cohesion look like in the writing texts. Besides, the dominant kind of grammatical cohesion and lexical cohesion can be identified as well. The present

researcher took the result of the analysis in the form of table. There were also percentages of the realization of each kind of grammatical cohesion and lexical cohesion and also the coherence level of the text in the writing texts. The following text was the example of analyzing the data.

a. The result of the analysis of coherence in the descriptive text

Text 1

¹Among pets, **I** like dogs the best | ²**because they** are tame animals | ³**and** can be trained as a man’s friend. | ⁴**I** have a wonderful dog. | ⁵**I** named **him** Volvo.

⁶**You** know what, Volvo is a male dog. | ⁷**He** is a Pomeranian dog | ⁸**and** (**he**) is about....uhm two years old. | ⁹**That** is right, two years old.

¹⁰**My** dog is great. | ¹¹**He** has grayish-white fur, small ears, **and** a cone shaped mouth. | ¹²**His** paws are strong.

¹³Well, **my** dear Volvo is a clever dog. | ¹⁴ **He** always barks loudly **and** noisily | ¹⁵**when** there is a stranger coming to **my** house. | ¹⁶**You** know what? | ¹⁷**He** also can do many things such as sitting down quietly, bringing the newspaper to **me**, standing on his two hind feet, **and** shaking **my** hand.

¹⁸**I** always take **him** to a grooming salon twice a month to have **him** bathed **and** to trim **him his** fur neatly. | ¹⁹Volvo eats dog’s food, fresh meal **and** uhm....drinks fresh milk. | ²⁰**I** do not let **him** eat bones | ²¹**because they** are not good for **him**.

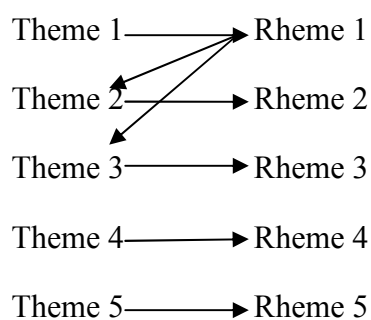
Table 4.1: The analysis of theme and rheme of text 1

Paragraph	Number of Clause	Theme	Rheme
I	1	Among pets, I	like dogs the best

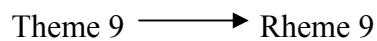
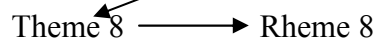
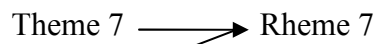
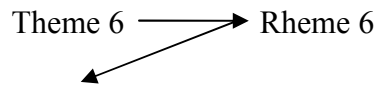
	2	because they	are tame animals
	3	and they	can be trained as a man's friend
	4	I	have a wonderful dog
	5	I	named him Volvo
II	6	You	know, Volvo is a male dog
	7	He	is a Pomeranian dog
	8	and (he)	is about....uhm two years old
	9	That	is right two years old
III	10	My dog	is great
	11	He	has grayish-white fur, small ears, and a cone shaped mouth
	12	His paws	are strong
IV	13	Well, my dear Volvo	is a clever dog
	14	He	always barks loudly and noisily
	15	When there is a stranger	coming to my house
	16	You	know what?
		He	also can do many thing such as sitting down quietly, bringing the newspaper to me, standing on his two hind feet, and shaking my hand
	17		
V	18	I	always take him to a grooming salon twice a month to have him bathed and to trim his fur neatly
	19	Volvo	eats dog's food, fresh meal and uhm....drinks fresh milk
	20	I	do not let him eat bones
	21	because they	are not good for him

The thematic progression of text 1

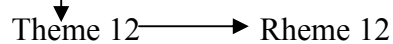
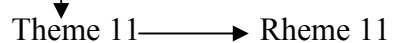
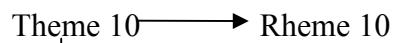
a. Paragraph 1



