

COHESION AND COHERENCE IN INDONESIAN TEXTBOOKS FOR THE TENTH GRADER OF SENIOR HIGH SCHOOL

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Abstract

This study aims to describe: (1) cohesion and (2) coherence in Indonesian Textbooks for XI Grade Senior High School. This type of research is qualitative analysis research. The data are the statements or disclosures that contain cohesion and coherence in the Indonesian textbooks. The sources of data are the texts in The Indonesian Textbooks for XI Grade Senior High School published by the Ministry of Education and Culture of Republic of Indonesia. The data collection techniques are carried out with documenting, reading, and noting. Data analysis techniques are carried out through reduction, presentation, and inference/verification of data. The results of this study showed that (1) the use of two cohesion markers, grammatical cohesion and lexical cohesion. The markers of grammatical cohesion were reference, substitution, ellipsis, and conjunction. The markers of lexical cohesion were repetition, synonym, antonym, hyponym, and collocation. The later result was (2) the use of coherence markers which are addition, sequencing, resistance, more, cause-consequences, time, terms, ways, uses, and explanations. Those findings showed that the texts of Indonesian Textbooks for XI Grade Senior High School published by the Ministry of Education and Culture of Republic of Indonesia were texts that had cohesion and unity of meaning so that Indonesian Textbooks for XI Grade Senior High School published by the Ministry of Education and Culture of The Republic of Indonesia was declared good to be used as a teaching material.

Keywords: Cohesion, Coherence, Text.

Introduction

Textbooks are one source for students to gain knowledge and practice the application of the theories. In addition, it serves as a reference for teachers in the teaching and learning process. Therefore, textbooks that are used as a reference should be of high quality textbooks. The better the quality of textbooks, of course it can affect the quality of learning. Similarly, the quality of Indonesian language textbooks will certainly improve the quality of Indonesian language learning outcomes.

Publishers and writers of Indonesian language textbooks are increasing in numbers, thus enabling a variety of material presentations, both in terms of grammatical structures and in terms of their election selection. Presentation of material in a variety of ways can influence students' understanding. Thus, it is reasonable if there are concerns about textbooks that are less or not suitable for use by students and teachers because they are not in accordance with the eligibility criteria of Indonesian language textbooks determined by BSNP (National Education Standards Agency) and not in accordance with the applicable curriculum. The 2013 curriculum places Indonesian language as a barrier to knowledge (Noah, 2013: 37). Such placement is a special feature for Indonesian language scientists and teachers. The role of language as a deterrent to science is not a coincidence, but indeed it is in line with the paradigm of learning Indonesian in the 2013 text-based curriculum (Mahsun, 2014).

In connection with this, a good text is a text that pays attention to interfaith relationships, so that discourse in the text can easily be understood by students. Thus, linkages and correspondence need to be considered in order to create a text that has cohesion and coherence. Cohesion connects the text elements previously mentioned, with what will be mentioned later. As one of the important elements of text formation, cohesion is a text element that determines the integrity of the text. Besides cohesion, one aspect of the text that is no less important is coherence. Coherence is one aspect influencing the integrity of the meaning of a text. If a text does not have coherence, the semantic-pragmatic relationship that should exist becomes

invisible and illogical. Therefore, research on cohesion and text coherence in this textbook are important because if this kind of research is not done, students might read books that do not have cohesion tools and coherence to the texts they read. As a result, students will experience difficulties with the text. Even though the understanding of the content of the text being read becomes the ultimate goal of studying the text. Therefore, the authors consider it important to explain the results of research on cohesion and coherence of discourse on text in class XI textbooks that are used as the main reference for teachers to teach Indonesian language subjects in SMA / SMK. The problems focuses on (1) what tools of cohesion can shape the integrity of discourse in Indonesian high school / high school class XI textbooks, and (2) what are the coherence markers that can shape the integrity of the discourse in the class XII?

Discourse comes from Latin word, "discourse". Limitedly, this term refers to the rules and habits that underlie the use of language both in oral and written communication. More broadly, the term "discourse" refers to language in action and patterns that characterize the types of language in action.

