



An Analysis of Lexical Cohesion on The Textbook at The Seventh Grade of Junior High School

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Abstract

This study aims to investigate the use of lexical cohesion in creating textual coherence in seventh-grade English textbooks. The objectives of this study were to identify, analyze, and determine the dominant types of lexical cohesion used in the textbooks, with the hope of providing insights and benefits for teachers and students in the English learning process. The theoretical framework refers to Halliday and Hasan's (1976) classification of lexical cohesion, which consists of reiteration (repetition, synonymy, antonymy, hyponymy, meronymy) and collocation. This study employed a descriptive qualitative approach, using Miles and Huberman's (2014) model of data condensation, data display, and verification. The results showed six types of lexical cohesion were found in the textbooks, with repetition being the most dominant type (40%), followed by synonymy, antonymy, hyponymy, meronymy, and collocation (32%). These findings indicate that the textbooks emphasize vocabulary reinforcement and thematic continuity to support students' word recognition and reading comprehension. It is concluded that lexical cohesion enriches vocabulary mastery and enhances text coherence; therefore, teachers are encouraged to utilize lexical cohesion – especially repetition and collocation – as an effective strategy for teaching English.

Keywords: Lexical cohesion, Textbook, English language learning.

INTRODUCTION

English education in many parts of the world often faces challenges in enhancing students' communication skills. Traditional teaching methods that emphasize grammar and writing often fall short in developing students' speaking skills and engagement. Conversely, more communicative approaches not only naturally improve language proficiency through daily English use, but also foster critical thinking, collaboration, and problem-solving skills (Adilah, 2023). English instruction is intended to help students develop the skills necessary for academic success and global communication. However, various studies have identified ongoing challenges in English language teaching (ELT) across the country. These challenges include a shortage of qualified English teachers, insufficient teaching resources, and a disconnect between curriculum goals and actual classroom practices (Ikhsanudin & Lestari, 2023). Furthermore, the implementation of the Merdeka Belajar curriculum has encouraged educators to adopt more student-centered and communicative approaches, although not all

schools are adequately prepared to implement these changes. As a result, despite policy reforms, many students still struggle with basic English proficiency and comprehension.

Reading comprehension is an important skill in language learning because it allows students to read and interpret written materials effectively. Recent studies have identified several factors that influence reading comprehension, including vocabulary knowledge, background knowledge, and the use of effective reading strategies. For the past 20 years, foreign language researchers have focused on the impact of lexical knowledge on reading comprehension. Vocabulary knowledge is strongly linked to reading comprehension, as it enables learners to better understand the meaning of written texts. Furthermore, reading can assist learners in developing their vocabulary (Nation, 2001). Reading is an effective means of expanding knowledge in any academic field. Junior high school students are expected to read extensively in English, as it serves as a foundation for academic and professional contexts where English is the medium of instruction (Saputri, Sunardi, & Musadad, 2021). Reading is regarded as essential for success in multicultural environments, academic achievement, and independent learning. Reading is a crucial ability for students seeking knowledge in their field (Alshehri, 2023).

In addition, reading is essential for students regardless of their skill level. This is due to various factors that hinder students ability to comprehend texts effectively. One of the main obstacles is students limited vocabulary, which prevents them from grasping word meanings and understanding the overall context of the text. Many students struggle to fully comprehend academic texts, which often contain lengthy paragraphs and numerous unfamiliar words (Lintangsari & Emaliana, 2020). This difficulty is compounded by the fact that reading comprehension is a complex process that requires sufficient background knowledge. Therefore, comprehension does not occur automatically students must apply appropriate reading strategies. These strategies help bridge knowledge gaps, facilitate understanding, and enhance overall comprehension. Furthermore, an individual's learning strategies reflect how they acquire, interpret, and process information which is closely related to their overall learning approach. Thus, reading strategies are essential for comprehending academic texts, particularly for learners with limited language proficiency, who may struggle to identify main ideas without them. (Fitriana, 2018) stated that the use of ineffective learning procedures is a major barrier to successful language acquisition.

Lexical cohesion in textbooks for seventh-grade junior high school students is essential for ensuring textual coherence and enhancing comprehension. It involves the use of lexical devices such as repetition, synonyms, collocations, and hyponyms to connect sentences and ideas throughout the text. Research indicates that lexical cohesion helps students follow the flow of information and understand relationships between concepts, both of which are essential for effective reading comprehension at this level. For example, in descriptive texts, lexical cohesion strategies such as repetition and collocation are commonly used to maintain topic continuity and highlight key concepts, making the text more accessible for young learners. Cohesion and coherence play a crucial role in the development of well-structured and meaningful texts. Cohesion refers to the connections between sentences, the unity

within the text, and the links between concepts across different parts of the discourse. In other words, cohesion refers to how the various elements of a text are interconnected, making it easier for readers to follow and understand the material. To connect phrases and concepts, words like "and," "but," "then," and "because," as well as pronouns like "he," "she," or "it," are used. These links contribute to a fluid flow, making the writing feel like a cohesive whole rather than a collection of fragmented ideas. In simple terms, cohesion acts as the glue that holds a text together, helping readers understand how ideas are connected and making the overall message clearer (Purwaningtyas, Fitriati, & Haryanti, 2024).

A text is not just a string of sentences. It is not simply a long grammatical unit, something of the same kind as a sentence, but differing from it in size – a sort of super-sentence. It is a unit of language in use. A text is best regarded as a semantic unit; a unit not of form but of meaning. Thus, it is related to a clause or sentence not by size but by realisation: the coding of meaning in wording. Hence, we shall refer to a text as a semantic unit: a unit of language in use (Alexon, Safnil, & Syafryadin, 2024). A text does not consist of sentences; it is realized by, or encoded in, sentences. One of the most important principles for the analysis of a text is the concept of cohesion. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another (Halliday & Hasan, 2014). Reiteration comprises synonymy or near-synonymy, superordinates, and general terms (Maftuha, Tjahyadi, Sutrisno, Wafa, & Marga, 2024).

Lexical cohesion refers to the cohesive effect produced by the selection of vocabulary. This effect occurs through the use of lexical items that are related to those occurring earlier in the text. These relations may be of various kinds, including repetition, synonymy, antonymy, hyponymy, and collocation. Lexical cohesion does not merely lie in the repetition of the same word; it is a matter of the semantic relationships among words. It enables the text to maintain topic continuity and semantic flow (Halliday & Hasan, 2014).