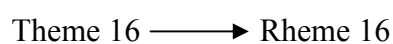
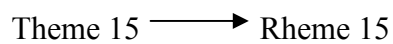
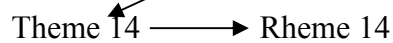
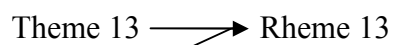
b. Paragraph 2



c. Paragraph 3



d. Paragraph 4



e. Paragraph 5

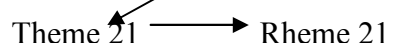
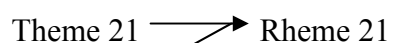
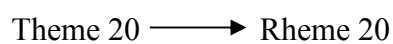
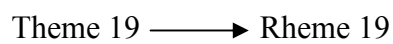
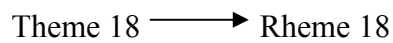


Table 4.2: The level of coherence of text 1

Paragraph	Level coherence			
	Good	Fair	Less	Poor
1	-	√	-	-

2	-	√	-	-
3	√	-	-	-
4	-	√	-	-
5	-	√	-	-
Total	1	4	-	-
Percentage	20,00%	80,00%	-	-

The number and the percentage of coherence in text 1

From both analysis it was concluded that all of the paragraphs in the text one are coherent. From seeing the draft, there were a lot of connections among the themes and the rhemes in each paragraph. And the level of coherence was in good and fair.

Text 2

¹Debby Putti is a model from Surabaya. | ²Now **she** is a student of State Senior High School 71 Surabaya. | ³Debby is the first daughter of Mr.Fajar Putti **and** Mrs.Ana Karaeng. | ⁴Debby became a famous model | ⁵**when she** won the competition of Teenage Model 2005 **and** YTV Jrang-Jreng 2004.

⁶Debby is brown-skinned. | ⁷**She** is tall **and** slender. | ⁸**She** is 17 years old. | ⁹Debby has wavy, short, black hair, a pointed nose **and** rather big ears. | ¹⁰**Her** face is oval **and her** cheeks are dimpled | ¹¹**when she** smiles.

¹²Debby is an attractive girl in **her** blue jeans. | ¹³**She** likes wearing a cotton jacket **and** a T-shirt. | ¹⁴**She** always wants to feel relaxed. | ¹⁵**She** is neat **and** well dressed.

¹⁶Debby is a cheerful **and** friendly girl. | ¹⁷Everybody likes **her** | ¹⁸**because she** is a humorous **and** creative girl. | ¹⁹**She** gets on well with other people | ²⁰**and she** never forces **her** opinions on other. | ²¹**But** sometimes Debby is short-tempered | ²²**when she** loses **her** personal things.

²³**Her** hobbies are cooking Japanese food, shopping **and** singing.

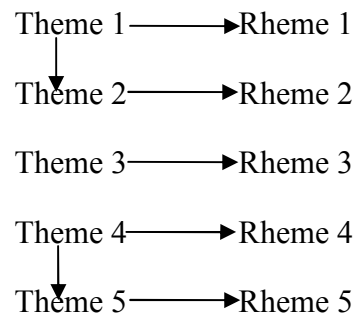
| ²⁴Debby has a beautiful voice **and her** favorite singer is Krisdayanti.

Table 4.3: The analysis of theme and rheme of text 2

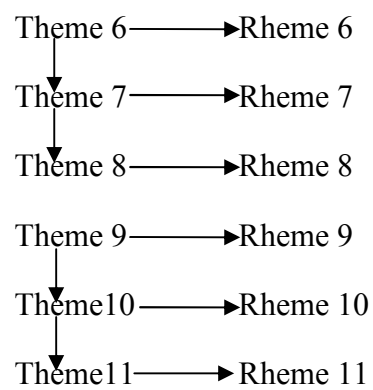
Paragraph	Number of clause	Theme	Rheme
I	1	Debby Putti	is a model from Surabaya
	2	Now she	is a student of State Senior High School 71 Surabaya
	3	Debby	is the first daughter of Mr. Fajar Putti and Mrs. Ana Karaeng
	4	Debby	became a famous model
	5	when she	won the competition of Teenage Model 2005 and YTV Jrang-Jreng 2004
II	6	Debby	is brown-skinned
	7	She	is tall and slender
	8	She	is 17 years old
	9	Debby	has wavy, short, black hair, a pointed nose and rather big ears
	10	Her face	is oval and her cheeks are dimpled
	11	when she	Smiles
III	12	Debby	is an attractive girl in her blue jeans
	13	She	likes wearing a cotton jacket and a T-shirt
	14	She	always wants to feel relaxed
	15	She	is neat and well dressed
IV	16	Debby	is a cheerful and friendly girl
	17	Everybody	likes her
	18	because she	is a humorous and creative girl
	19	She	gets on well with other people
	20	and she	never forces her opinions on other
	21	But sometimes Debby	is short-tempered
	22	when she	loses her personal things
V	23	Her hobbies	are cooking Japanese food, shopping and singing
	24	Debby	has a beautiful voice and her

