Assessing the Use of Cohesive Devices in Reading Texts of English Textbook

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Article Info	Abstract
	The present study began with wide use of a textbook entitled "Bahasa Inggris" in Sorong. The book is written by Utami Widiati, Zuliati Rohmah, and Furaidah. It focuses on analyzing all the reading passages in the chosen chapters. Qualitative descriptive implemented in assessing the use of cohesive devices proposed by Halliday and Hasan's (1976) theory. The findings reveal 895 grammatical and 222 lexical cohesions in the reading passages. The grammatical consisted of 622 references, 15 substitutions, 22 ellipses, and 236 conjunctions and the lexical cohesion consisted of 186 reiterations and 36 collocations. Furthermore, as support in providing the text's coherence, the researchers asked the students as ttextbook users to read the passages. It was proven that the texts were readable and understood by the readers. However, they took time to understand the passages with more ellipsis and collocation. Hopefully, this study will give the readers and authors insight of the reading texts by using appropriate cohesive devices in creating coherent reading texts as instruments for teaching and learning.

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INTRODUCTION

Text as a part of language has a particular system. The systems in the language are systemic and systematic. Language is a tool to convey messages needed to communicate. Communication will run fluently if the language is appropriate to the situation and obtained naturally from the surrounding environment. Thus, the language must make sense. Talking about making sense of the text is called coherence. Coherence in spoken and written discourse is formed in two ways through the semantic or logical connection in the underlying text layer and through language expressions that directly appear on the surface layer of text. In this current research, coherence in written text is formed through language expressions defined as cohesive devices.

Furthermore, this study began with the widely use of the textbook entitled "Bahasa Inggris," written by Utami Widiati, Zuliati Rohmah, and Furaidah in Sorong. The research focused on analyzing reading texts related to the fact that text is a part of the language. Reading text in English textbooks is an instrument in teaching and learning a language. It is an essential part of language as a communication tool for the students. The reading text needs to do more than hang together. Writers intentionally use the cohesive device to make the text easier to follow and more coherent (Fitriati & Lisa, 2019). Thus, cohesive devices are useful English language conjunctions, transitional phrases, synonyms, and pronouns that cohesively express ideas. There are some studies (Adiantika, 2015; Albana et al., 2020; Alyousef, 2020; Amperawaty & Warsono, 2019; Indriani, 2012; Lestari & Sutopo, 2020; Muttaqin, 2019; Priangan et al., 2020; Hessamy and Hamedi (2013) analyzing cohesive devices. Some studies only focused on grammatical cohesion (Vujević, 2012; Hidayat, 2016; Kazemi, 2012; Lee & Sim, 2019; Trisnaningrum & Hidayat, 2019; Lestari & Sutopo, 2020). While others only focused on lexical cohesion (Alotaibi, 2015; Amalia & Hidayat, 2020; Bae, 2019; Hidayat, 2016; Kazemi, 2012; He, 2014; Kadiri, 2016; Malgwi, 2016; Mandarani et al., 2020; Sebastian, 2013)

A previous study (Hidayat, 2016) analyzed the grammatical cohesion in a short story. His study was descriptive qualitative research. It revealed two categories of reference in the story such as cataphoric and anaphoric. Further, Halliday and Hasan (1976) suggest grammatical cohesion consisting of reference, substitution, ellipsis, conjunction, and lexical cohesion such as collocation and reiteration (i.e., repetition, synonym, superordinate, and general noun). Grammatical cohesion classifies into several sub-categories. First, reference is divided into personal, demonstrative, and comparative. Related studies were conducted by Trisnaningrum and Hidayat (2019). They employed Halliday and Hasan's (1976) conceptual framework on grammatical cohesion devices. It was conducted on 42 college students enrolling in an online writing course by giving the assignment to assess grammatical cohesion devices used in college students" academic writing essays. The finding reveals that 1048 grammatical cohesion was used in the essays. Besides, in Hidayat's (2016) study, three references were used in the reading passages, i.e., personal reference, demonstrative reference, and comparative reference. Personal was frequently used and followed by a demonstrative and comparative reference.