Numerous studies have been conducted on lexical cohesion, including one by (Ndruru & Johan, 2024). This study examines lexical cohesion techniques used in the speeches of Indonesian students in the United States that are broadcast on YouTube, specifically focusing on the types of lexical cohesion based on the theories of Halliday and Hasan, as well as Paltridge. It also aims to identify the frequency and distribution of these cohesion types and to analyze how lexical cohesion contributes to the overall coherence of the speeches.

Previous researchers (Beno, Silen, & Yanti, 2022) has focused on the investigation of lexical cohesiveness in academic texts used in the IELTS (International English Language Testing System) exam, as well as how the findings might be implemented in English language instruction.

Writing in English is primarily a pedagogical concern, based on an earlier study by (Sidabutar, 2021) titled "An Analysis of Cohesion on the Students' Writing," which found that these issues contribute to poor writing performance among EFL students, resulting in unclear and difficult-to-understand compositions. Additionally, the students struggle to write in a grammatically correct manner and lack sufficient academic vocabulary.

Cohesion is a semantic concept that is integral to a language's system (M.A.K & Hasan, 1975). Thompson (2014) defines it as a linguistic device through which the speaker can signal the experiential and interpersonal coherence of the text, making it a textual phenomenon. Cohesive relationships form an essential part of the overall structure of language. According to Halliday and Hasan (2014), cohesion is realized in two forms: grammatical and lexical, which together constitute textual connectedness. Grammatical cohesion includes four types of devices: reference, substitution, ellipsis, and conjunction. Lexical cohesion includes repetition, synonymy, hyponymy, and collocation. Furthermore, the study of cohesion and coherence has been explored in relation to theme–rheme structures, in order to examine their contribution to text organization. Previous research also adopted a systematic approach to translation, which was closely linked to efforts to improve students' writing skills.

This study will examine the use of cohesive devices in undergraduate theses written by English Language Education students at an Indonesian university, as well as their writing preferences. To obtain meaningful results, a quantitative method was employed to measure the frequency and percentage of lexical cohesion devices found in the analyzed texts. To provide a thorough analysis (M.A.K & Hasan, 1975), lexical cohesion categorization was employed. These researchers categorize lexical cohesion into two main types: reiteration and collocation. This research focused on understanding and applying these categories to students' writing. In terms of outcomes, this study sought to contribute both theoretically and practically.

The theoretical goal was to enhance language evaluation and testing by analyzing lexical cohesion in writing. This could offer a new perspective for assessing writing ability, particularly in academic contexts. On a practical level, this research benefited both teachers and student writers. The findings may help teachers enhance their ability to assess the use of lexical cohesion in student writing, which may lead to more effective teaching strategies and a better understanding of students' writing skills (Hidayati & Jaya, 2023).

Second language learners often rely on familiar words due to limited vocabulary. Halliday developed the concept of Systemic Functional Linguistics, which explores the relationship between language and its function in social contexts. Recognizing the importance of lexical cohesion for text generation and language processing is essential to developing language proficiency (Aslan Berzener & Deneme, 2021). Creating a cohesive textual framework in writing leads to improved clarity and comprehension. Learning and adopting a lexical approach offers several benefits, particularly in educational contexts and academic writing. One of the most effective ways to convey ideas in writing is through the use of lexical cohesion, which makes the language more natural and comprehensible. Lexical expressions and collocations fulfill informational needs and allow academic writers to build cohesive texts. Encouraging students to focus on reiteration and collocations is an effective strategy to enhance their communicative clarity and writing quality (Ali, 2024).

This research focuses on reading comprehension, as a vital skill for learning English as a foreign language (EFL), particularly in Indonesia, where students frequently struggle to

understand English texts. According to (Ramadhianti & Somba, 2023), this situation often frustrates students in their efforts to comprehend meaning. These difficulties are particularly common among EFL students, who are required to not only master vocabulary but also grasp the overall meaning of a text. To address these challenges, teachers often provide learning guides, self-study modules, and workbooks to support students. Research indicates that many students struggle with reading comprehension, which can be attributed to both internal and external factors. Internal factors include difficulty understanding complex texts, lack of background knowledge, ineffective use of reading strategies, and poor attention span. These factors contribute to students' poor performance in reading assessments (Khar-Diya A. Abbas, 2021). Additionally, challenges in reading comprehension include students' lack of interest in the topic, low motivation to read, and limited vocabulary.

According to (Siahaan, 2016), in his study entitled "Theme-Rheme Analysis in Target Language Texts of Bilingual Textbooks", analyzed the text structure of bilingual biology textbooks using the systemic functional linguistics (SFL) approach. The study focuses on theme and rheme as elements of textual coherence, aiming to analyze the structure of translated texts in Indonesian-English bilingual biology textbooks. Although the primary focus is on the Theme-Rheme pattern, Siahaan emphasizes the significance of this semantic structure in creating textual connectedness and maintaining the flow of information. The analysis also includes identifying: (1) the least frequently used cohesive device types, (2) the types of thematic development employed in translation, and (3) the structural differences between the source and target languages (Souzane & Soumia, 2019).

Lexical cohesion is important as it aids comprehension when reading a text or discourse. It encompasses several key features of language learning, such as synonymy, antonymy, hyponymy, meronymy, and collocation, which are essential for developing concepts in both spoken and written discourse. Lexical cohesion is categorized into two main types: reiteration and collocation (Matthiessen & Halliday, 2014). Reiteration includes repetition, synonymy, hyponymy, and meronymy. Lexical cohesion refers to the semantic relationships between words and phrases within a text, including repetition, synonymy, hyponymy, meronymy, and collocation (Sinaga, Sagala, Hutabarat, Sinaga, & Nababan, 2022).

