Analyzing Grammatical Cohesion in Narrative Text Found in Indonesian EFL Textbook

Linda Khoyrotul Aini

Universitas Islam Jember, Indonesia
lindaaini331@gmail.com

Abstract. Analyzing textbooks is one way that we know the extent to which the quality of the textbooks that we use in the learning system and also have an important role for the teacher and student learning as a reference and to assist student learning. The researcher conducted this study to find out what grammatical cohesion is and analyze it in narrative text based on the education curriculum. The result of this study revealed that the grammatical cohesion in Indonesia EFL has been widely used in most text. Moreover, the finding showed that reiteration appeared to be the most frequent type of all subcategories of grammatical cohesion. There are 309 grammatical cohesion ties in four narrative texts: references 175 times (56,64%), conjunction 63 times (20,39%), ellipses 41 times (13,27%), and substitution 30 times (9,70%). It can be concluded that the narrative texts analyzed in this research contain several grammatical cohesions and those are compatible as language inputs.

INTRODUCTION

Language is considered as an instrument for communicating and conveying ideas in both oral and written. It is materialized by text and discourse. Text and discourse deal with devices used by speakers and, or, writers. They are the highest and the largest linguistic units, above clause and sentences, as complete unit containing cohesion and coherence. The researcher wants to analyze the field of discourse analysis. Discourse consists of several types; they are narrative, exposition, conversation, and poem. Based on the discourse study, every text must have texture. To make such texture, of course, there must be cohesive

devices used in a text. Thus, the writer is eager to analyze grammatical cohesion in a narrative text.

Narrative texts are a pivotal component of junior high school English textbooks, serving both as engaging content and as a means to develop a variety of language skills. Textbooks such as "English in Mind" integrate narrative texts to captivate students' interest while teaching crucial linguistic and cognitive skills. According to Bruner (1991), narratives are fundamental to the human way of making sense of the world; they help learners construct meaning and develop their language abilities by organizing experiences into coherent sequences (Acts of Meaning). This theoretical foundation supports the use of narrative texts in junior high school curricula as they mirror the natural way students process and understand information.

Incorporating narrative texts into a junior high school English curriculum also aligns with Krashen's Input Hypothesis, which asserts that learners acquire language most effectively when they are exposed to comprehensible input that is slightly above their current proficiency level (Krashen, 1985, The Input Hypothesis). By engaging with stories that are interesting yet challenging, students are encouraged to expand their vocabulary and improve their grammatical understanding within a meaningful context. Additionally, narrative texts provide opportunities for students to practice and develop their reading comprehension skills. Duke and Pearson (2002) emphasize that good readers use various strategies to make sense of texts, and narratives naturally lend themselves to teaching these strategies, such as predicting, summarizing, and inferring (Effective Practices for Developing Reading Comprehension).

Furthermore the writer wants to analyze narrative text because according to school based curriculum (KTSP) and the basic competence in second grade of junior high school, the students are expected to be able to write some texts such as narrative text, descriptive text, and recount text. In fact, the presence of narrative texts in higher level of education brings a consequence. It demands students to be able to synthesize moral values behind stories which. This skill includes comprehending the ideas of each sequence, integrating them into flows of thought and meanings, and drawing conclusions about moral values that the writer wants to convey.

In this case the students of elementary school did not get English lesson, because in elementary school the English lesson is distracted from the curriculum. Otherwise, only a few schools that still conduct the English lesson. So when the students continue tosecondary school, they do not understand English well, especially in reading text. The issue of comprehension makes it important to analyze grammatical cohesion in narrative text presented in the electronic English textbook of secondary school entitled Joyful English Book 2 published by *Aneka Ilmu* and written by Dra.Sri Purnama Dewi and Dra. Atiek Setyati.

The narrative texts in the textbook are used as language inputs in around Indonesia. The result of analysis is expected to be able to classify whether narrative texts found in the textbook are compatible as language inputs. Moreover, the investigation can be one of the ways to provide precise materials for the students. Finally, it is expected that this research can be a contribution in the area of English language teaching especially in reading skill by giving insight to teachers in selecting and adapting teaching material particularly in narrative texts.

A textbook for junior high school students should meticulously incorporate cohesive devices to enhance students' writing and reading comprehension skills. Cohesive devices—such as conjunctions, pronouns, and lexical ties—are crucial in linking ideas and creating a smooth flow of text. According to Halliday and Hasan (1976), cohesive devices function to "tie together the components of the textual world," enabling readers to follow the progression of thoughts and arguments seamlessly (Cohesion in English). For example, a textbook like "English in Mind" employs a variety of cohesive devices in its reading passages and writing exercises to teach students how to create logically connected and coherent texts.

