Proceeding of 6ᵗʰ International Conference on the Teaching of English and Literature
Bengkulu, Indonesia, November 8ᵗʰ, 2025

E-ISSN: 2986-819X
Page 26-34

An Analysis of Coherence of Reading Texts in "Bright" Textbook Grade Ninth Junior High School

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Abstract

Textbooks have a crucial role in delivering information and knowledge. The effectiveness of text improves when it shows coherence; coherent texts can facilitate comprehension for students. This study focus to evaluate types and levels of coherence in the reading materials of "Bright," a textbook designed for ninth-grade junior high school students and published by Erlangga in 2024. The study uses qualitative research methodology, analysis covers 11 reading texts, and is categorized into four types: Descriptive Text, Recount Text, Procedure Text, and Narrative Text. The findings show that all analyzed texts verify coherence, obtaining a coherence level of 75%. The texts are considered suitable for educational purposes, as they show an overall coherence level. Key components contributing to coherence include the repetition of keywords, consistent pronouns, transitional signals, and logical order. Mainly, Narrative Texts have the highest part of coherence at 41.1%, receiving a fair level. Based on the coherence analysis, it is recommended that educators consider this textbook as a valuable resource for teaching English.

Keywords: Textbook; Reading Text; Coherence

Introduction

Reading comprehension has a role in developing students' language proficiency. For students in Class 9 of SMP (*Sekolah Menengah Pertama*), textbooks act as a source of materials, construct their understanding of English, and develop the ability to involve critical thinking within texts Coherence is an important component of reading comprehension because it supports readers in constructing a coherent mental representation of text ideas, facilitating logical connections and understanding (Kim & Petscher, 2021). Coherence helps students related with information, stick to the narrative or argument, and get the full meaning of the passage (Degand & Sanders, 2020). Additionally, effectively analyzing and comprehending material is important to reaching learning objectives. Understanding an English passage had some difficulties for learners since the language serves as a foreign Second Language (ESL) that students must acquire. This also become extra responsibility for the teacher and students as readers to understand the coherence level of the text (Roseman, Stern, & Koppal, 2010).

Moreover, students view understanding texts as a challenging aspect to fulfill, especially with textbooks, where they confront difficulties in constructing complex structures. A lot of publications of numerous books with different contents, some texts require proper structuring, making it hard for students to understand the meaning. Moreover, textbooks should be recognized as an important tool in the process of teaching and learning. In this situation, learners need to be ready to comprehend each new unit in the reading content.

The teacher typically employs different media to enhance the teaching and learning experience throughout the educational process. Textbooks are frequently used in classrooms due to their ease of transport and learning (Renette, Safnil & Yunita, 2021). Textbooks are helpful in daily life. It aims to

convey information and knowledge. As stated by Hornby (2005), a textbook is a book that provides comprehension of a subject and is mainly utilized in educational institutions.

Consequently, the educator plays a crucial role in selecting the appropriate textbook as a learning aid for learners. The textbook needs to be consistent and logical to achieve this. This is an essential element of text coherence that is occasionally misinterpreted. Coherence is a technique for connecting a set of clauses or contextual phrases (Halliday & Hasan, 1985). To ensure that text coherence links the listener's or reader's understanding of written or spoken content, allowing the meaning conveyed to blend effortlessly into the continuous text (Triyana, Arsyah, Arono, 2018). Furthermore, due to the significance of coherence in texts found in English books. Numerous structural models in the conclusion section have been suggested by specialists like Bunton (2005). Furthermore, there is research relevant to this research (Jumatriadi, 2013), but the distinction lies in Jumatriadi's work, which concentrates on a single text and consists of just two text samples, whereas this research involves the analysis of five reading texts found in English books.