Based on previous experience and research, it was found that textbooks in schools often use lexical cohesion to structure the content of readings, but students are not always aware of it. As a result, they read the text only as a collection of sentences, not as a single meaning. This can make students' understanding of the content of the reading less than optimal. Language is not just about words and sentences, but also about how words are connected to form a complete meaning in a text. In school, especially in grade VII, students are often faced with various types of readings from textbooks. These texts are supposed to help students understand the content of the lesson and strengthen their reading skills. However, in reality, many students have difficulty understanding the contents of the text as a whole. One of the reasons is that students do not yet understand how the words or

sentences in the reading are related (Castillo, 2022). This relationship in linguistics is called cohesion. According to (Halliday & Matthiessen, 2014), cohesion is the relationship of meaning between parts of a text that makes the text a whole unit. One important type of cohesion is lexical cohesion, which is the relationship between words or terms used in the text, such as repetition of words, synonyms, or words that have related meanings. Based on previous experience and research, it was found that textbooks in schools often use lexical cohesion to structure the content of reading, but students are not always aware of it. As a result, they read the text only as a collection of sentences, not as a single meaning. This can make students' understanding of the content of the reading less than optimal.

The primary study by Ardi et al. (2023) discusses lexical cohesion in student-written academic texts, with an emphasis on the use of cohesive devices to maintain meaning continuity in scientific writing. This study aims to address the lack of thorough understanding regarding the types of lexical cohesion—such as repetition, synonymy, collocation, and hyponymy—that appear in grade VII reading texts, and how these devices aid students in grasping the main ideas of a text. The novelty of this research lies in its relevance and significance, as it assists teachers in adapting reading instruction to the structural features of reading texts. It not only examines the types and functions of lexical cohesion, but also links them to more effective teaching strategies and reading practices. Furthermore, this study highlights the urgency of literacy in the Independent Curriculum, particularly in enhancing text comprehension and literacy reinforcement.

In second study, Wahyono et al. (2020) address cohesion in junior high school English textbooks, focusing primarily on grammatical cohesion elements such as conjunctions, references, and substitutes. The issue that this study will highlight, though, is the lack of a thorough mapping of the distribution and form of lexical cohesion in beginner reading texts. This mapping is crucial for determining how well-suited the text is for use in the early junior high school reading learning process. The novelty of this study is the specific investigation of lexical cohesion in reading texts for seventh-grade junior high school students, which has not been widely examined in previous research, particularly using an approach that links these types of cohesion with students' reading comprehension at the beginner level.

Based on the urgency and the previously identified research gap, this study addresses the topic "An Analysis of Lexical Cohesion in the Seventh Grade Junior High School Textbook" because few studies have specifically examined lexical cohesion in junior high school students' reading texts, particularly at the seventh-grade level. Previous research has mainly focused on grammatical cohesion (Wahyono et al., 2020) or cohesion in students' written texts (Ardi et al., 2023), but has not explored how lexical cohesion devices support students' reading comprehension in classroom contexts. Therefore, this study contributes significantly to a deeper understanding of reading text structure and offers practical implications for improving reading instruction at the junior high school level.

METHOD

This study employed a qualitative research design with a descriptive approach to examine lexical cohesion in reading texts for seventh grade junior high school students. This research design was chosen because it allows for an in-depth investigation of how lexical cohesive devices such as repetition, synonymy, antonymy, and collocation function to create coherence and unity within texts (Manurung & Yusriati, 2025). The analysis draws on (M.A.K & Hasan, 1975), theory of cohesion to systematically identify and classify lexical cohesion devices and to explain their role in enhancing text comprehension. This research design is further supported by previous studies that highlight the importance of cohesive devices in reading materials to facilitate students' understanding, such as research by (Purwaningtyas et al., 2024) on cohesion in English textbooks and cohesion in reading texts for high school students.

The information will be gathered from written texts, particularly reading texts, which were subsequently analyzed to identify the use of lexical cohesion devices as classified by (M.A.K & Hasan, 1975). The data sources are English textbooks from taken reading texts. This study specifically focused on the lexical cohesion features found in those texts. The researcher selected one English textbook used by seventh-grade junior high school students to analyze the presence and function of lexical cohesion.

The researcher employed the document analysis method to collect data. This method involves examining written texts to obtain in depth information. In this case, by analyzing reading texts found in English textbooks for seventh grade students. The data were gathered through documents that provided the necessary information for the study. During this process, the researcher collected qualitative data and examined the texts to identify elements of lexical cohesion, including repetition, synonyms, and collocations. Data collection is divided into the following stages (Fu, Lin, Hwang, & Zhang, 2019):

1. Identifying the reading materials in the textbooks;
2. Taking notes and copying the texts to be analyzed;
3. Conducting a thorough review of the text content;
4. Identifying lexical elements that demonstrate cohesion;
5. Classifying the words/phrases according to the types of lexical cohesion.

This study analyzes the data by transforming it into descriptive, summarized, or interpretive information relevant to the research topic or context. Data analysis involves converting raw data into meaningful insights that align with the objectives of the study. Researcher can categorize and identify patterns and themes by carefully analyzing the content and context of the collected data. The method of data analysis suggested by (Ummah, 2019) is used in this study as a guideline for analyzing data from previous research. Qualitative data analysis is especially useful when researcher need to supplement, validate, or clarify qualitative findings collected in a similar environment. The following are some techniques used in the data analysis process

RESULTS AND DISCUSSION

Data

In this chapter, the research presents and analyzes the collected data to answer the research questions stated in Chapter One. The data of this study were analyzed using Halliday and Hasan's (1976) theory of lexical cohesion. According to their framework, lexical cohesion is divided into two main types: reiteration and collocation. Reiteration includes five subtypes, namely repetition, synonym, antonym, hyponymy, and meronymy.

Meanwhile, collocation refers to the lexical relationship between words that frequently occur together in a particular context.

Data Analysis

In analyzing the data of the research, the writer used the theory of Halliday (1975) about the lexical cohesion. For analyzing data the writer combined it with the elaboration from Miles and Huberman (2014) which consist of three basic steps, they are: Data Condensation, Data Display, Drawing/Verifying Analysis. The following explanation is the analysis of each passage.

Reiteration

1. Repetition

The first finding of lexical cohesion repetition. Repetition is the word that is repeated in the same way in the text. From one sample text of Bright in English, so after the writer analysed the textbook found the repetition 1 word repetition namely:

*Right now he's **daydreaming** about swimming. You're **daydreaming** again!*

The repetition of the next finding from text 1 is the word daydreaming. This word is repeated to emphasize the activity being done by the subject. Based on the data above, the writer found the repetition daydreaming appears in sentence 4 and 9 from the first text. The word daydreaming here functions as a verb that indicates imagining or thinking about something unreal. The reason behind the author repeating the same word is to highlight Tom's habit of being lost in his thoughts and to create cohesion between the sentences.