The second and third sub-categories of grammatical cohesion are substitution and ellipsis. Replacing one item with another is referred to as substitution, while "negligence of an item" is called an ellipse. Vujević (2012), dealing with substitution and ellipsis, asserts that substitution and ellipsis imply the exact relationship between the parts of a text, namely between words, phrases, or clauses, while references are relationships between meanings. Another critical point where substitution and ellipsis overlap is the 'test' that we can use to determine the process of substitution and ellipsis. Further, the ellipsis is rarely used in a text; such a study (Muttaqin, 2019) found that ellipsis is rarely used in the text.

Next is conjunction as the fourth sub of grammatical cohesion. Conjunctive cohesion can exist in and between the sentences. Lee and Sim (2019) explored additive conjunctions, causal conjunctions, temporal conjunctions, and adversative conjunctions in essay. The finding shows a positive effect of metalinguistic corrective feedback on ESL learners' conjunctions use. In a study by Lestari and Sutopo (2020), additive conjunction was the most used in the fourteenth passages. In addition, the function of additive conjunction is to explain more than one thing as an additional idea or information.

Lexical cohesion refers to the rule played by the selective vocabulary in organizing relations within a text. Lexical cohesion consists of two main categories, namely reiteration and collocation. Reiteration covers repetition, synonymy, superordinate, and general words. Collocation deals with the relationship between words because these often occur in the same surrounding. Collocation is the regular combination of words in which to fulfill the meaning. A study by Malgwi (2016) investigated the manifestation of lexical cohesion in written texts of English as Second Language (ESL) pre-service teachers. The study revealed that lexical repetition was employed as the primary sub-category of reiteration. Asserted reiteration and collocation as the lexical cohesion were rarely used in the text, in line with the study by Sebastian (2013).

Furthermore, regarding the influence of the cohesive device on the coherence of a text, this research assessed the use of cohesive devices in the reading text section in the English textbook. The researchers recently analyzed reading texts in the textbook because reading is becoming an essential skill, and an investigation of the cohesive devices in reading text is necessary. Reading text can improve and build up the student's reading skills. The reading text is one of the activities of communication that leads to the learning activities. Therefore, grammatical and lexical seems to be important in the reading text. It means that reading texts presented in the textbook should be cohesive and understandable.

Some studies have proven that a successful understanding of the text depends on appropriately using cohesive devices (Bae, 2019; Hidayat, 2016; Kazemi, 2012). Those studies contributed to language learning and specifically to reading skills for understanding. The findings show that cohesive devices occupy a position in a text for English learning and teaching.

In summary, the current research aims to investigate the use of cohesive devices in reading texts by following the theory of Halliday and Hasan (1976). It focused on using grammatical and lexical cohesion in fourteen chosen texts. Cohesive devices forming the coherence in reasding texts is an essential issue; even more, the data analyzed are the instruments of learning and teaching. In addition, the explanation about how the use of cohesive devices used in reading texts in English textbooks is expected to benefit some sides. Theoretically, it can be the reference for next researchers in their further investigation of discourse studies, especially the grammatical and lexical cohesion. Practically, it will be guidance for authors in creating reading texts by using appropriate cohesive devices in the process of replacing a word with another word in the text to avoid repetition. Pedagogically, it can give readers insight about the use of cohesive devices in creating coherent reading text.

METHODS

This research described the intensive and specific use of cohesive devices in reading text sections. This is a qualitative research that focuses on content analysis. The object of the research is an English textbook for the tenth graders of Senior High School entitled "Bahasa Inggris," written by Widiati et al. and published by the Ministry of Education and Culture of Indonesia in 2017. The textbook consisted of fifteen chapters but only twelve chapters selected with fourteen reading texts analysed by following Halliday and Hasan's (1976) theory.

Moreover, choosing this textbook is interesting because it is written by a non-native and widely use in Sorong, West Papua. An observation checklist in the form of a table was

used for classifying and analyzing the use of cohesive devices in the reading texts.

RESULTS AND DISCUSSIONS

The present research focuses on analyzing cohesive devices realized in reading texts of the English textbook. Based on the analysis, four subs of grammatical cohesion and two subs of lexical cohesion were used in the texts. The following section presents each finding and discussion.

Reference

Reference refers to someone or something else to make the text is connected. It is divided into personal, demonstrative, and comparative references to establish a cohesive item and its antecedent (Halliday & Hasan, 1976). This study found that all of the passages used those parts of reference. As for the findings, personal reference was the most frequently used in the passages, while comparative reference was rarely used.