The thematic progression of text 2

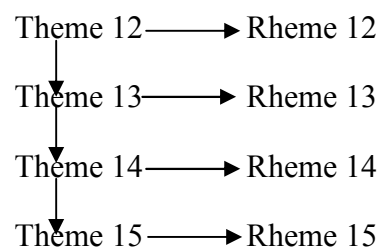
a. Paragraph 1



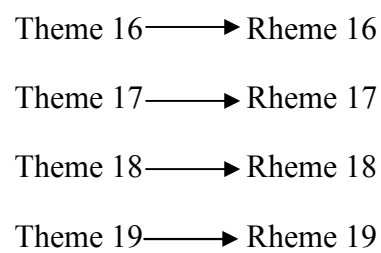
b. Paragraph 2



c. Paragraph 3



d. Paragraph 4



Theme 20 → Rheme 20

Theme 21 → Rheme 21

↓
Theme 22 → Rheme 22

e. Paragraph 5

Theme 23 → Rheme 23

Theme 24 → Rheme 24

Table 4.4: The level of coherence of text 2

Paragraph	Level of coherence			
	Good	Fair	Less	Poor
1	√	-	-	-
2	√	-	-	-
3	√	-	-	-
4	√	-	-	-
5	√	-	-	-
Total	5	-	-	-
Percentage	100%	-	-	-

The number and the percentage of coherence of text 2

Based on the both analysis above, it could be concluded that the text was coherent because the level coherence in it at most is in good level.

b. The result of the analysis of cohesive devices in the descriptive text

Text 1

¹Among pets, I like dogs the best | ²because they are tame animals | ³and can be trained as a man's friend. | ⁴I have a wonderful dog. | ⁵I named him Volvo.

⁶You know what, Volvo is a male dog. | ⁷He is a Pomeranian dog | ⁸and (he) is about....uhm two years old. | ⁹That is right, two years old.

¹⁰My dog is great. | ¹¹He has grayish-white fur, small ears, and a cone shaped mouth. | ¹²His paws are strong.

¹³Well, my dear Volvo is a clever dog. | ¹⁴ He always barks loudly and noisily | ¹⁵when there is a stranger coming to my house. | ¹⁶You know what? | ¹⁷He also can do many things such as sitting down quietly, bringing the newspaper to me, standing on his two hind feet, and shaking my hand.

¹⁸I always take him to a grooming salon twice a month to have him bathed and to trim him his fur neatly. | ¹⁹Volvo eats dog's food, fresh meal and uhm....drinks fresh milk. | ²⁰I do not let him eat bones | ²¹because they are not good for him.

Table 4.5: The result of grammatical cohesion and lexical cohesion analysis of text 1

Number of clause	Reference	Substitution	Ellipsis	Conjunction	Lexical cohesion
1	I	-	-	-	-
2	They	-	-	Because	-
3	They	-	-	And	-
4	I	-	-	-	-
5	I, him	-	-	-	-
6	You	-	-	-	-
7	He	-	-	-	-
8	-	-	He	And	-
9	That	-	-	-	-
10	My	-	-	-	-
11	He	-	-	And	-
12	His	-	-	-	-
13	My	-	-	-	-
14	He	-	-	And	-
15	My	-	-	When	-
16	You	-	-	-	-
17	He	-	-	And	-
18	I, him, his	-	-	And	-
19	-	-	-	And	-
20	I, him	-	-	-	-
21	They, him	-	-	Because	-
Σ	24	-	1	10	-
Percentage	68,57%	-	2,85%	28,57%	-

The number and the percentage of grammatical cohesion and lexical cohesion in text 1

As it was shown in the table 4.5, it was found no occurrence of substitution and lexical cohesion in the text. Most of the reference items found in the text are pronoun. According to McCharty (1990: 35) reference items in English include pronoun (e.g. he, she, it, him, they, I, etc). In this text, the references were expressed by words such as: *I, you, they, he, him, his, my* and *that*.