*Yesterday he promised to play **table tennis** with her. May's very good at **table tennis**.*

Based on the data above, the writer found the repetition "table tennis" appears twice in sentence 15 and 16 from the first text. The phrase "table tennis" here is a compound noun that refers to a kind of sport played on a table with rackets and a small ball. The repetition of the next finding from text 1 is the phrase "table tennis." This phrase is repeated to clarify the meaning of the sentence and to emphasize the sport that becomes the main topic, so that the sentences are connected to each other.

*He is smiling because he is thinking about **swimming**. Right now he's daydreaming about **swimming**.*

The repetition of the second finding from text 1 is the word 'swimming' in this word is also repeated because is to clarify the meaning of the sentence. Based on the data above, the writer found the repetition "swimming" repeat twice in sentence 12 and 13 from first text. The word "swimming" here is a gerund/noun. The reason behind the author keep repeating for the same word is to clarify the meaning of the sentence and emphasize Tom's primary interest to make a text connected to each other.

*Tom is **smiling** from ear to ear, He is **smiling** because he is thinking swimming*

The third repetition is the 'smiling'. This word happen twice in one sentence. This sentence found in text one in sentence 14 and 15. This word is a verb that use to clarify the contents of the text.

*Tom sight and **looks** across the classroom at may. Tom **looks** around at his classmates, Tom **looks** at may.*

Based on the data above, the writer found the repetition "looks" repeat three times in sentence 16, 17, and 18 from first text. The word "looks" here is a verb. The repetition of the second finding from text 1 is the word 'looks' in this word is also repeated because is to

clarify the meaning of the sentence. *No **play time** for you today, Tom, They've got plans for **play time**, and all the children shout **play time**.*

Based on the data above, the writer found the repetition "play time" repeat three times in sentence 19, 20, and 21 from first text. The word "play time" here is a compound noun. The repetition of the second finding from text 1 is the word 'play time' in this word is also repeated because is to clarify the meaning of the sentence.

*Her mother owns a convection **business**. Even runs her own clothing **business**.*

The repetition of the second finding from text 2 is the word "business." This word is repeated to emphasize the activity of owning and running a business. Based on the data above, the writer found the repetition "business" appears in sentence 2 (Her mother owns a convection business) and sentence 4 (even runs her own clothing business). The word "business" here is a noun.

*Her **mother** owns a convection business, and Akeyla often watches her **mother** does her job*

Based on the data above, the writer found the repetition "mother" appears twice in sentence 2 from the text. The word "mother" here is a noun that refers to Akeyla's parent who owns a convection business. The repetition of the next finding is the word "mother." This word is repeated to clarify the meaning of the sentences and to emphasize the important role of Akeyla's mother in her daily life, both as a business owner and as a source of inspiration for Akeyla. The use of this repetition connects the sentences and highlights the influence of her mother in shaping Akeyla's skills and career as a young designer.

*Akeyla does not just **design**. Inspiration for my **design** can come from anywhere. To support her activities in **design***

The third repetition is the word "design." This word appears three times in different sentences. These sentences are found in text two in sentence 5, 6, and 8. The word "design" here is a noun that is used to clarify the main topic of the text.

*She also emphasize the **motifs** and meaning of her clothes. She always presents **motifs** that represent indonesia in her shows abroad.*

The repetition of the next finding from text 2 is the word "motifs." This word is repeated to emphasize the design elements highlighted by the subject. Based on the data above, the writer found the repetition "motifs" appears in sentence 5 and sentence 11 from the second text. The word "motifs" here functions as a noun that refers to decorative patterns or designs. The reason behind the author repeating the same word is to stress Akeyla's focus on traditional designs and to create cohesion between the sentences.

*The most characteristics in my batik are **Ciparage chicken batik**. I'm still focusing on making **Ciparage chicken batik**.*

The repetition of the next finding from text 2 is the phrase "Ciparage chicken batik." This phrase is repeated to emphasize the specific type of batik pattern that Akeyla is working on. Based on the data above, the writer found the repetition "Ciparage chicken batik" appears in sentence 7 and sentence 8 from the second text. The phrase "Ciparage chicken batik" here functions as a noun phrase that refers to a traditional batik motif. The reason behind the author repeating the same phrase is to highlight Akeyla's focus on this unique design and to create cohesion between the sentences.

*Even runs her own **clothing** business. Yes, she owns a **clothing** store.*

Based on the data above, the writer found the repetition "clothing" appears twice in sentence 10 and 11 from the second text. The word "clothing" here is a noun. The repetition of the next finding from text 2 is the word "clothing." This word is repeated to clarify the meaning of the sentence and to emphasize Akeyla's involvement in the fashion business.

Akeyla is focusing on the **batik** patterns. The most characteristics in my **batik**. Making Ciparage chicken **batik**.

Based on the data above, the writer found the repetition “batik” appears three times in sentence 1, 2, and 3 from the third text. The word “batik” here is a noun. The repetition of the next finding from text 3 is the word “batik.” This word is repeated to clarify the meaning of the sentences and to emphasize Akeyla’s focus and involvement in making batik, especially the Ciparage chicken batik.

Toko Madjoe is one of the shops in Amstelven, Netherland. Indonesian people living or studying there often visit Toko Madjoe.

Based on the data above, the writer found the repetition “table tennis” appears twice in sentence 1 and 2 from the second text. The phrase “table tennis” here is a compound noun that refers to a kind of sport played on a table with rackets and a small ball. The repetition of the next finding from text 2 is the phrase “table tennis.” This phrase is repeated to clarify the meaning of the sentences and to emphasize the popularity of the sport among students at school, so that the sentences are connected to each other.

*Although this shop has 1-2 small tables to **enjoy** some of their food on the spot. Customer can **enjoy** soto, lontong sayur, nasi kuning, and many other dishes, even satay.*

Based on the data above, the writer found the repetition “enjoy” appears two times in sentence 3 (“Although this shop has 1-2 small tables to enjoy some of their food on the spot”) and in sentence 9 (“Customers can enjoy soto, lontong sayur, nasi kuning, and many other dishes, even satay”) from the fifth text. The word “enjoy” here is a verb that means to take pleasure in or to find satisfaction from eating food. The repetition of the next finding from text 5 is the word “enjoy.” This word is repeated to clarify the meaning of the sentences and to emphasize the experience of customers when consuming Indonesian food, so that the sentences are connected to each other.