1. Personal reference

It is expressed by the personal pronoun and indicates an individual or object in discourse. It is referenced by employing the function in the speech situation through the category of person. There are some categories of personal reference, namely personal pronoun (i.e., i, you, they, we, she, he, it), possessive pronoun (i.e., mine, yours, theirs), and possessive adjective (i.e., my, her, your, his). The examples of the use of personal reference, which is consisted of personal pronoun, and possessive pronoun are as follows;

a. I have three dogs. They need lots of attention, as you can imagine.
b. I like History very much; it helps me know more how different countries existed in the past.
c. My favorite Malay singer is, of course, Siti Nurhaliza.
d. She told me that you sent her an email.

They in (a) referred to the three dogs in the previous sentence as a personal pronoun. It in (b) as the personal reference referred to the subject's name, i.e., History, in the previous sentence. My in (c) as the possessive adjective referred to the writer in telling her favorite singer. Her in (d) as

the possessive pronoun referred to the subject, i.e., she.

2. Demonstrative reference

Demonstrative reference is a kind of the appointment orally where the speakers identify the referents. Halliday and Hasan (1976) determine that the referents utilizing put it in scale distance, namely this/that and these/those. The examples of the use of demonstrative reference, which is applying the use of that and this are as follows;

a. That was great. You must be very proud of ….
b. This is called a park….

That in (a) as the demonstrative reference of the selective class referred to the thing, i.e., achievement of a man congratulated by his friend for Alif appointed as the director of a national company. It indicates a function to show the thing in the story is far. Contrary, this in (b) as the demonstrative reference of a selective class referred to the place, i.e., an internationally famous ecotourism destination. It shows that the place in the story is near.

3. Comparative Reference

Comparing expression is called the comparative reference. Further, Halliday and Hasan (1976) argue that comparative reference is an expression in adjectives and an adverb that compares elements in discourse in terms of identity or in common. Hence, the general comparison states the similarities or differences, and the detailed comparison relates to quantity or quality. It is expressed with ordinary adjectives or adverbs in some comparative form. The examples of the use of comparative reference are as follows;

a. The smaller Bridal Veil Falls are also located on the American side,
b. That was one of the best days in my personal life history.

The examples above used smaller in (a) as the comparative reference to comparing things in the story, i.e., the waterfalls. best in (b) as the comparative reference referred to comparing things in the story, i.e., the writer's experience.

There are 622 references such as personal, demonstrative, and comparative references. All the passages use those kinds of references, and

personal reference was the most frequently used, whereas comparative reference was rarely used. It means disclosure of the personal pronoun and indicates individual or object in discourse was the most are in the passages.

Furthermore, reference is frequently used in these fourteen reading passages. It was the same line with the previous studies (Adiantika, 2015; Mutaqqin, 2017; Lestari & Sutopo, 2020). Adiantika (2015) releaved that the authors utilize reference to keep track on the expository text while Muttaqin (2017) investigated reference in students' textbook for Junior High School, and Lestari and Sutopo (2020) in students' narrative texts. Further, Hidayat (2016), and Trisnaningrum and Hidayat (2019) found that there are three references used in the reading passages, i.e., personal reference, demonstrative reference, and comparative reference. Personal was frequently used and followed by demonstrative and comparative references. It helped the author of the passages avoid repetition in using the same pronoun and referring to a particular object.

In contrast, Priangan et al. (2020) showed that demonstrative pronoun dominates in argumentative essays. Also, Albana (2020), revealed that the use of the definite article (the), which includes demonstrative pronoun, is the highest reference used. In addition, whatever the reference type, the present research has proven that their function as part of grammatical cohesion creates links between elements in a text and is used appropriately. In short, the use of references in the fourteen texts makes the text cohesive.

Substitution

A relation in the text is called substitutions. Substitutes are short of the counter, used instead of repeating a specific item. A word is not omitted but replaced by another, more general word. It divides into three types such as nominal, verbal, and clausal substitution (Halliday & Hasan, 1976).

1. Nominal substitution

Nominal substitution is a replacement of lingual units that are categorized as nominal with another part lingual that has the same category. It is also usually expressed by substitute one/ones and same.

e.g., His wife had died, and he had three daughters. One was much younger than the other two.