Coherence, as stated by Dirven & Marjolijn (2004), is a characteristic that differentiates text from a random assortment of phrases. Coherence arises when it becomes feasible to create a unified text representation. Coherence, as defined by Zemach D.e & Lisa (2005), refers to the clear and logical arrangement of concepts when various texts are combined, allowing the reader to swiftly understand the main idea. Coherence is the connection between words or phrases in text that enables the reader to understand the content. As stated by Pying & Rashid (2013), coherence acts as a wide term of various elements, such as the sequence of events in the text presented, the precision of actions or ideas shown within it, and aligns text with its own content.

Furthermore, to obtain coherence, there are four methods by Hoge (2007) that can be used for (a) Repetition of important nouns, (b) Consistent use of pronouns, (c) connecting thoughts with transition phrases, and (d) organizing written concepts in a logical order. While Oshima & Hoge (1983) highlight that sentences must "cohere," shifts from one sentence to another should be smooth and logical. There should be no sudden shifts from one sentence to another, and the words should transition flawlessly. Additionally, utilizing the fourth technique for transforming a text into a cohesive piece is the frequent use of 'Keyword repetition' within paragraphs. Consistent pronouns may be utilized to create example text that features possessive pronouns (I, you, we, they, etc.). Subsequently, to establish coherence, utilize 'Transition signals,' which include expressions such as (finally, and, however) or phrases like (on the other hand and in addition).

Subsequently, categorize transition signals into subordinates (such as although), coordinators (and, but), adjectives (another, in addition), and prepositions (since, regardless), etc. It is important to note that transition signals help inform the reader when the writer presents comparable ideas (similarly, and), contrasting concepts (alternatively, but conversely), illustrative outcomes (thus, consequently), and final thoughts (to summarize). Ultimately categorizes transitional signals according to their grammatical roles, including words and transitional phrases, conjunctive adverbs, coordinators, subordinators, and various mixed groups of transition signals known as other transition signals.

Additionally, the researcher utilizes supplementary methods based on the degree of coherence to assess the coherence level of the reading text according to Eggins (2010). a) Good if the development type includes all forms of constant coherence within one type in every paragraph; b) Fair if the coherence type is inconsistent or shifts from one type to another in each paragraph; c) Less if coherence is present only in the middle of the paragraph; d) Poor if there is no coherent development present in the text.

However, numerous other studies back this research, specifically those that focus solely on coherence aspects (Maharani, 2018). The additional features of coherence encompass the repetition of key nouns, the use of consistent pronouns, transitional signals, and a logical sequence. A different study examining cohesion and coherence in both paper and student writing (Andayani, Seken & Marjohan, 2014; Triyana, Arsyad & Arono, 2018; Syamsydha, Amir & Johar, 2018; Renette, Sfnil & Yunita, 2021; Wahyuni & Rohmah, 2022) sets itself apart from earlier investigations by concentrating more deeply on coherence analysis, as prior research has extensively covered cohesion and coherence. According to the information mentioned earlier, it is crucial to understand the significance of coherence in English textbooks as a resource for effectively teaching English in class, particularly when it comes to teaching written texts.

Furthermore, considering the phenomena mentioned earlier, the researcher aims to analyze and assess the types of coherence and level of coherence found in the reading text in "Bright" an English book intended for grade nine junior high school.

Research Methodology

In this study, the researchers employed a descriptive qualitative approach and represented data through descriptions of facts and phenomena, even in the absence of statistical analysis. The descriptive qualitative approach, as noted by Cresswell (2014), produces descriptive data that consists of phrases or words aiming to depict research findings. In addition, qualitative research is a research method employed to examine and derive insights from existing textual information. The research data were gathered from 4 types of texts that learners would study using the book "Bright," encompassing a total of 11 texts. The specifics of the subject of this study are shown in the subsequent table 1.