The word *I* in *I like dogs the best* (clause 1), have the potential for directing the readers to look the interpretation of the writer herself. Baker (1992: 181) states references occur when the reader has to retrieve the identity of what is being talked about before referring to another expression in the immediate context. It was found that the referent item for *I like dogs the best*, which is mentioned in the previous sentence.

There were three types of references; personal, demonstrative, and comparative reference. In this text, only personal and demonstrative are realizes. The items are *I, you, they, he, him, his, my, and that*. Personal reference is a reference by means of function in the speech situation through the categories of person such as: *I, me, you, he, she, her, his, it, they, etc* (Halliday and Hasan 1976 : 37-8). The occurrence of personal reference found in the text can be seen in the example below:

⁴I have a wonderful dog. | ⁵I named him Volvo. | ⁶You know, Volvo is a male dog. | ⁷he is a Pomeranian dog | ⁸and (he) is about...uhm two years old.

¹²His paws are strong. | ¹³Well, my dear Volvo is a clever dog.

²⁰I do not let him eat bones | ²¹because they are not good for him.

The word *I* and *my* in the clauses refers to the writer itself. Then, the word *you* refers to the reader. Meanwhile, the word *they*, *he*, *him*, and *his* are refers the dog.

While demonstrative reference is a reference by means of location, on a scale of proximity. In the case of demonstrative, the word *this*, *these*, *that*, *those*, *the*, *now*, and *then* are used. Halliday and Hasan add *this*, *these*, and *here* imply proximity to the speaker; *that*, *those*, and *there* imply distance from the speaker. The occurrence of demonstrative reference found in the text can be seen in the example below:

⁸That is right, two years old.

The word *that* in the clause is refers to the dog which has age is two years old truly.

Another item of grammatical cohesion in the text is ellipsis. Baker (1992: 187) argues that ellipsis involves the omission of an item and is replaced by nothing. For example:

⁷He is a Pomeranian dog | ⁸and (he) is about...uhm two years old.

The word *he* in clause (8) is omitted but the item is obvious from the context and therefore it is replaced by nothing.

The last grammatical cohesion in the text is casual. Baker (1991: 191) mention items included casual relation such as: consequently, because, so, for, etc. There are two occurrences of the word *because* in the text, they are clause (2) and (20). For example:

¹Among pets, I like dogs the best | ²because they are tame animals.

The word *because* in clause (2) is the reason for statement in sentence (1). Here the casual relation occurs.

The other type of conjunction found in the text is *and*. This item belongs to conjunction, especially additive. Additive relation includes the words: *and*, *or*, *also*, *furthermore*, *besides*, etc (Baker 1992: 191). In the text, additive relation *and* is used in clause (3), (8), (11), (14), (17), (18), and (19). This item gives additional information to the sentence related. For example:

¹Among pets, I like dogs the best | ²because they are tame animals | ³and they can be trained as a man's friend.

The word *and* in clause (3) shows that it gives additional information to clause (1) and (2).

The next other type of conjunction found in the text is temporal. This type signals sequential events. The forms of this type are: *then*, *after that*, *next*, *when*, *at last*, etc (Baker 1992: 191). In the text, signals sequential events *when* is used in clause (15). The clause is as follow:

¹⁴He always barks loudly and noisily | ¹⁵when there is a stranger coming to my house.

Text 2

¹Debby Putti is a model from Surabaya. | ²Now she is a student of State Senior High School 71 Surabaya. | ³Debby is the first daughter of Mr.Fajar Putti and Mrs.Ana Karaeng. | ⁴Debby became a famous model | ⁵when she won the competition of Teenage Model 2005 and YTV Jrang-Jreng 2004.