*This unique **shop** sells indonesian cuisine. The owner of the **shop** is Mr. Omar from West Java. Although this **shop** has 1-2 small tables to enjoy some of their food on the spot. It actually is a take-out **shop** for ready -made indonesian food.*

Based on the data above, the writer found the repetition “shop” appears three times in sentence 1, 2, and 3 from the fifth text. The word “shop” here is a noun that refers to a place where goods or food are sold. The repetition of the next finding from text 5 is the word “shop.” This word is repeated to clarify the meaning of the sentences and to emphasize the function of the place as a provider of Indonesian cuisine, so that the sentences are connected to each other.

*This unique shop sells **indonesian** cuisine. It actually is a take-out shop for ready-made **indonesian** food. **Indonesian** people living or studying there often viist Toko Madjoe. Or those who just want to try **indonesian** food also come to this place. It serves a very large selection of **indonesian** dishes to choose from.*

Based on the data above, the writer found the repetition “Indonesian” appears four times in sentence 1, 2, 3, and 5 from the eighth text. The word “Indonesian” here is an adjective that describes cuisine, food, people, and dishes related to Indonesia. The repetition of the next finding from text 8 is the word “Indonesian.” This word is repeated to clarify the cultural identity of the shop and to emphasize that the place provides traditional Indonesian products, so that the sentences are connected to each other.

*Mr. Omar and all the **staff** of the restaurants are from indonesia. Mr. Omar and the **staff** will happily give advices.*

Based on the data above, the writer found the repetition “Mr. Omar and the staff” appears twice in sentence 1 and 2 from the text. The phrase “Mr. Omar and the staff” here is a noun phrase that refers to the people who work and manage the restaurant. The repetition of the next finding is the phrase “Mr. Omar and the staff.” This phrase is repeated to clarify the meaning of the sentences and to emphasize the important role of Mr. Omar and his staff in providing service and giving advice, so that the sentences are connected to each other.

*When there are **customer** who look confused about what to choose. **Customer** can enjoy soto, lontong sayur, nasi kuning, and many other dishes, even satay.*

Based on the data above, the writer found the repetition “customer” appears twice in sentence 1 and 2 from the text. The word “customer” here is a noun that refers to people who buy or enjoy the dishes in the shop. The repetition of the next finding is the word “customer.” This word is repeated to clarify the meaning of the sentences and to emphasize the role of the customers who come to enjoy Indonesian dishes, so that the sentences are connected to each other.

*Although this shop has 1-2 small tables to enjoy some of their **food** on the spot. It actually is take-out shop for ready-made indonesian **food** and.*

Based on the data above, the writer found the repetition “food” appears twice in sentence 1 and 2 from the text. The word “food” here is a noun that refers to meals or dishes provided in the shop. The repetition of the next finding is the word “food.” This word is repeated to clarify the meaning of the sentences and to emphasize that the shop provides ready-made Indonesian food which can be enjoyed either on the spot or as take-out, so that the sentences are connected to each other.

*However, they are able to speak **Dutch** well. **Dutch** who have been to indonesia*

Based on the data above, the writer found the repetition “Dutch” appears twice in sentence 1 and 2 from the text. The word “Dutch” here is a noun/adjective that refers to people from the Netherlands or their language. The repetition of the next finding is the word “Dutch.” This word is repeated to clarify the meaning of the sentences and to emphasize the ability of Dutch people to speak the language and their connection with Indonesia, so that the sentences are connected to each other.

2. Synonymy

Synonymy is groups of words that has the same meaning. Synonymy can be divided into Absolute synonymy, Partial synonymy, and Near synonymy. Absolute synonymy is the group of words that has the same meaning. Partial synonymy is the group of words that has the same meaning with only subtle differences and Near synonymy is the group of words of different meaning but their meanings are still related. From the passage, there are synonymy found.

1. *She also emphasizes the motifs and meaning of her **clothes**. Even runs her own **clothing** business.*

From this data the writer found a synonym in the text. The words appear in one sentence, that is “clothes” and “clothing.” These two words are related in meaning, because both refer to garments that people wear. However, “clothes” is more commonly used in everyday language, while “clothing” is often used in a more formal or general sense. These two words can be considered synonyms, since they share the meaning of “garments or apparel” although they may differ in usage context. The use of both words in the text helps

to avoid repetition with the same form and makes the description of her business more varied.

*This unique **shop** sells Indonesian cuisine. Mr. Omar owns a small Indonesian **store** in Amstelveen that sells traditional spices and food.*

The synonym word that the writer found is “shop” and “store” which can be seen in the first paragraph of the text. The synonyms are found in the sentences “This unique shop sells Indonesian cuisine” and “Mr. Omar owns a small Indonesian store in Amstelveen that sells traditional spices and food.” The words shop and store have the same meaning, both referring to a place where goods are sold to customers. However, shop is more commonly used in British English, while store is often used in American English to describe the same concept. Both expressions convey the idea of a business place for selling items, and their use provides lexical variety in the text while maintaining coherence.

*Mr. Omar and all the staff of the **restaurants** are from Indonesia. The Indonesian **eatery** is always crowded in the evening because many people love its authentic taste.*

From this data the writer found a synonym in the text. The words appear in two sentences, that is “restaurants” and “eatery.” These two words are related in meaning, because both refer to places where food and drinks are prepared and served to customers. However, restaurant is the more formal and commonly used term, while eatery is a simpler or more informal word often used to describe small or casual dining places. These two words can be considered synonyms, since they share the meaning of “a place to eat meals” but differ in register and nuance. The use of both words in the text enriches the vocabulary and emphasizes that Toko Madjoe is a dining place where authentic Indonesian cuisine is served.

3. Antonymy

Antonym is the opposite of meaning, means antonym is when the word has an opposite meaning with another words. There, the writer found some of antonym in source of data From this sentence, the researcher found word smiling and sad in one sentence. From this textbook were found 1 antonym that is:

*Tom **opens** his eyes and looks up. She **closes** the door before leaving the classroom.*

In this study, the author found another example of antonyms in the reading text, that is “open” and “close.” The word “open” refers to the act of making something accessible or not shut, while “close” describes the opposite action, namely making something shut or no longer accessible. This example can be seen in the sentences “Tom opens his eyes and looks up.” and “She closes the door before leaving the classroom.” In these sentences, the author clearly contrasts the action of opening with the opposite action of closing.

