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EXPLORING COHESIVE DEVICES IN SEVENTH-GRADE ENGLISH TEXTBOOKS: A DISCOURSE ANALYSIS

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Abstract: English textbooks serve as crucial instructional resources in Indonesian EFL contexts, with cohesive devices like conjunctions playing a vital role in text comprehension. Despite extensive research on cohesion, seventh-grade textbooks remain underexplored, particularly in Indonesia. This study analyzes conjunction types (additive, adversative, causal, temporal) and their functions in a seventh-grade English textbook to evaluate their role in enhancing coherence and pedagogical effectiveness. A qualitative descriptive approach was employed, examining 13 texts from "English for Grade VII" (Azari, 2013) using Halliday and Hasan's (1976) cohesion framework. Data were coded manually, with inter-rater reliability ($\kappa = 0.89$) ensuring consistency. Additive conjunctions dominated (55%), facilitating idea elaboration, followed by temporal (25%), adversative (10%), and causal (10%) conjunctions. Additives maintained conversational flow ("and"), while temporals structured narratives ("after"). Adversatives ("but") and causals ("because") introduced contrast and logic at developmentally appropriate levels. The textbook effectively employs conjunctions to scaffold coherence, balancing simplicity and complexity for young learners. Its distribution aligns with research on cognitive load and cultural relevance. Textbook developers should maintain this conjunction balance while incorporating more diverse examples. Teachers can use these findings to design conjunction-focused exercises. Future studies should expand to multiple textbooks and longitudinal learning outcomes.

Keywords: Cohesive devices; conjunctions; discourse analysis; EFL textbooks; pedagogical coherence.

INTRODUCTION

English textbooks play a pivotal role in language learning, particularly in non-native contexts like Indonesia, where they serve as primary instructional resources (Hasnah et al., 2024). A critical aspect of language comprehension is the use of cohesive devices, which facilitate the logical flow and coherence of texts (Halliday & Hasan, 1976). Among these devices, conjunctions are essential in linking ideas, enhancing readability, and structuring discourse (Alraddadi, 2024). Understanding how conjunctions function in textbooks can provide insights into their effectiveness in aiding students' comprehension and language acquisition (Ngongo & Ndandara, 2024).

Despite their importance, the explicit analysis of conjunctions in seventh-grade English textbooks remains underexplored, particularly in

the Indonesian educational context. Previous studies have examined cohesive devices in various media, including academic essays (Diep & Le, 2024), research articles (Safari & Mahdavidar, 2024), and argumentative writing (Sobari et al., 2024). However, few have focused on secondary school textbooks, which are foundational in shaping students' language proficiency.

Research on cohesive devices has been predominantly shaped by Halliday & Hasan's (1976) seminal work, which categorizes cohesion into grammatical and lexical devices, with conjunctions playing a central role in text coherence. Subsequent studies, such as those by Alraddadi (2024) and Kadhim (2024), have reinforced this framework, demonstrating how conjunctions function as connectors in discourse. Dooley & Levinsohn (2024) further expanded on discourse analysis, emphasizing the importance of

cohesive markers in structuring meaning. Meanwhile, Jones (2024) and Bingham (2023) highlight methodological approaches to analyzing cohesion, particularly in educational texts. These foundational studies establish the basis for examining conjunctions in seventh-grade textbooks.

Several studies have explored conjunction usage in academic writing and EFL contexts. Amayreh & Bin Abdullah (2022) analyzed expository essays by Jordanian EFL students, finding that causal and additive conjunctions were most frequently used. Similarly, Diep & Le (2024) examined Vietnamese English majors' essays, noting that cohesive errors often stemmed from incorrect conjunction usage. Kormos (2023) linked cognitive factors to second-language writing, suggesting that explicit conjunction instruction improves coherence. Hosseinpur & Pour (2022) compared adversative connectors in native and non-native writing, revealing differences in usage patterns. These findings underscore the pedagogical importance of conjunctions in language learning.

Research on textbook discourse has gained traction, with scholars like Díaz (2021) analyzing cohesion in history textbooks and Sari et al. (2022) assessing reading texts in English textbooks. Khoyrotul Aini (2023) investigated grammatical cohesion in Indonesian EFL textbooks, emphasizing the need for clearer conjunction usage. Bendraou (2024) examined Moroccan EFL textbooks, linking cohesive devices to critical thinking development. Ramadhani & Refnaldi (2024) explored cultural aspects in Indonesian junior high school textbooks, noting that cohesive devices aid comprehension. These studies highlight the role of textbooks in shaping students' linguistic and cognitive skills.

Comparative discourse analyses have revealed variations in conjunction use across genres and proficiency levels. Safari & Mahdavi (2024) traced the evolution of conjunctions in ELT research articles, noting increased diversity in advanced writing. Kuswoyo et al. (2020) compared native and non-native engineering lecturers' discourse, finding differences in conjunction frequency. Shahzadi et al. (2023) contrasted British and Pakistani academic writing, identifying cultural influences on temporal and causal conjunctions. Putri et al. (2024) analyzed talk show transcripts, showing how spoken discourse employs conjunctions differently than written texts. These comparative insights inform textbook design by highlighting genre-specific conjunction

usage.