This approach aligns with Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD), which suggests that learners can achieve higher levels of understanding and skill development when provided with structured support and scaffolding. By systematically introducing and practicing the use of cohesive devices, the textbook scaffolds students' learning, helping them progress from simple sentence structures to more complex, connected paragraphs. This not only improves their writing but also enhances their ability to comprehend and analyze texts, as they become more adept at recognizing the relationships between different parts of the text.

According to Halliday and Hasan (1976: 4), cohesion occurs when the interpretation of several elements in the discourse is independent on that of another. The structure determines the order in which the elements of grammatical occur and how they relate to the sentence. Cohesive relationship with another sentence creates a specific linguistic environment, and the meaning of each sentence depends on it. It concludes that one element cannot be effectively decoded except by recourse to it. Moreover, the basic concept of it is a semantic one. It refers to the relation of meaning that exists within the text. So, when this happens, a relation of cohesion is set up, and the two elements, the presupposed, are thereby integrated into a text. Halliday and Matthiessen (2004: 533) classifiedcohesion into four types: (1) conjunction, (2) reference, (3) ellipsis, and (4) subtitution.

METHODS
Research design

This document analysis study aimed to analyze the grammatical cohesion in narrative text found in English textbook entitledJoyful English Book2for the eighth grade junior high school students. The procedure of this research was to analyze what grammatical cohesion represented in the textbook and describe its dominant type.

Sources of the data

The sources of this study are narrative text found in English textbook entitledJoyful English Book 2. This book contains seven chapters and presented numerous kind of texts such as narrative text, descriptive text, recount text and anecdote.The researcher selected the narrative text because it is one of text that more appears than the other text.

Data collecting method

This researcher also has a number of data-gathering tools for the investigation. The most used tools in qualitative research is document analysis (Ary, et.al.,2010 p.220). Document analysis can be written or text-based artifacts (Ary, et.al., 2010 p). Documentthis study the researcher analyze by intensively reading every single chapter on textbookentitledJoyful English Book 2 to get in-depth understanding about grammatical cohesion. After identifying the grammatical cohesion, the researcher also gets the important data related tographmatical cohesion within the textbook.

Data analysis method

After collecting the data, the researcher analyzed the data, organized existing data, and processed data. According to Miles and Huberman (1994p.10-11), qualitative data analysis are divided into three concurrent flows of activity:
1. Data Reductions
   Data reductions refer to the process of selecting, focusing, simplifying, abstracting, and transforming.
2. Data Display
   Data display is flow of analysis activity. It organized compressed assembly of information that permits conclusion drawing and action.
3. Conclusion Drawing and Verification
   Conclusion drawing and verification is divided what things mean is noting regularities, patterns, explanations, casual flows, and preposition.

.
FINDINGS

In junior high school, particularly in second grade, grammatical cohesion has been studied such as pronoun, demonstrative, comparative, superlative, and so on. According to Halliday and Hasan (1976 p.37), demonstrative reference is used to represent a scale of proximity. It uses words such as *this*, *these*, *that*, *those*, *there*, and *the*. There are 87 instances of demonstrative reference represented in the narrative texts. Demonstrative reference, somehow, is used to represent a scale of quantity as well.

The results revealed in accordance with the existing problems. There are 309 grammatical cohesions presented in four narrative texts. They include four sub-categories of grammatical cohesion such as reference, substitution, ellipses and conjunction. Reiteration is the most frequent type found among all types of grammatical cohesion which represented 175 times (56.64%). The second stage is conjunction which represented 63 times (20.39%). The third position is ellipsis which found 41 times (13.27%). Meanwhile, substitution appears 30 times (9.70%).

According to Halliday and Hasan (1976), conjunction is semantic cohesive relations with a specification in which it has been systematically connected to what has gone before. It helps to connect the ideas within and between sentences. In the curriculum the second gradejunior high school have to understand the text. So, grammatical cohesion makes the students easily understand the text. Grammatical cohesion is a type of cohesion that uses

grammar to establish semantic relations. It consists of reference, substitution, ellipses and conjunction. Among all types of subcategories of grammatical cohesion, reference sits in the first rank followed by conjunction, ellipsis, and the last is substitution. This following table presents the number of occurrence and percentage of grammatical cohesion.

DISCUSSION

Textbooks are one of the supplements among increasingly broad and different teaching materials. They are bound collections of textual and visual material designed for teaching and learning particular subject (Bourdillon, 1992). Thus, it could be concluded that textbooks are very important in all types of educational institutions all over the world. Textbooks are different from the ordinary books or most of books because textbooks are used as guidance for the teachers and students in teaching and learning process. Textbooks are used in an educational curriculum. It contains educational texts which can be used for teaching and learning process in classroom. It is a guide for a teacher, a memory aid for the pupils and a permanent record or measure of what has been learnt. Textbook is description of standard curriculum used in a country (Brown, 2001; Littlejohn and Windeatt, 1989) which contains many materials used to develop students' cognitive, affective, and psychomotor.