4. Hyponymy

Hyponymy is the specific word that becomes the part of general classification of something. Hyponymy is the part of lexical cohesion that related to the words that correlates with other words in the form of sentence in the passage. There are two hyponymy found in the passage.

In this sentence, there are two hyponyms, that is Lebanon and Russia. These words can be found at the end of the sentence. These words are hyponyms because they are classified under the general category of countries. Lebanon is a country located in the Middle East, while Russia is a country located in Eastern Europe and Northern Asia. Both words fall under the superordinate category of countries, but they differ in geographical

location and cultural background. The use of these hyponyms in the text helps to specify the international scope of Akeyla's participation in fashion events.

*Customers can enjoy soto, lontong sayur, nasi kuning, and many other **dishes**.*

In this sentence, there are three hyponyms, that is *soto, lontong sayur, and nasi kuning*. These words can be found in the middle of the sentence. These words are hyponyms because they are classified under the general category of Indonesian dishes or traditional foods. Soto is a type of Indonesian soup made with broth, meat, and vegetables, lontong sayur is a dish consisting of compressed rice cakes served with vegetable curry, while nasi kuning is a dish made of rice cooked with turmeric and coconut milk, often served for special occasions. All of them belong to the superordinate category of Indonesian cuisine, but they differ in form, ingredients, and cultural significance. The use of these hyponyms in the text helps to emphasize the variety of traditional dishes that customers can enjoy.

5. Meronymy

Meronymy is the kind of lexical cohesion that can be identified as the part of something in general.

*Mrs. Potter, his teacher, patted his **arm** to get his attention*

In the sentence *Mrs. Potter, his teacher, patted his arm to get his attention*, lexical cohesion is demonstrated through the use of the word "arm" because the arm is part of the human body as a whole, and the use of meronymy clarifies the meaning, emphasizes who is being touched, and maintains the coherence of the text.

*He can't see her **face** but he knows she's sad*

In this study, the author found one example of antonyms in the reading text, that is *He can't see her face, but he knew she was sad*. There is lexical cohesion in the word "face" because the face is part of the human body, and cohesion occurs because the part (face) refers to the whole individual.

Collocation

Collocation which is used to explain something with supporting words or expressions so that the explanation is clear and usually used by dominant people, so there ader will understand easily.

Smiling From Ear To Ear

The next collocation found by the author is "Smiling From Ear To Ear." This phrase means "smiling very broadly because of happiness," which when separated would have a different meaning from the verb phrase. We can see this phrase in the reading text in the first sentence.

Excellent Swimmer

The next collocation found by the author is "Excellent Swimmer." This phrase means "a person who swims very well," which when separated will have a different meaning from the adjective-noun phrase. We can see this phrase in the reading text in sentence 2.

Table Tennis

The next collocation found by the author is "Table Tennis." This word means "table tennis," which when separated will have a different meaning from the compound noun. We can see this sentence in the reading text in sentence 14.

School Bag

The next collocation found by the author is "School Bag." This word means "school bag," which when separated will have a different meaning from the compound noun. We can see this sentence in the reading text in sentence 23.

Best Teacher

The next collocation found by the author is “Best Teacher.” This phrase means “a teacher who is considered very good,” which when separated will have a different meaning from the adjective-noun phrase. We can see this phrase in the reading text in sentence 18.

2. Young Designer

This phrase refers to a designer who is still young in age but already has the skills and achievements in the field of fashion. If the words young and designer are separated, they will have different meanings: young only indicates age, while designer refers to a person who creates designs. When combined as young designer, the phrase forms a collocation that emphasizes both the age and the profession, highlighting the uniqueness of Akeyla as a talented child designer. We can see this collocation in the reading text in sentence 2.

Fashion Even This phrase refers to organized occasions or shows where clothing designs and styles are presented to the public. If the words fashion and events are separated, they will have different meanings: fashion refers to clothing style or trends, while events refers to organized activities or gatherings. When combined as fashion events, the phrase forms a collocation that specifically means shows or occasions related to fashion. We can see this collocation in the reading text in sentence 21.

Manages Time

This phrase means “to organize and use time effectively,” which when separated will have a different meaning from the verb-noun phrase. Manages refers to the act of controlling or handling something, while time refers to the measurable period during which events occur. When combined as manages time, the phrase forms a collocation that specifically refers to the ability to plan and use time wisely. We can see this phrase in the reading text in sentence 13.

3. Indonesian Cuisine

The next collocation found by the author is “Indonesian cuisine.” This phrase means “masakan Indonesia.” If the words Indonesian and cuisine are separated, they will have different meanings: Indonesian refers to something from Indonesia, while cuisine refers to a style of cooking. When combined as Indonesian cuisine, the phrase forms a collocation that specifically means food that comes from Indonesia. We can see this collocation in the reading text in sentence 2.

Home-cooking

The next collocation found by the author is “home-cooking.” This phrase means “masakan rumahan.” If the words home and cooking are separated, they will have different meanings: home means the place where one lives, while cooking means the process of preparing food. When combined as home-cooking, the phrase forms a collocation that specifically refers to meals prepared and cooked at home. We can see this collocation in the reading text in sentence 3.

Small tables

This phrase refers to tables that are small in size, often used for individual or limited purposes. If the words small and tables are separated, they will have different meanings: small refers to size, while tables refers to pieces of furniture with flat surfaces used for various activities. When combined as small tables, the phrase forms a collocation that specifically means tables that are compact or of limited size. We can see this collocation in the reading text in sentence 4.

Ready-made food

This phrase refers to food that has been prepared in advance and is ready to eat without further cooking. If the words ready-made and food are separated, they will have different meanings: ready-made refers to something pre-prepared or pre-manufactured, while food refers to any substance consumed for nutrition. When combined as ready-made food, the phrase forms a collocation that specifically means pre-prepared meals or dishes that can be eaten immediately. We can see this collocation in the reading text in sentence 5.

Fresh Ingredients

This phrase refers to ingredients that are newly obtained, natural, and not processed, often used in cooking to maintain quality and flavor. If the words fresh and ingredients are separated, they will have different meanings: fresh refers to something new, recently obtained, or not spoiled, while ingredients refers to the components or items used to prepare food. When combined as fresh ingredients, the phrase forms a collocation that specifically means high-quality, newly obtained food items used in cooking. We can see this collocation in the reading text in sentence 15.