Aflaha (2012: 9) explains that discourse is a broader language organization than sentences or clauses and therefore can also be intended as a larger linguistic unit, for example oral or written conversations. Denik and Wirawati (2015: 77) define discourse as the highest grammatical element realized in the form of a complete essay and with a complete mandate with high coherence and cohesion. Windiatmoko (2016; 14) states that discourse is the most complete language unit rather than phonemes, morphemes, words, clauses, sentences with high continuous coherence and cohesion, which have a beginning and end and are real. Sumarlam (2009: 15) concludes, that discourse is the most complete language unit expressed verbally such as speeches, lectures, sermons, and dialogues, or in writing such as short stories, novels, books, letters, and written documents, which are seen from the structure of birth (in terms of its cohesive, interrelated form and from its inner structure (in terms of meaning) it is coherent, integrated. Based on some of these definitions, it can be concluded that discourse is a series of sentences expressed verbally or in writing that have meaning and context in it.

Discourse consists of various types. According to Darma (2014: 28) discourse can be presented in five types, namely description, narration, exposition, argumentation, and persuasion. Briefly can be explained as follows: (1) discourse of description is a form of discourse that describes something in accordance with the actual situation, so that the reader can image (see, hear, smell, and feel) what is described in accordance with the image of the author who intends to convey impressions about something, by the nature of his movements, or something else to the reader, (2) the narrative discourse; a variety of discourses that tell the process of the occurrence of an event that attempts to convey the sequence of events (chronological), with the intention of giving meaning to a study or series of events, and so that the reader can learn from the story, (3) the exposition discourse; a variety of discourses intended to explain, deliver, or describe something that can expand or increase the knowledge and views of the reader. The goal is to inform something without any intention to influence the reader's thoughts, feelings, and attitudes, (4) Argumentation discourse; a variety of discourses that are intended to convince the reader of the truths conveyed by the author that aims to convince the opinions or thoughts of readers, the writer will present logically, critically, and systematic evidence that can strengthen the objectivity and truth that is conveyed so that it can erase the reader's doubts and doubts towards the author, and (5) Persuasion discourse; a variety of discourses that are intended to influence the attitudes and opinions of readers about something the writer conveyed (Darma, 2014: 35).

Based on some of these opinions, it can be concluded that one means of discourse integrity is the use of cohesion markers and coherence in the form of both lexical and grammatical aspects. Darma (2014: 51), Aflahah (2012: 10), Ahmadi and Mahardika (2016: 20) (Klimova&Hubackova, 2013: 664), Halliday and Hasan (in Hartanto, 2015: 96) concluded that the meaning of cohesion is meant in this article is the inter-fetish relationship that forms a text to be coherent. The types of cohesion tools include grammatical cohesion and lexical cohesion. Grammatical cohesion can be divided into: (1) references, (2) substitution, (3) ellipsis, (4) conjunction. Lexical cohesion can be divided into (1) repetition, (2) synonym, (3) antonym, (4) hyponym, and (5) collocation.

In addition to cohesion, the coherence of a discourse is very important. Coherence is the linkage and cohesion in a paragraph (Azis, 2015: 175). Halliday and Hasan (in Mulyana 2005: 31) asserted that the structure of text is basically not a syntactic structure, but a semantic structure, namely the semantics of sentences which contain propositions. Because some sentences will only become text as long as there is a relationship of meaning (meaning) between the sentences themselves.

Ramlan (1993) details the relationships between parts in the text that are coherent, as follows.

- a. Linkage addition, the authors add or incorporate the notion expressed in a sentence with the understanding expressed in the sentence;
- b. Consecutively linkage, the linkage which states that the events, circumstances, or actions occur consecutively or performed;

- c. Linkage resistance, namely linkage opposes a case, circumstances, or actions occur consecutively or performed;
- d. More coherence, the affinity for the information stated in a sentence beyond what is stated in the preceding sentence kalimta-;
- e. Causal linkage, the linkage is formed by the sentence that gives an explanation of the cause or reason something is expressed in other words;
- f. Coherence time, the linkage is formed by the sentence of the states when the event happens or acts that are set forth in other words;
- g. Linkage requirements, namely linkage which states that what is stated in a sentence is a prerequisite for the implementation of an action or occurrence of events stated in the sentence;
- h. Linkage means, namely linkage states how an act carried out or how an event occurs;
- i. Linkage functions, namely linkage stated objectives; and
- j. Linkage explanation, namely linkage which states that information on the sentence that one explanation or further information to the information stated in the other sentences.