Table 1. Research Object

No.	Text	Title	Code	Numbers of Word	Number of Text
1.	Descriptive Text	- Sumatran elephant - Orangutan	DT	697	2
2.	Recount Text	- My Trip To Merbabu Mountain - Tom & Nora Night tour to Sepuluh November museum - Mangrove Tour	RT	942	3
3.	Procedure Text	- DIY Self Watering Plastic Bottle Planters - Do-It-Yourself Scented Candles	PT	480	2
4.	Narrative Text	- The Farmer And The Magic Box - Lazy Boy on Picnic - A Tale of Cyberbullying - Stone on the Road	NT	1261	4
Total				**3381**	**11**

The method of gathering data in this research is documentation. The researcher inspects the English textbook as a data source, then recognizes and categorizes the coherence present in the textbook.

At first, the researcher reviewed text from "Bright" English book. Then, the researchers divided and labeled the sentences in the text into clauses. After that, the researcher point the coherence segment of every text clause by putting it into a table. Next, analyze the nature of coherence. Then, evaluate the results by arranging them according to the coherence levels. Last, conclusion.

In addition, the data in this study were analyzed qualitatively following the model proposed by Miles and Huberman (1984). The qualitative analysis procedures consisted of: (1) data reduction, which began with collecting and organizing the data and continued through the process of coding and summarizing it to identify key patterns and meanings; and (2) data display, which involved structuring the organized data into matrices or tables. In this study, the data were presented in tabular form to identify and evaluate the types and degrees of coherence devices used.

Findings and Discussion

Findings

The researcher discovers what contributes to the visible coherence of clauses or sentences in the written text. Moreover, the prevalent forms of coherence and the degree of coherence in the reading material. Different types of coherence are identified in the reading text from the English book "Bright." After the reading texts were reviewed, the researcher evaluated them in the following way:

Table 2. The Distribution of Coherence's Aspects

Coherence's Aspects	Text	Research Finding	Number
Repetition of Key Noun	DT	Sumatran elephants Orangutans	5 12
	RT	Merbabu Museum Monument Mangorove Forest River	2 5 3 3 3
	PT	Bottle Water Candle Wax Jar	6 5 4 6 4
	NT	Alexa Johnny Fish Farmer Box King Stone Road	6 11 6 7 9 6 9 3
Consistent Pronoun	DT	They	22
		These	4
		Their Them Which	14 1 4
	RT	I My Me We Our It They She This	13 6 4 19 5 6 1 1 3
	PT	It Your You They	8 6 4 1

	NT	She	7
		Her	6
		They	5
		This	1
		It	9
		He	18
		His	15
		Them	1
		We	4
		I	1
		My	4
		You	4
		Their	5
		Someone	1
Transition Signal	DT	And	26
		Like	1
		In term of	1
		Regarding	1
		When	4
		Sometimes	2
		But	2
		While	1
		But not	1
		Although	1
		Then	1
		As	1
		Which	4
	RT	And	13
		Also	8
		Besides	1
		Finally	1
		Because	6
		But	2
	PT	As	3
		After	4
		Prepare	2
		Make Sure	1
		Put	1
	NT	And,	27
		Then	6
		However	4
		One Day	4
		Because	2
		Suddenly	1
		Despite	3
		Instantly	2
		Later	1
Logical Order	DT	Logical division	2
	RT	Chronological	3
	PT	Logical division	1
	NT	Chronological	3

The analysis shows the text in the English textbook in terms of repetitions of key nouns, the maximum occurrence across the 11 texts is twelve times, while the minimum is two times. Regarding the consistent use of pronouns, the lowest frequency recorded is 19 times, with the highest reaching 81 times. For transition signals, the minimum usage is noted at 11 times, and the maximum at 50 times. Furthermore, in establishing a logical order, five texts from the descriptive and procedural categories are organized into logical divisions, whereas six texts from the recount and narrative categories are arranged chronologically.

Result in descriptive text in repetition key nouns, the highest is 12 times, and the lowest is 5 times. Next is consistent pronouns shows highest are 'They' 22 times, 'These' 4 times, 'Their '14 times, 'Them' 1 time, 'Which' 4 times. For examples in text 2, line 2: 'They travel from tree to tree through the branches using their long limbs.' And for transition signals is 'And' 26 times, 'Like' 1 time, 'in term of' 1 time, 'Regarding' 1 time, 'When' 4 times, 'Sometimes' 2 times, 'But' 2 times, 'While' 1 time, 'But not' 1 time, 'Although' 1 time, 'Then' 1 time, 'As' 1 time, 'Which' 4 Times. For examples in text 2, line 5: 'Orangutans eat mostly fruit, young leaves, inner bank, and eggs…….' Why its logical division? The text connected to the central theme characteristics, behavior, and threats to their existence.