Give advices

This phrase refers to the act of offering suggestions, guidance, or recommendations to someone regarding a decision, action, or problem. If the words give and advice are separated, they will have different meanings: give refers to the act of providing or offering something, while advice refers to guidance or recommendations. When combined as give advice, the phrase forms a collocation that specifically means providing guidance or suggestions to help someone make a decision or solve a problem. We can see this collocation in the reading text in sentence 9.

Serve dishes

This phrase refers to the act of presenting or offering prepared food to people, usually at a meal or in a restaurant setting. If the words serve and dishes are separated, they will have different meanings: serve refers to the act of providing or presenting something, while dishes refers to prepared food items or meals. When combined as serve dishes, the phrase forms a collocation that specifically means presenting or offering prepared food to others. We can see this collocation in the reading text in sentence X.

Speak Dutch

This phrase refers to the act of expressing oneself clearly, confidently, and effectively in speech. If the words speak and well are separated, they will have different meanings: speak refers to the act of talking or expressing verbally, while well refers to doing something in a good or satisfactory manner. When combined as speak well, the phrase forms a collocation that specifically means communicating effectively and clearly. We can see this collocation in the reading text in sentence 6.

Large selection

The next collocation found by the author is “large selection.” This phrase means “pilihan yang banyak.” If the words large and selection are separated, they will have different meanings: large means big in size, while selection means a range of things to choose from. When combined as large selection, the phrase forms a collocation that specifically means a wide variety of choices. We can see this collocation in the reading text in sentence 11.

Finding

In this study, the researcher discovers that there are several types of lexical cohesion in the texts. These are described in the table below, which includes supporting information for each sort of data analysis.

Based on the sample of Textbook Bright an English at the seventh grade of junior high school, they are: Reiteration & Collocation, but from reiteration there are five types: Repetition, Synonymy, Antonymy, Hyponymy, Meronymy, It consists of some items below:

Table 1. The Result Lexical Cohesion on the Text Book.

No	Types of Lesixal Cohesion	Amount	Percentages
I	Reiteration		
	Collo cation		
1	Repetition	22	40%
2	Synonymy	5	9%
3	Antonymy	3	5%
4	Hyponymy	5	9%
5	Meronymy	3	5%
II	Collocation	18	32%
	Total	56	100%

The table above is the display of lexical cohesion that is discovered by the researcher from the sample text of Textbook Bright an English at the seventh grade of junior high school. There are six types of lexical cohesion that are found in the text. The total words identified are 56 words. Firstly, there are 22 words of repetition that are generally pointed. After it is divided into the total words, the result of percentage is 40 percent. Secondly, there are 5 words of synonymy found in the text. With the calculation of data, the result of percentage is 9 percent. Thirdly, there are 3 words of antonymy. The result of percentage is 5 percent. Fourthly, there are 5 words of hyponymy. The result of percentage is 9 percent. Then, there are 3 words of meronymy, the same percentage as antonymy, which is 5 percent. Finally, the last type is collocation, there are 18 words identified with the 32 percent of percentage result. In a nutshell, the researcher concludes that types of lexical cohesion are often found in the reading text and each word is correlated in order to create a unity or meaningful information of the topic in the passage.

Discussion

Types of Lexical Cohesion In Textbook

Reiteration

1. Repetition

Repetition occurs when the same word is repeated several times in a text to emphasize meaning or maintain topic continuity.

Example: "Right now he's daydreaming about swimming. You're daydreaming again! ." Repeating the word "daydreaming" serves to maintain focus on the topic.

2. Synonymy

Synonymy refers to the use of words with similar meanings to avoid monotony but still maintain cohesion.

Example: "Tom looks around at his classmate. They can be friends with each other." Classmate and friends are synonyms that maintain continuity of meaning.

3. Antonymy

Antonymy involves the use of words with opposite meanings to create contrast while keeping cohesion.

Example: "Tom opens his eyes and look up. She closes the door before leaving the classroom." The words opens and closes are opposites but still related in meaning.

4. Hyponymy

Hyponymy occurs when a specific word (subclass) relates to a general word (superclass).

Example: "Swimming in the sea, with Dolphins and Whales." Dolphins and whales are hyponyms of animals.

5. Meronymy

Meronymy indicates a part-whole relationship between words.

Example: "He can't see her face, but her eyes show sadness." Eyes are part of the face, thus forming a meronymic relationship between the two words.

Collocation

Collocation refers to the tendency of certain words to occur together in a text because of habitual or associative use. Collocational relations are not based on similarity or opposition of meaning but rather on contextual co-occurrence. Example: *Excellent swimmer, table tennis, school bag*. These pairs are commonly used together in English and contribute to lexical cohesion by creating natural and fluent text structure.

According to Halliday (1975), lexical cohesion can be divided into Reiteration and Collocation. Reiteration consists of five types : Repetition, Synonymy, Antonymy, Hyponymy, Meronymy and Collocation itself. The results of analysis done by the researcher indicates that there six types of lexical cohesion items that appear in the text. They are : Reiteration, Synonymy, Antonymy, Hyponymy, Meronymy and Collocation. Therefore, it can be said that the readinng textis cohesive since it involves at least 6 types of lexical cohesion items that links each other to make a good meaning.

The following are the results of the findings of experts, among others:

The previous study (Sidabutar, 2021) has been conducted on students' narrative writing to determine lexical cohesion in both high- and low-graded lexical cohesion kinds. The researcher aims to identify the causes of lexical coherence writing issues as well as the strategies students would employ to address the various lexical kinds when composing narrative texts. Students' authoring of research papers serves as the source of the research's data. This study was carried out using qualitative, given that there are 240 instances (64%) of all lexical categories in the students' writing, the results demonstrate that repetition occurs most frequently. However, hyponymy is the least cohesive type of lexicon. Only 20 instances (6,6%) are found.