From the opinions of the visible presence of overlap between the means of cohesion and coherence. The difference is the means of cohesion is used to indicate the relationship form, while the means of coherence indicates the relationship of meaning. In this study, the theory of Halliday and Hasan (1976) was used to analyze the cohesion and the theory outlined Ramlan (1993) used as a reference in the analysis of coherence.

Methods

This research is a qualitative research, because researchers only describe, not to change, add or manipulate the object or area of research and research results further emphasize the significance rather than generalization. In line with that suggested by Moleong (2012: 49) that qualitative research is research that resulted in the analysis procedure that does not use statistical analysis procedures or other quantification method. This study describes devices that can form the unity cohesion discourse on Indonesian textbook SMA / SMK class XI, and marker-marker coherence to establish the integrity of the discourse in textbooks Indonesian SMA / SMK class XII. Data taken from the text in the Indonesian language teaching books (books elektronik) SMA / SMK class XI, curriculum Kemendikbud 2013 issue. Make cohesion analysis using the theories of Halliday and Hasan where as coherence analysis is done by using the theory proposed by Ramlan.

Results and Discussion

The results of data analysis using markers of cohesion and coherence in textbooks Indonesian text (book elektronik) SMA / SMK class XI, published in 2013 curriculum Ministry of Education and Culture, described below.

1. Cohesion in Indonesian SMK Text Books

A marker cohesion found that markers of grammatical cohesion and lexical cohesion. Grammatical cohesion consists of reference, substitution, ellipsis, and conjunction. Lexical cohesion consists of repetitions, synonyms, antonyms, hyponymy and hypernymy, and collocation. The following data were found in the text cohesion.

a. Grammatical Cohesion

1) Reference

Reference is grammatical cohesion devices associated with the use of the word or group of words to refer to the word, group of words or other grammatical units. Reference distinguished eksofora and endofora. Reference eksofora related to a situation without a clear context so difficult to understand. Instead, endofora textual reference, because the elements are referred to and referenced in the relevant discourse. Data were found with regard to the reference anaphora.

(1) For companies, the interview is an opportunity to explore the qualifications prospective employees in more depth, see compatibility with the position, needs and nature of the company, (T1 / page 13).

(2) *They* know their rights, know also that in the vicinity have been violations and arbitrariness, (T2 / page 48).

In the data (1) there are enclitic's attached to said compatibility, it refers to the phrase enclitic candidates. The data is the anaphora of reference because it refers to something that was mentioned earlier. Likewise, the data (2), the enklitik surrounding his on words referring to their word. So, the word in the text meaningful vicinity around them.

a) Reference Katafora

Data were found with regard to the reference katafora.

(3) The values of politeness in religion also is one of the duties of human shape of the words are soft and do not hurt others, (T3 / page 75).

(4) Nevertheless, through the author's creativity and reasoning power, scientific work can be arranged so as to attract the reader's attention without forgetting the values of scientific, (T5 / page 143).

In the data (3) there is the word form. Enclitic's in the words refer to things in front of him, namely *words were soft and not hurt others*. On the data (4) there is also the author enclitic his word. The Enclitic refers to something that is called after the word that phrase scientific work. Both figures are the referrals fora words because both refer to something that is mentioned later or refer to the front.

b) reference Persona

Data were found with regard to the reference persona.

(1) References People First

Reference the first is that the reference to the function or role in situations of speech through the first category. Reference the first divided into two references first person singular and the first person plural reference. The following data were found with regard to the first reference.

(5) *I* give you a rich country, but you're lazy, (T4 / page 103).