In the recount text, the repetition of key nouns 'Merbabu' 2 times, 'Museum' 5 times, 'Monument' 3 times, 'Mangrove Forest' 3 times, 'River' 3 Times. Meanwhile, in consistent pronouns, '1' 13 times, 'My' 6 times, 'Me' 4 times, 'We' 19 times, 'Our' 5 times, 'It' 6 times, 'They' 1 time, 'She' 1 time, 'This' 3 times. For examples in text 3, line 1: '**I** remember the most memorable holiday **I** had was when I went hiking at Mt. Merbabu….' Move to transitional signal it have 'And' 13 times, 'Also' 8 times, 'Besides' 1 time, 'Finally' 1 time, 'Because' 6 times, 'But' 2 times. For examples in text 3, line 1: Some students were like me, but there were also professional mountain hikers……' The text follows a chronological order to narrate the trip step-by-step.

Move to procedure text, the repetition key nouns show 'Bottle' 6 times, 'Water' 5 times, 'Candle' 4 times, 'Wax' 6 times, and 'Jar' 4 Times. Next consistent pronoun 'It' 8 times, 'Your' 6 times, 'You' 4 times, 'They' 1 time.

For examples in DIY Scented candles text: 'Put **your** wax into the top pan to melt **it**….' For the transitional signal 'As' 3 times, 'After' 4 times, 'Prepare' 2 times, 'Make Sure' 1 time, 'Put' 1 time. The text follows Logical division in the form of step-by-step instructions.

Last the narrative text, the repetition of key nouns used is 'Alexa' 6 times, 'Johnny' 11 times, 'Fish' 6 times, 'Farmer' 7 times, 'Box' 9 times, 'King' 6 times, 'Stone' 9 times, 'Road' 3 times. And for the consistent pronoun 'She' 7 times, 'Her' 6 times, 'They' 5 times, 'This' 1 time, 'It' 9 times, 'He' 18 times, 'His' 15 times, 'Them' 1 time, 'We' 4 times, 'I' 1 time, 'My' 4 times, 'You' 4 times, 'Their' 5 times, and 'Someone' 1 time. For examples in text 8, line 6: "You're so lazy! **You** should work harder," scolded the farmer…….' And in transitional signal used is 'And' 27 times, 'Then' 6 times, 'However' 4 times, 'One day' 4 times, 'Because' 2 times, 'Suddenly' 1 time, 'Despite' 3 times, 'Instantly' 2 times, 'Later' 1 time for examples in text 8 line 5: 'One day, the farmer's elderly grandfather came to coins from the book………' Last, the text follows a chronological order, presenting the events in the sequence they occurred.

And for the coherence level found in "Bright" English book reading text as shown in table 3 below:

Table 3. The summary of coherence that appears in the textbook

Text	DT	RT	PT	NT	Total
Repeating of Key Noun	17	16	25	57	**115**
Consistent Pronoun	45	58	19	81	**203**
Transition Signal	46	31	11	50	**138**
Logical Order	2	3	2	4	**11**
Total	**110 (23.5%)**	**108 (23.2%)**	**57 (12.2%)**	**192 (41,1%)**	**467 (100%)**

According to the findings of (Megawati (2018), a paragraph is considered effective if it achieves a minimum score exceeding 12 in terms of key noun repetition, consistent pronoun usage, transitional signals, and logical sequencing. Consequently, Narrative Text exhibits the highest level of coherence,

accounting for 41.1%. Furthermore, as illustrated in Table 3, the coherence level within the "Bright" textbook is detailed in Table 4.