Two as the nominal substitution is used to replace some information (i.e., three daughters) by using one word rather than explaining it again.

2. Verbal substitution

Nominal substitution is a replacement of lingual units that categorize verbal with another part lingual that have the same category. Thus, the verbal substitution is done.

e.g., Of course, I did too.

The example above used did as the verbal substitution used to replace the activity (i.e., sing) by using one word rather than explaining it again.

3. Clausal substitution

Clausal substitution is a replacement of a lingual unit that categorizes clausal or sentence with another lingual part.

a. Thank you for saying so.
b. I am glad you think so.

These examples were taken from the exact text. The use of so in those examples has the same function, such as the verbal substitution used to replace the clause (i.e., the word to congratulate someone) by using one word without explaining it again.

There are 15 substitutions, frequently used in the passages with conversation parts. The replacement of one item with another is applied in the conversation part, and clausal substitution is commonly found in this study. The use of substitution is implemented to make the text more varied by substituting another linguistic item as the theory of Halliday and Hasan (1976).

Furthermore, based on the finding, there are three substitution types: nominal, verbal, and clausal. It was the same line as the study conducted by Vujević (2012) dealing with a substitution that the cohesion mechanisms for all languages make a series of sentences coherent. Their general purpose is to avoid that burden of repetition in the text and to make the entire text coherent. Also, Kazemi (2012) discussed that the Iranian EFL learners could identify substitution

as a kind of grammar cohesion. Moreover, it was revealed that this ability could be significantly improved due to treatment, including explicit teaching and practice of introducing cohesive devices in the text.

Ellipsis

Halliday and Hasan (1976) describe ellipsis when something structurally necessary is committed unsaid. It is used for cohesive discourse by omitting a word or part of a sentence. It is used implicitly; the students take time to understand a text with many ellipses.

The examples of the use of ellipsis which consisted of nominal, verbal, and clausal, are as follows;

    a. The radio station was full of Afganism (that is how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station.

    b. Wax figures of Julia Roberts, Princess Diana, and many more are displayed here, too.

The example above uses some in (a) as the nominal ellipsis represented the thing that is unnecessary to mention again but already known what word for (i.e., Afgans' fans). Then, many more in (b) as the nominal ellipsis consisting of a numerative only. It has to supply ahead noun wax figures presupposed from the previous sentence.

e.g., "Now do you see him?" asked Strong Wind's sister.

"Yes, He is" answered the girl.

There were two types here, namely clausal substitution and verbal ellipses. Yes, as the clausal substitution uses one word to omit the previous utterance and is unnecessary to explain again. Further, the word is is a verbal ellipsis which is one word that explains something that happened without explaining again.

There are 22 ellipses in the passages. They occur when something is structurally necessary and is committed unsaid. It is used for cohesive discourse by omitting a word or part of the sentence. Its function has represented the thing unnecessary to mention again. Clausal ellipsis

was the most frequently used. It is used to explain something that happened, omit the last utterance, and is unnecessary to explain again. It is used to respond to some questions in the conversation part. In short, the analysis found that nominal ellipsis is used in narrative and descriptive text, and clausal ellipsis is used in the passages that have a conversation.

The ellipsis is found in reading texts in students' textbook, such as Alyousef (2020) releaved that using ellipsis in accounting discourse contributes to cohesion within the text. Ellipsis is rarely used in a text; such a study (Muttaqin, 2019) found that ellipsis is rarely used. Further, Mandarani et al. (2020) found there is no evidence for ellipsis found in investigating cohesive devices in speech from youtube. Moreover, Hessamy and Hamedi (2013) showed that the authors' limited knowledge and the influence of their L1 hindered the use of substitution and ellipsis.

The infrequent use of this cohesive device seems reasonable because it is used more often in spoken texts than academic texts. In this current study, the researcher agrees with the infrequent use of ellipsis because the author has adapted the use of ellipsis to the targeted reader. In this case, the reader is a student in tenth grade. Of course, it requires a text that does not contain too many implicit messages to be easily understood.