(6) *We* also very grateful to His Majesty because he has given great attention to our wives, (T8 / page 239).

On the data (5) there is the appointment of the first person singular that I do. The pronoun refers to the subject or directly stated in the text of the statement. Furthermore, the data (6) there we said at the beginning and end of the sentence. The word refers directly to speakers as well as others. Citation by using our words is a reference to the first person plural because it involves more than one person.

(2) Reference Second Person

Data were found with regard to the second reference.

(7) *You*The world live? ' asked the Lord, (T4 / case 103).

(8) Your arrival in the capital is greatly welcomed, (T8 / case 239).

Data (7) is an interrogative sentence. At the beginning of the sentence includes the word you. The data refer to some people questioned by God in the text. It shows that your word is a reference to the second person plural. Furthermore, the data (8) are your words. The word is a reference to the second person singular for only points to one person is hearer of speakers.

(3) References Third Person

Data were found with regard to reference a third person.

(9) Non-verbal gestures such as nodding or posture slightly leaning forward shows that we are interested in what the interviewer.

(10) *They* argue that the demonstrations they used to do were purely to fight for the truth and fight the evil that happened before them.

On the data (9), there is the appointment of the third person singular is the interviewer. The text indicates that the speaker presented a case to the partner he said with regard to other people in this case the interviewer. Furthermore, the data (10) are those words that refer to people who do the demonstration. The word is reconciliation third person plural because it refers to some people.

c) Demonstrative reference

Data found to be associated with demonstrative reference.

- (11) Data writing a scientific-grade students in Mading taken within the last three years, (T5 / page 143).
- (12) Thus, the bodies of Qais was laid in the tomb beside Layla, (T7 / page 218).

On the data (11), at the end of the sentence contained the phrase last three years. The phrase is a time designation is, referring to the last three years from the time of the statement or writing the write. The referral is a referral to something that is outside the text because it is not written down time is referenced. Furthermore, the data (12) there is a designation that is beside the point. Before the word is contained in the preposition that serves as the designation of a place. Referral text for creating cohesion as a means of linking the parts in the text.

2) Substitution

The data found references related premises substitution

- (13) *Body language* also has a role. Non-verbal gestures such as nodding or posture slightly leaning forward shows that we are interested in what the interviewer, (T1 / page 13).
- (14) In response to this phenomenon, a local chief stated that the cause of the demonstration and anarchism is nothing but a public hungry factor ...
... They protested and asked the regent to retract his statement, (T2 / page 48).

On the data (13) are the replacement phrase that body language in the first sentence that the following sentence be substituted into nonverbal movement. Both of these phrases can be interchanged their positions. Data (14) consists of two paragraphs. In the first paragraph the phrase contained in paragraphs regional heads and the phrase is substituted into the regent said.

Replacement or substitution in the text is very useful for creating cohesion form because it makes the text more concise, solid and clear.

3) Ellipsis

Data relating to the reference ellipsis.

- (14) 'For the company, the interview is an opportunity to explore the qualifications of candidates ø employees in more depth, see compatibility with the position, needs and nature of the company, (T1 / page 13).
- (15) The most basic requirement is to eat and drink. Meanwhile, ø (needs) of the peak is the need for self-actualization, (T2 / page 48).

On the data (14) occurs deletion says that the company says. At the beginning of the sentence includes the word company. In another part of the sentence that is behind said employees can be added but the company said in the sentence is not written back. On the data (15) that the subject is needed. The word is written at the beginning of the sentence, but in the second sentence the word was omitted, namely behind conjunctions antarkalimat meanwhile.

4) Conjunction

Data use of conjunctions in the text.

- (16) To be easily understood by the conversation partner, we must speak clearly ...
other than that, Note well what the interviewer so that we can provide the relevant answers.
- (17) Rather it was done by people from average area up, in this case the students and intellectuals.

In (16) there is a conjunction than that. The conjunctions connect two paragraphs that referred to as a conjunction between paragraphs. On the data (17) there is a word that serves as a liaison in that sentence is. The word is used to describe the part of the thing that was mentioned earlier.

b. Lexical Cohesion

1) Rehearsal

The data contained use of repetition in the text.