Table 4. The level of coherence of text

Text	Fair	Good	Less	Poor
DT	√	-	-	-
RT	√	-	-	-
PT	-	√	-	-
NT	√	-	-	-
Total	3	1	-	-
Percentage	**75,00%**	**25,00%**	-	-

The analysis in Tables 3 and 4 shows that the researchers assess the coherence levels of several reading texts. The text forms, including descriptive, narrative, procedural, and recount texts found in the book, show coherence. Coherence levels are categorized as good or medium. Furthermore, Table 4 announces that overall coherence is rated good, with three out of four texts effectively in coherence criteria. Consequently, the highest percentage of coherence is classified as fair, especially for Descriptive Text, Recount Text, and Narrative Text; the Procedure Text gets a good score of 25%. This confirms that all texts fulfill the coherence components, with a total coherence percentage of 100%.

Furthermore, the researchers evaluated the coherence level of the text, and also determined that all paragraphs show coherence. The result reveals several coherence elements, including the repetition of key nouns, consistent pronoun usage, transitional markers, and logical sequencing. The integration level is rated fair at 75%. Based on Table 4, all texts within the "Bright" English textbook prove coherence, as indicated by a coherence level. The analyzed texts from the "Bright" textbook qualify as effective educational materials; the overall coherence percentage is categorized as both good and sufficient, ensuring that each paragraph maintains coherence through various coherence types.

Discussion

The analysis conducted in this study focuses on evaluating every reading text to make sure it follows the principles of coherence, including repetition of keywords, the use of consistent pronouns, the presence of transitional signals, and the establishment of logical sequences. The findings show that the text in the English textbook for ninth-grade junior high school, "Bright" by Erlangga, published in 2024, presents a comprehensive level of coherence in all five assessed aspects. Among the various text categories, narrative texts take highest of coherence at 41.1%, while procedural texts show the lowest coherence. This is due to the brevity of the sentences, which consist of only 480 words. This research aligns with previous studies (Rutella, Safnil & Risma, 2018; Megawati, 2018) that using content analyses on English textbooks for high school students in Indonesia. However, unlike those studies, this research specifically emphasizes analysis coherence. The theoretical framework supporting this analysis is from Oshima and Hoge (1983), which examines coherence in reading texts through the keyword repetition, consistent pronouns, transitional signals, and logical sequences. Additionally, this study differentiates between cohesion and coherence,

Furthermore, the second focus of the researcher is the coherence level found in every reading text of the "Bright" textbook. This study is informed by the research conducted by Jumatriadi (2013), which is based on the coherence of themes within reading texts. A key difference in this research is the variety of text types analyzed, enabling a more comprehensive assessment of coherence levels on different materials. The results of the analysis show that all paragraphs in texts are coherent. The identified aspects of coherence include the repetition of significant nouns, consistent pronoun application, transitional indicators, and logical progression. The integration level is assessed as Fair (75%). According to Table 4, all texts in the "Bright" English textbook are coherent, reflecting a strong coherence level. The analyzed texts from the "Bright" textbook are believed to be effective, as they achieve a high percentage of coherence, indicating that coherence is handled through various coherence mechanisms.

Conclusion and Suggestion

The results lead researchers to conclude that the texts found in the English textbook "Bright" are coherent. This coherence is primarily by the effective integration of the material. Among the various forms of coherence identified, narrative text is the most frequently occurring in the reading selections examined. This conclusion is proven by a comparative analysis of the repetition percentages across five text types, which includes coherence elements such as the repetition of key nouns, consistent pronouns, transitional signals, and other logical arrangements within the assessed texts. In conclusion, this textbook serves as a good resource for both teachers and students in their learning processes.

However, the study does have its limitations. Therefore, the researcher recommends that readers, especially those studying English language education, enhance their knowledge by investigating themes, rhyme systems, and thematic development patterns to create a more cohesive overall work. Additionally, educators should consider the inclusion of coherence tools when developing the content for their English lessons.

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