Conjunction

The analysis of conjunction frequently existed following the frequency of reference. It found 236 conjunctions. The conjunction is a relationship that shows how a sentence or clause must be linked to the previous or next part of the sentence. There are five types of conjunction, additive (i.e., and, or, also, in, addition, further, furthermore, moreover, likewise), adversative (i.e., but, although, yet, however, instead, despite, on the other hand, nevertheless, at any rate, as a matter of fact), temporal (i.e., then, next, after that, subsequently, finally, meanwhile, at this moment), causal (i.e., so, consequently, it follows, for, because, under the circumstances, for this reason), and continuative (i.e., now, of course, well, anyway, surely, after all).

The examples of the use of additional conjunction, which is telling the additional information as follows;

a. I like some writers in English, like JK Rowling, and Indonesian writers too…
b. Furthermore, Cut Nyak Dhien suffered from….

The first example above used and, too, and furthermore are expressed additive conjunction and signal the presence of additional information without changing the previous information on the clause or phrase. And in (a) and too referred to the additional information, in that case telling another her favorite writer. Furthermore in (b) as the bridge movement of paragraph and telling more information about Cut Nyak Dhien.

Following those examples, there are examples of the use of adversative conjunction, which is telling the opposite information as follows;

a. I don't like reading, but I love drawing and painting
b. However, a British plane from Jakarta dropped leaflets all over Surabaya.

But in (a) used by the function to connect two clauses and explain the opposite statement, which tells the subject's hobby. Then, however in (b) is telling the oppositeness information of the previous paragraph.

Then, the examples of the use of causal conjunction, which is telling the cause and effect information as follows;

a. He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him.
b. This action angered the Indonesian troops and militia leaders because they felt betrayed.
c. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby.

So and because are the items of causal conjunction by the function of bridging the cause of the previous clause or the following clause. The examples above, So in (a) to connect two clauses, such as the cause is friendliness and effect does not make nervous. Because in (b) connects two clauses and shows the reason for angered

Indonesian troops and militia leaders. The two clauses in the sentence are the cause and effect. Furthermore, the examples of the use of temporal conjunction are as follows;

a. The first to enjoy in Niagara Falls is Cave of the Winds.
b. The next to visit in Niagara Falls is Niagara Adventure Theater.
c. Finally, people can also enjoy Rainbow Air Helicopter Tours above and around the American and Canadian Falls.

Then, first, next, and finally are the items of temporal conjunction. Its function is operated to show a sequence in time. First in (a) shows the sequence in time as telling the first information, such as the story's beginning. Next in (b) is the bridging of the movement to the following information. Finally in (c) showed sequence in time as telling the last information on the text. The last type of conjunction is continuative, as shown in the example below:

e.g., My favorite Malay singer is, of course, Siti Nurhaliza

Of course is the item of continuative conjunction. Its function represents what is "still" happening or on continuation. Of course, such as delays and continuation, i.e., mention the favorite singer's name.

There are 236 conjunctions in fourteen reading texts. The conjunction is a relationship that shows how a sentence or clause must be linked to the previous or next part of the sentence. There are five types of conjunction, additive, adversative, temporal, causal, and continuative. This research found that additive conjunctions are most frequently used than other conjunctions. There was much additional information in elaborating information in the passages to tell details or expand the text's explanation.

The finding lines with the studies by Lestari and Sutopo (2020). Hence, the additional idea or information was in those passages. The function of additive conjunction is to explain more than one thing as an additional idea or information. The words and, also, and too were commonly used in the texts. Also, Lee and Sim (2019) investigated that additive conjunction was the most frequent while the adversative

conjunction was the least used in Malaysian ESL learners' essays. Besides analyzing the essay, they also interviewed the learner to know how helpful the use of the conjunction is in the essay. The result shows positive feedback from the learner. It means the existence of conjunction in the text greatly affects the reader's ease of understanding the text.

Reiteration

Lexical cohesion consists of two main categories, namely reiteration and collocation. Reiteration covers repetition, synonymy, superordinate, and general words. Repeated items may be repetitions, synonyms, close synonyms, or higher or general words. There are four kinds of reiteration: synonymy for the similar meaning of the word, antonymy for the opposite meaning, hyponymy for general to a specific thing, and meronymy such as "whole-part" (Halliday & Hasan, 1976).
The examples of the use of reiteration, which is consisted of synonymy, superordinate, and general word as follows;
a. She told me that you sent her an email telling her that you would like to have more pen pals.
b. On that bright and sunny Saturday morning, the radio station was full of Afganism (Afgan's fans are called).