⁶Debby is brown-skinned. | ⁷She is tall and slender. | ⁸She is 17 years old. | ⁹Debby has wavy, short, black hair, a pointed nose and rather big ears. | ¹⁰Her face is oval and her cheeks are dimpled | ¹¹when she smiles.

¹²Debby is an attractive girl in her blue jeans. | ¹³She likes wearing a cotton jacket and a T-shirt. | ¹⁴She always wants to feel relaxed. | ¹⁵She is neat and well dressed.

¹⁶Debby is a cheerful and friendly girl. | ¹⁷Everybody likes her | ¹⁸because she is a humorous and creative girl. | ¹⁹She gets on well with other people | ²⁰and she never forces her opinions on other. | ²¹But sometimes Debby is short-tempered | ²²when she loses her personal things.

²³Her hobbies are cooking Japanese food, shopping and singing.

| ²⁴Debby has a beautiful voice and her favorite singer is Krisdayanti

Table 4.6: The result of grammatical cohesion and lexical cohesion analysis of text 2

Number of clause	Reference	Substitution	Ellipsis	Conjunction	Lexical cohesion
1	-	-	-	-	-
2	She	-	-	-	-
3	-	-	-	-	-
4	-	-	-	-	-
5	She	-	-	When, and	-
6	-	-	-	-	-
7	She	-	-	And	-
8	She	-	-	-	-
9	-	-	-	And	-
10	Her	-	-	And	-
11	She	-	-	When	-
12	Her	-	-	-	-
13	She	-	-	And	-
14	She	-	-	-	-
15	She	-	-	And	-
16	-	-	-	And	-

17	Her	-	-	-	-
18	She	-	-	Because, and	-
19	She	-	-	And	-
20	She, her	-	-	And	-
21	-	-	-	But	-
22	She, her	-	-	When	-
23	Her	-	-	And	-
24	Her	-	-	And	-
Σ	19	0	0	17	0
Percentage	52,77%	-	-	47,22%	-

The number and the percentage of grammatical cohesion and lexical cohesion of text 2

The table 4.6 showed that reference and conjunction were realized in the text. Reference is realized the most. Meanwhile, substitution, ellipsis, and lexical cohesion are not found in the text.

Personal reference is applied in the text. It included I, we, you, he, she, him, etc. (Halliday and Hasan 1976: 44). In clause (2), there is a reference item *she* which point to *Debby Putti* in the preceding clause. Similarly, the other item of personal reference is *her* found in the text also point to *Debby Putti*. According to Halliday and Hasan (1976) reference is the specific nature of the information that is signaled for retrieval. The example found in the text is as follow:

⁸She is 17 years old.

¹⁰Her face is oval and her cheeks are dimpled when she smiles.

As said by Baker (1992: 181) that reference occur when the reader has to retrieve the identity of what is being talked about by referring to another expression in the immediate context.

The next grammatical cohesion found in the text is conjunction. There were four items of conjunctive relation in the text. *They are when, and, because, and but* in which *when* occur three times while *and* occur eleven times. Considering those conjunction items, it implied that the text realizes three types of conjunction; additive, adversative, and temporal. The first conjunction relation is additive. It gives additional information to the clause related, where the whole clause is considered as one complex clause. The items include: and, or, also, in addition. For the example is the relation between clause (19) and (20) as follow:
¹⁹She gets on well with other people | ²⁰and She never forces her opinion on other.

By applying the additive item *and* in clause (20), the information in clause (19) is added by clause (20).

The second type of conjunction is adversative. Halliday and Hasan (1976: 250) state that the basic meaning of the adversative relation is contrary to expectation. Moreover, adversative relation involved yet, but, however, etc. The use of conjunction relation as follow:

¹⁹She gets on well with other people | ²⁰and she never forces her opinions on other. | ²¹But sometimes Debby is short-tempered.

The word *but* in clause (21) states contrary between statement toward clause (19) and (20). Even though Debby Putti gets on well with other people and never forces her opinions, she is also has short-tempered.