- (18) During an interview, just be yourself. This expression may sound corny, but it is far better to be yourself and speak honestly, rather than try to say something we think will make the interviewer feel impressed, (T1 / p).
- (19) Lately demonstrations often happens almost every time and in many places. , , , They insisted that their usual demonstrations purely to fight for the truth and against injustice that occurred in front of him. , , , Mass demonstrations are not always caused by stomach affairs, even many of the events are not at all based on the motif. , , , (T2 / p)
- (20) 'Then we have to ask the testimony of our mistakes.' We must remind the Lord, if he mistaken us into this hell. ', (T4 / p).

Data (18) consists of two sentences is unity in a paragraph. In those paragraphs contained in the first sentence of the repetition of the phrase is, be yourself and in the second sentence that is to be yourself. On these data it appears that the word be changed to the word to be. Repetition of the second sentence is an explanation of the word be which is a command. Thus, the repetition of the second sentence of the reasons given for the case that was ordered in the previous sentence. On the data (19) which consists of three paragraphs a repetition of words that demonstration. Said the demonstration is repeated on every paragraph. It shows the relationship between one paragraph to other paragraphs of the matters discussed and the whole text is about the demonstration.

Data (20) consists of two sentences. There is a word we repeated four times. Repetition occurs in the text indicate that the discussion of the subject in this discourse is about us, the people say directly in the text of the statement with the people around him at that time.

2) Synonym

Data for synonyms

- (21) There is no harm in asking back or try to repeat the questions to make sure that our understanding is correct.
- (22) Mass demonstrations at the beginning of reform in the country in 1997-1998, not done by the poor or hungry people.
- (23) Politeness paired with *qaulan karimah* concept that means a statement that a weak, soft, full of breeding, appreciation, adoration and respect to others.

On the data (21) there is a phrase that is synonymous to ask again and repeated the question. Asked back meaningful phrases to repeat questions that have been asked before, while repeating the phrase can mean ask question the question that has been asked before. On the data (22) there is the phrase of the poor and hungry people. In the text, the two phrases have the same meaning. Called poor people because they are hungry people, while hungry people referred to in the text has a meaning as the poor.

On the data (23) phrase *qaulan karima*, The phrases have the same meaning with some of the things mentioned in tow that is, speech that weak, soft, full of breeding, appreciation, adoration and respect to others. The meaning similarity is also confirmed by the appropriate phrase meaning behind the phrase *qaulan karima*. The phrase that means showed that *qaulan karima* has the same meaning as.

3) Antonyms

Antonyms usage data contained in the text.

- (24) Keep us not speak too fast or slow, also set the sound to be clearly audible.
- (25) The most basic requirement is to eat and drink. Meanwhile, the most highlight is the need for self-actualization.
- (26) Anger, joy, sadness, and so is reflected in politeness and impoliteness it.

On the data (24) are paired antonym word is the word fast and slow. Second word has the opposite meaning. Quick meaningful use a short time while the slow meaningful use or require a lot of time. On the data (25) there is a phrase that has meaning is the most fundamental opposites and so peak. The specifics of the two phrases that have the opposite meaning is the basic word from the word base and said summit. Meaningful basis while the lower most portion of the top of a significant peak.

On the data (26) includes the affix word who came from the same root and impoliteness politeness. The second word has a meaning opposite. A clear difference in meaning between the two words in the presence of the word is not the word impoliteness.

4) Hyponymy and Hypernymy

Hyponymy and hypernymy usage data contained in the text.

(27) Therefore, avoid body language that can be interpreted negatively, like shaking the legs, tapping fingers, or avoiding eye contact.

(28) Then he pointed out the people of Malaysia and Brunei are cool and calm, because they fulfilled the welfare of demonstrations in countries that rarely happens.

On the data (27), there is a body language phrases. The phrase is a superordinate of wiggle foot, tapping fingers, and avoid eye contact. The berhiponim phrases for having superordinate and subordinate relationships. On the data (28) are two names of countries, namely, Malaysia and Brunei, besides there are also said countries. Thus, these words have a relationship hiponimi that country as the superordinate words, while Malaysia and Brunei as a subordinate.