The activities in textbook should be based on four skills and emphasize on listening and speaking skill. In addition, the sequence of each skill should be based on receptive and productive skill. Individual, pair and group activities should be in the same proportion. Then the textbook should provide the review and the exercise based on the four skill of language. Moreover, supporting aids of the textbook are also important for teaching and learning, such as teachers' note, web-link, audio or video recording, CD-ROM and cassette should be included in the textbook.

Since 2003, gender issues in language textbooks have been documented in different countries such as Japan, Hongkong, Indonesia, Australia, Uganda, and Ethiopia. To begin with, Thomson and Otsuji (2003) examined Business Japanese textbooks from both macro (social practices) and micro (linguistic discourses) perspectives, using CDA as an analytical tool to assess the adequacy of the textbooks to be used in a primarily female student community. The analysis revealed that the textbooks presented a stereotypical and exaggerated version of social practices of the Japanese business community based on idealized native-Japanese norms.

CONCLUSIONS

Based on the findings and discussions from the previous chapter, the conclusion will be drawn as follows: In the 4 narrative texts presented in the Indonesian EFL textbook for eighth grade junior high school entitled *Joyful English Book 2*, reiteration presented as the subcategories of lexical and grammatical cohesion mostly found in the textbook. There are 404 instances (40. 64%) of the total occurrences. The second place is reference with 359 instances (36.12%) of the total occurrences. Conjunction appeared as the third place with 209 instances (21.03%) of the total occurrences. Then, it is followed by collocation with 18

instances (1. 81%). The substitution and ellipsis are only a few cases found only twice (0.20%)in the textbook. It means that the narrative texts in the textbook mostly use vocabulary content rather than structure to engage semantic relation.

Four narrative texts analyzed in this research are considered as highly cohesive texts because they contain dense grammatical cohesion that make coherent discourse and facilitate comprehension. Finally, the narrative texts presented in the textbook are compatible as language inputs. Accordingly, based on the curriculum of the textbook *Joyful English Book 2*, it has been fitted with the curriculum and can be used as a guide book in Indonesian EFL classroom.

REFERENCES

Anderson, M. & Anderson, K. (1997). Text Types 1. South Yarra: MacmillanEducation Australia PIY LTD.

Anderson, M. & Anderson, K. (1997). Text Types 2. South Yarra: MacmillanEducation Australia PIY LTD.

Anderson, M. & Anderson, K. (1998). Text Types 3. South Yarra: Macmillan Education Australia PIY LTD.

Ary, D, et al. (2010) . *Introduction to Research in Education*. Canada:Thompson Wadsworth.

Bourdillon, Hilary. (1992). *History and Social Studies.* United Kingdom: Taylor & Francis

Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New-York: Longman.

Bruner, J. S. (1991). The narrative construction of reality. *Critical Inquiry*, 18(1), 1–21.

Creswell, John. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Method Approach – Second Edition*. London: Sage Publication, Inc.

Halliday,M.A.K. &Hasan, Ruqaiyah. (1976). *Cohesion in English.*London: Longman.

Krashen, S. (1985). *The input hypothesis: Issues and implications*. New York: Longman.

Littlejohn, Andrew & Windeatt, Scott. (1989). Beyond language learning: perspectives on materials design. *The Second Language Curriculum*, 155–175. doi:10.1017/cbo9781139524520.012

McNamara, et al. (2011). Comprehension Challenges in The Fourth Grade: The Roles of Text Cohesion. Text Genre and Readers.*International Electronic Journal ofElementary Education*, 4(1), p. 229-257.

Miles, Matthew. B& Hubarman, A. Michael. (1994). *Qualitative Data Analysis Second Edition*.London: International Education and Professional Publisher.

Nunan, D. (1993). *Introducing Discourse Analysis*. London: Penguin English.

Sallabas, M. E. 2013. Analysis of narrative texts in secondary school textbooks in terms of value education.*Academic journals*, 8(8), p. 361-366.

Thomson, Chihiro Kinoshita & Otsuji, Emi (2003). Evaluation of business Japanese textbooks: issues of gender,*Japanese Studies*,23(2), p. 185 — 203.

Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press.

Westwood, P. (2008). *What Teachers Need to Know About Reading and Writing Difficulties.*Victoria: ACER Press.

Zahoor, M., & Janjua, F. (2013). Narrative Comprehension and Story Grammar.*InternationalJournal of Academic Research in Business and Social Sciences*, 3(9), p. 604-618.

Zamanian, M. & Heydari, P. (2012). Readability of Texts: State of the Art. *Theory and Practice in Language Studies*, 2 (1), pp. 43-53.