The third type of conjunction found in the text is temporal. This type signals sequential events. The forms of this type are: then, after that, when, next, at last, etc. (Baker 1992: 191). In the text, signals sequential events *when* is used in clause (11) and (22). For example:

¹⁰Her face is oval and her cheeks are dimpled | ¹¹when she smiles.

The word *when* in the clause show sequential events. According to Halliday and Hasan (1976: 262) temporal relation is paralleled by the sequence of the clauses themselves.

2. Discussion

a. The percentage of cohesive device analysis of descriptive text

This section puts percentage of the data analyzed in the form of table, from the table below, the kind of cohesive devices which appears most will obvious.

Table 4.7: *The percentage of cohesive device analysis of descriptive text*

Number of text	Reference	Substitution	Ellipsis	Conjunction	Lexical cohesion
1	68,57%	-	2,85 %	28,57 %	-
2	52,77 %	-	-	47,22 %	-

As it was shown in the table 4.7, the kind of cohesive devices in the writing text are reference, ellipsis, and conjunction. There is no occurrence of substitution and lexical cohesion found in the text.

All the texts in this textbook of Look Ahead especially in descriptive text analyzed apply reference. Moreover, the occurrence of reference appeared to be the most in writing text and the percentage of reference is the higher than another. The next kind of cohesive devices applied in the text is ellipsis but only one text

used ellipsis is in text one. The last cohesive devices found in the text was conjunction. Both of texts used conjunction and the percentage of conjunction is still higher than ellipsis. So, only substitution and lexical cohesion that has the low percentage because there was no occurrence of them found in the text and percentage is the lowest namely 00,00%.

Table 4.8: *The percentage of coherence analysis of descriptive text*

Number of text	Level of coherence			
	Good	Fair	Less	Poor
1	20%	80%	-	-
2	100%	-	-	-

Based on the table above, it was known that all of the writing texts especially descriptive texts in “Look Ahead An English Course X” were coherent, because the level of coherence in that text was in good and fair level.

All the texts in this textbook of Look Ahead especially in descriptive text analyzed were coherence. Based on the table 4.2 in the text 1, it was concluded that it has good of coherence because the total level of coherence at most in fair level that was 4 paragraphs from 5 paragraphs. So that, the highest percentage level of coherence was in fair level that was 80%.

In the text 2 on the table 4.4, it was concluded that it has good of coherence because the total level of coherence at most was in good level in all of the paragraphs. So that, the highest percentage level of coherence was in good level that was 100%.

The texts that have been analyzed from the textbook “Look Ahead An English Course X” were in good textbook because the highest total of percentage level of coherence was in good and fair level because a paragraph will be coherent or good if the type of thematic progression is constant in one type and inconstant

or change from one type to others type of each paragraph (Eggins in Astuti, et al. 2010) and most of thematic progression used in the descriptive texts.

E. Conclusion and Suggestion

1. Conclusion

The present researcher can conclude from the result of the study

- a. The thematic progression used in the descriptive texts to develop the themes were constant or clear, so that it could be concluded what pattern of the thematic progression is.
- b. It could be said that all of the descriptive texts in the textbook were coherence. Because, the level of coherence in there at most were in good and fair level.
- c. The kinds of grammatical cohesion found in the descriptive texts were reference, ellipsis, and conjunction. The occurrence of substitution and lexical cohesion were not found in the text.
- d. Reference was the dominant kind of grammatical cohesion applied in the descriptive texts. It could be seen by considering the percentage of the repetition calculation used in the descriptive texts which was the highest compared to the other types of grammatical cohesion in every analyzed text.

2. Suggestion

Considering the result of the study, the present researcher puts the following suggestions:

- a. The readers can add their knowlegde about the theory of how to create the coherence text by concerning the system of theme and rheme and the thematic progression.

- b. The English students, especially for the english education department can enrich their knowledge and more concern about the system of theme and rheme and the thematic progression pattern in order to create coherent text whole, especially in writing descriptive text.
- c. The English teachers of education department can motivate their students to write, especially in writing descriptive text and enrich the knowledge of their students about the system of theme and rheme and thematic progression which supposed to be able to create coherence text.
- d. Teachers should consider the availability of cohesive devices in writing text which was presented in the textbook they will use for their classes.

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