5) Collocation

Data use collocation.

(29) How to speak confident but not arrogant to attract the interviewer.

(30) If a baby was hungry, he would go ballistic: cry and merontaronta.

On the data (29) contained the phrase confident and arrogant words. Confident and cocky is a trait that can be possessed by humans, so that both words berkolokasi nature. On the data (30) there is a word that creates cohesion because of its links collocation is furious, crying, and merontaronta. The third word is a word that has a relationship on the emotional state of a human being.

2) Textbooks Coherence in Indonesian

The coherence marker is found in the text on the book Indonesian SMA / SMK class X Curriculum 2013 published by the Ministry of Education and Culture. Data found:

a. Addition Linkage

Data usage coherence marker stating the meaning of the addition in the text.

(31) The interview was the scene of questions and answers between an interviewer with the candidate.

(32) The students do not accept and do not feel they have the lowest motives.

On the data (31) are particles of matter. On the data was written separate particles of words in front of him, so it can be meaningful as well. The particles in the sentence used as additional markers that is, to add information or explanation of things presented in the previous sentences. On the data (32) there is a conjunction and. The conjunctions to connect two clauses, also added a statement of thing done by the subject.

b. The Sequence

Data usage coherence marker stating perturutan meaning in the text.

(33) They then protested and made a number of demands, (T2 / case)

(34) And he added did not understand the situation himself, because everyone who saw in hell, no less worship of her own. In fact there is one who has to fourteen times to Mecca and the title

of sheikh anyway. Then Haji Saleh approached them and asked why they in hell. 'What our Lord?' Haji Saleh said then, 'Are not we told to him pious, unwavering faith in ?, (T3 / case).

On the data (34) includes the word then. The word suggests that before the sentence is, there are some things that happen relating to the data. Their words and then sentences, indicating that there are some things presented in the text in a row. Data (35) consists of a few sentences. In the text there is a marker of coherence that last word twice and then on the last sentence. The words are used to convey things that are done by the figures in quick succession.

c. Resistance

The data that disputed the use of markers coherence does not necessarily opposed, but can also be a different matter.

(35) There is no harm in asking back or try to repeat the questions to make sure that our understanding is correct. However, do not do it too often because it will make the interviewer question our comprehension.

(36) Poverty is a common sight almost swept across the country. However, when Kim Jong-II, the boss died, there was no attempt overthrow or demonstrations to demand political change in his country.

On the data (36) consisting of two sentences, there is a word but at the beginning of the second sentence. But the word as if it denied the claims in the previous sentence, so the statement in the first sentence contrary to the statement in the second sentence. OnData (37) are conjunctive but who are at the beginning of the sentence to two. The connecting words show that what happened in the second sentence is contrary to what should happen if it is associated with the statement in the first sentence.

d. More

Data usage coherence marker stating the deeper meaning of the text.

(37) Do not exaggerating our qualifications, especially suckered by providing incorrect data.

(38) Mass demonstrations are not always caused by stomach affairs, even many of the events are not at all based on the motif.

Data (38) consists of two clauses linked by conjunctions moreover, consists of two acts. The word especially in the phrase indicates that the second act is an act that exceeds the previous action. Thus, let alone words in the sentence more meaningfully. On the data (39) includes the word even. The words are common words in one sentence. Said even in the phrase is used to convey that not just one thing that is the cause but still a lot more than that triggering events described in the text.

d. Cause and effect

Data usage coherence marker stating causal meaning in the text.

(39) Make sure also that we maintain eye contact with the interviewer = because eye contact is important in the communication process, including in interviews work,

(40) Impoliteness also related to the lack of public appreciation of his culture politeness because it not only relates to the precision in the ownership of words or sentences.

On the data (40) includes the word because. The word is a conjunction used to provide an explanation of what has been stated before. On these data it appears that the explanation given after the word because it is the cause or reason of statements made previously. On the data (41) includes the word because. The words explain why ketidaksantunan also related to the lack of public appreciation of the culture. The explanation given is an explanation of why things happen.

e. Linkage Time

Data usage stating marker linkage time coherence in the text.