There are two clauses in the example above, and it found two cohesion words. Told and telling in (a) have the same meaning and objective. It was categorized as repetition. Those words aimed to re-tell the previous clause's information, so they existed in a different class of words. Then, Bright and sunny in (b) are words that have a similar meaning. It also referred to describe the weather on that day. Further, reiteration in a type of superordinate and general word as follow;

e.g., a) "What is the pulling his sled with?" And then the girls would answer, b) "with a rope" or "with a wooden pole. c) "What is his bow made out of?" asked Strong Wind's sister. d) "Out of iron," answered one. "Out of wood," answered the other.

The bold words reveal a specific word by its general reference and are categorized as superordinate. A rope in (b) and wooden pole are a part of (a) the sled. Likewise, (c) and (d) iron and wood are part of the bow.

e.g., They cut off her long black hair and made her wear rags. They also burned her face with coals so that she would be ugly. They lied to their father that she did these things to herself.

There are two kinds of general words: did as the verb and these things as the noun. Did referred to the previous sentences that showed some actions (i.e., cut off the hair and burned the face).

There are 186 reiterations in the fourteen reading texts. The reiterations used in the text implied either repeating an item in a later part of a discourse by repeating it directly or reasserting its meaning by exploring lexical relations. Thus, the existence of lexical cohesion such as repetition, synonymy, superordinate, and the general word made the text more varied and helpful. It is because the item was used naturally and understood by the students. It restates an item at the end of a discourse by direct repetition or reaffirming its meaning.

Reiteration used in the text implied either repeating an item in a later part of a discourse by repeating it directly or reasserting its meaning by exploring lexical relations. Thus, the existence of lexical cohesion such as repetition, synonymy, superordinate, and the general word made the text more varied and helpful. The result was the same line as (Lestari & Sutopo, 2020) conducted the study analysis of lexical cohesion in the narrative text. The study investigated reading passages for tenth graders in terms of lexical devices, namely repetition of the same word, synonym, was very helpful because it was found that the item was used naturally and understood by the students naturally.

Meanwhile, Malgwi (2016) mentioned that the low occurrence of synonyms, superordinate words and common words in the study data might indicate the level of sophistication of the authors. Further, Alotaibi (2015) argues that repetition cannot be considered monolithic and suggests that each

type of repetition needs to be examined individually. Thus, the current researchers concluded that using reiteration as the lexical cohesion could be helpful if the author of the text already knows the matter of the cohesive device and be aware of who the targeted readers are. Thus, the synonym, superordinate, and general word can be applied appropriately.

Collocation

Collocation is the regular combination of words to fulfill the meaning. These words must occur together, such as fast food and quick food powerful engine instead of the vital engine. Further, (Halliday & Hasan, 1976) explained that cohesion in collocation connects the lexical items that occur together in various texts. The examples of the use of collocation are as follows:

e.g., She told me that you sent her an email telling her that you would like to have more pen pals The example above shows the collocation indicated pattern noun + noun. It implied a close friend who communicates by exchanging letters.

There are 36 collocations consisting of four collocation patterns: adverb + noun, noun + noun, verb + noun, and verb + adverb. They deal with the relationship between words because these often occur in the same surrounding allocation included rarely used. They were the relation of enhancement, and it refers to the probability that lexical items will co-happen and is undoubtedly not a semantic relation between words. It is accomplished through the relationship of lexical things which consistently co-happen. In short, they are words that commonly co-occur.

The finding lines with the studies (Sebastian, 2013; Kadiri, 2016). Contrary to Amperawaty and Warsono (2019), collocation has the highest percentage and has a role in achieving coherence. It is concerned with the relationship between words because these often occur in the same environment. It has the highest percentage and has a role in achieving coherence.

CONCLUSIONS

In this current research, coherence in written text is formed through language expressions defined as cohesive devices. Following the theory suggested by Haliday and Hasan (1976), all texts use all types of cohesive devices. Furthermore, the researchers suggested further research to examine other textbooks. Subsequently, the study also recommended analyzing the comparison between those textbooks.

In addition, it is highly recommended for authors and teachers in creating reading passages for teaching materials to recognize the use of cohesive devices appropriately and adapt to the level of the students. This research shows those tenth-grade students take time to understand the passage with more ellipsis and collocation.

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