The second research (Philosophy, Sihombing, Sidabutar, & Tampubolon, 2024) aims to identify lexical cohesiveness and prominent lexical types in the study thesis backdrop. the method used for this investigation was qualitative. Document analysis was employed as the data gathering approach since the data was gathered from the study thesis's backdrop text or document. This study focuses on the basis of study thesis writing of 2023 graduating students. Data on ten background thesis studies of students graduating in 2023 comprise the study's findings. The researcher discovered that 333 students who graduated in 2023 used lexical coherence in their background theses. These included 304 repetitions (91.6%), 3 synonyms (0.9%), 7 antonyms (2.1%), 9 hyponyms (2.7%), and 10 meronyms (3.0%).

The third research (Maftuha et al., 2024) this examines the many types of lexical cohesiveness in Joko Widodo's speech. The research aims to identify the types of lexical cohesiveness in Joko Widodo's speech "Peluncuran Indonesia Emas 2045". The second step is to describe the functions of lexical coherence within the same utterance. This research utilized a descriptive qualitative approach. This approach analyzes different types of lexical coherence, including repetition, synonymy, superordinate, generic terms, and collocation. The data classification and analysis follow (M.A.K & Hasan, 1975) theory of lexical coherence, which categorizes it into two types: reiteration and collocation.

The fourth research (Batubara, Rahila, & Ridaini, 2021) focuses on lexical cohesiveness, including repetition, synonyms, antonyms, hyponyms, and collocation. The study aimed to identify the dominating form of LC in the Jakarta Post News' opinion and reportage columns. The researchers conducted library research and gathered data from the Jakarta Post News, which included 30 opinion and 30 reportage news stories from the October edition. The data analysis followed Miles and Huberman's model (reduction, display, and verification). The results indicated 94 synonyms, 87 repetitions, 67 antonyms, 40 hyponyms, and 30 collocations.

The fifth research (Sinaga et al., 2022) aims to identify the most common type of lexical cohesiveness in Jakarta Post educational articles, as well as the reasons for its prevalence. The researcher applied Halliday and Hassan's theories on lexical coherence, categorizing it into two types: repetition and collocation. Reiteration can be categorized into five types: repetition, synonymy, antonym, meronym, and hyponym. This study was carried out utilizing the qualitative method. Data analysis followed Miles and Huberman's model (reduction, display, and verification). The results were discovered. There were nine repetitions, five synonyms, one hyponym, one antonym, one meronym, and five collocations.

The last research (Ifadloh, Warsono, & Faridi, 2021) teaching collocations is very important for ESL and EFL students to become fluent in English because they spend a lot of time using their textbooks. This study looks at how lexical collocations are used in two textbooks commonly used in senior high school in Semarang, which are aim High Student's Book and Bahasa Inggris kelas X. The study used a descriptive qualitative approach, and data was collected using the documentary method. The results showed that there were three similarities in the way lexical collocations appeared across all parts of the textbooks. Also, the exercises section had the highest number of lexical collocations, and the most common type of collocations found in the textbooks was the highest in frequency (Ifadloh et al., 2021)

Then, as a comparison or contrast to previous studies, this study focuses on the analysis of lexical cohesion in textbooks at the junior high school level. The results of the study indicate that repetition and collocation are the most dominant types of lexical cohesion in textbooks. Repetition serves to reinforce students' vocabulary understanding through the repetition of the same words, while collocation helps introduce natural and idiomatic language use. Meanwhile, synonyms, antonyms, hyponyms, and meronyms were also found, but in smaller numbers.

The Dominant Types of Lexical Cohesion In Textbook

Based on the results of the analysis, it was found that there are six types of lexical cohesion identified in the seventh-grade junior high school English textbooks, that is repetition, synonymy, antonymy, hyponymy, meronymy, and collocation. According to

Halliday and Hasan (1976), lexical cohesion is realized through the selection of vocabulary and the relationship between lexical items within a text, which contributes to the overall unity and coherence. In the analyzed textbook, each of these types of lexical cohesion plays a role in ensuring that the text is semantically linked and contextually meaningful. However, among the six types, repetition and collocation emerge as the most dominant forms of lexical cohesion.

Repetition ranks first with 14 occurrences (48%) of the total data. The dominance of repetition indicates that the textbook heavily relies on the reiteration of key words and expressions. Halliday and Hasan (1976) explain that repetition is the most straightforward form of lexical cohesion because it reinforces the same lexical item, allowing readers or learners to maintain focus on the topic being discussed. For seventh-grade learners, who are at the beginner stage of foreign language acquisition, repetition serves a vital pedagogical purpose. By encountering the same words multiple times, students are able to strengthen their vocabulary recognition, comprehension, and retention (McCarthy, 1991). Furthermore, repetition ensures thematic consistency throughout the text, making it easier for students to connect ideas across sentences and paragraphs without losing sight of the main topic. Thus, the frequent use of repetition in the textbook is not only a cohesive device but also an instructional strategy tailored to the linguistic needs of junior high school students. Collocation, on the other hand, is identified as the second most dominant type with 5 occurrences (17%). Hoey (1991) emphasizes that collocation contributes to lexical cohesion by showing habitual co-occurrence of words, which reflects authentic language use. Unlike repetition, which highlights the reappearance of the same lexical item, collocation provides learners with natural combinations of words that are frequently used together, such as school bag, wake up, or children's laughter. These collocations not only enrich the learners' vocabulary but also enhance their awareness of contextual meaning, as certain word pairings cannot be understood literally but must be interpreted as fixed expressions. Carter (1998) further explains that collocation is crucial in language learning because it bridges the gap between grammatical knowledge and communicative competence, enabling learners to use the language more fluently and idiomatically

CONCLUSION

Based on the findings and discussion in the previous chapter, it can be concluded that there are six types of lexical cohesion found in the seventh-grade junior high school English textbooks, that is repetition, synonymy, antonymy, hyponymy, meronymy, and collocation. Among these types, repetition and collocation appear as the most dominant cohesive devices. Repetition occurs 22 times (40%), while collocation occurs 18 times (32%).

The dominance of repetition shows that the textbook relies significantly on the reiteration of key words and expressions to emphasize important ideas, reinforce vocabulary acquisition, and maintain thematic consistency within the text. This finding aligns with the pedagogical purpose of the textbook, which is to facilitate students' understanding and retention of basic vocabulary through repeated exposure.

In conclusion, the seventh-grade English textbook incorporates lexical cohesion not only as a means of creating textual unity but also as a strategy to support language learning. The findings highlight that repetition and collocation serve as complementary devices that balance clarity, simplicity, and communicative richness, making the textbook suitable for the linguistic level of junior high school students.

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