(41) *When* talk, avoid lengthy descriptions and wordy.

(42) *Lately* demonstrations often happens almost every time and in many places.

On the data (42) in the first sentence, there is a phrase at the time. The phrase function shows the time that is currently speaking activities performed. On the data (43) are associated with the appointment time events discussed in the text. phrase lately in the adjacent text indicates time and when it was delivered.

f. Linkage Terms

Data usage coherence stating marker linkage terms in the text.

- (43) In short, it would be better if we were able to show an enthusiastic attitude verbal and nonverbal.
- (44) If factors were not in themselves, no matter what happens around it, they would like buffalo matched nose: nod and said "yes" to any actions of its leaders though distorted, and even oppress their own.

On the data (44) includes the word if. The word if it is used as a conjunction to give an explanation of the statement before the word, that phrase would be better. Said if a word that functions indicate conditions for obtaining good results in accordance with the statement in the text. On the data (45), there is a word if at the beginning of the sentence. The word phrase followed by these factors, the phrase refers to the items mentioned in the previous sentences. Thus, if the word is a word that implies the terms of something happening that was mentioned in the previous sentence.

g. Linkage Means

Data usage coherence stating marker linkage means in the text.

- (45) Use this opportunity elegantly by demonstrating curiosity knowus about the scope and description duty position, the self-development opportunities, and so on.
- (46) Comparisons are quite a contrast to see the latest events in North Korea. Socio-economic conditions of its citizens very much underdeveloped.

On the data (46), there is a word with. The word serves as a description for the word with the way the data is followed by the word means. Said way behind the word by clarifying that the word is a tutorial of how. On the data (47) also contained the word, the word is followed by the verb that is viewed. The existence of the verb behind word to indicate that the word is the word meaningful ways, namely, how it or the job is done.

h. Usefulness Linkage

Data usage stating marker linkage usefulness coherence in the text.

- (47) For companies, the interview is an opportunity to explore the qualifications prospective employees in more depth, see compatibility with the position, needs and nature of the company.
- (48) They insisted that their usual demonstrations purely to fight for the truth and against injustice that occurred in front of him.

On the data (48) and (49), there is a word for. Word in a sentence stating affinity for usability.

i. Explanation Linkage

Data usage coherence stating marker linkage explanation in the text.

- (49) Non-verbal gestures such as nodding or posture slightly leaning forward shows that we are interested in what the interviewer, (T1 / page)
- (50) With such facts, it is obvious that poverty is not the main cause for the occurrence of a wave of demonstrations, (T2 / page)

On the data (50) and (51) there is a word that. Said that the sentence serves as a conjunctive will explain the things that have been stated.

Based on the results of the analysis, it was found two things is the answer to the problem formulation has been presented at the beginning of this article. Both of these are aspects of cohesion cohesion as a discourse in the text on Indonesian textbooks used in high school / vocational and coherence as wholeness aspect of discourse in the text on Indonesian textbooks used in high school / vocational school. The results also showed that the Indonesian textbook high school / vocational curriculum in class XI 2013 issue of the

Ministry of Education and Culture is a good book and a decent used as teaching material in schools because of the sentences in the text are eligible cohesion and coherence.

Conclusion

Based on the analysis of the text in the Indonesian language teaching books (books elektronik) SMA / SMK class XI, 2013 published by the Ministry of Education curriculum and culture can be summed up as follows: (1) Markers found grammatical cohesion; reference, substitution, ellipsis and conjunction. Lexical cohesion markers were found; repetition, synonyms, antonyms, hyponymy and hypernymy and collocation. Thus, the text contained in the textbook Indonesian (electronic book) SMA / SMK eleventh grade curriculum in 2013 published by the Ministry of Education and Culture are texts that have cohesiveness in terms of form and structure and cohesive, (2) use of marker coherence on text in textbooks Indonesian high school curriculum XI 2013 issue of the Ministry of Education and Culture, was found penggunaan markers such coherence.

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