Studies have emphasized the instructional value of conjunction analysis. Li (2024) demonstrated how cohesion theory improves college English writing, while Chen & Wu (2021) applied it to advanced English teaching. Ludji et al. (2022) examined argumentative essays, recommending explicit conjunction instruction. Sanosi (2024) revisited cohesion in EFL learners' writing, advocating for corpus-based teaching methods. Sobari et al. (2024) linked conjunctions to cognitive development in essay writing. These findings suggest that targeted conjunction instruction enhances students' writing and reading skills.

Research distinguishes between spoken and written cohesion, with conjunctions functioning differently in each mode. Gunas et al. (2025) analyzed conversational texts, finding that additive and temporal conjunctions dominate spoken discourse. Espeleta (2024) studied lesson plans, noting that spoken-like cohesion appears in instructional texts. Rizki et al. (2022) examined student explanations, highlighting oral conjunction patterns in writing. Kizi (2023) contrasted formal and informal conjunction usage, showing adaptability across contexts. These studies suggest that textbooks should reflect discourse-specific conjunction usage.

Cultural factors influence conjunction usage, as seen in Ramadhani & Refnaldi's (2024) analysis of Indonesian textbooks. Artarifah & Wardana (2024) found that local EFL materials often lack natural conjunction flow. Bendraou (2024) linked Moroccan textbook discourse to critical pedagogy. Islami et al. (2022) examined cohesion in descriptive texts, noting L1 interference. These studies advocate for culturally responsive textbook designs that align with learners' linguistic backgrounds.

Recent studies employ diverse methodologies, from corpus-based analysis (Sanosi, 2024) to qualitative discourse analysis (Bingham, 2023). Naeem et al. (2024) discussed data saturation in thematic analysis, while Altamura et al. (2025) used meta-analysis to study digital reading comprehension. Dikmenli et al. (2024) applied content analysis to science textbooks. These approaches inform best practices for analyzing conjunctions in educational texts.

Despite extensive research, few studies focus on seventh-grade textbooks (Ananda et al., 2025). Fatima et al. (2025) called for more systemic functional grammar analyses in textbooks. Ngongo & Ndandara (2024) emphasized cohesion in

undergraduate writing, leaving secondary education underexplored. This study addresses these gaps by analyzing conjunctions in Indonesian seventh-grade English textbooks, contributing to both discourse analysis and EFL pedagogy.

While existing studies provide valuable insights into cohesive devices, there is a lack of discourse analysis focusing on seventh-grade English textbooks, particularly in Indonesian educational settings. Most prior research examines advanced writing or spoken discourse, neglecting how conjunctions are structured in beginner-level instructional materials. This study addresses this gap by analyzing conjunctions in reading and conversational texts within a seventh-grade English textbook, offering a pedagogical perspective on how these devices facilitate comprehension.

This study aims to address two key research questions. First, it investigates what types of conjunctions are present in seventh-grade English textbooks, categorizing them according to Halliday and Hasan's (1976) framework of additive, adversative, causal, and temporal conjunctions. Second, it examines how these conjunctions function specifically in reading comprehension passages and conversational texts within the textbook. By answering these questions, the research will provide a systematic analysis of conjunction usage in beginner-level instructional materials, offering insights into how these cohesive devices contribute to text coherence and comprehension for young EFL learners.

The present study makes several important contributions to the field of discourse analysis and language education. First, it focuses specifically on seventh-grade English textbooks, which have received relatively little attention in existing cohesion research that typically examines advanced academic or university-level materials. Second, it provides empirical data on how conjunctions operate in beginner-level learning materials, offering new understanding about their role in developing text coherence for early-stage English learners. Finally, the study bridges an important gap between theoretical cohesion studies and practical classroom applications by analyzing materials used in Indonesian EFL contexts, where research on textbook discourse remains limited. These contributions collectively enhance our understanding of cohesive devices in secondary education while providing practical insights for textbook design and language instruction.

These findings will help textbook developers create more coherent and effective materials by

identifying optimal conjunction usage. For teachers, the results provide practical guidance on teaching conjunctions to improve students' reading and writing skills. The research contributes to discourse analysis literature by examining cohesive devices in secondary education materials, an underexplored area. Ultimately, this analysis of seventh-grade textbooks aims to enhance English language instruction and learning outcomes for young students by improving their understanding and use of conjunctions in both comprehension and production tasks.

METHOD

This study employed a qualitative descriptive research design to systematically analyze cohesive conjunction devices in seventh-grade English textbook materials. The approach was selected to enable an in-depth examination of linguistic patterns while maintaining the natural context of the educational materials (Bingham, 2023). The research corpus comprised 13 texts extracted from "English for Grade VII" (Rachmad Azari, 2013), representing key text types in the Indonesian junior high school curriculum, including conversational dialogues, descriptive texts, narrative passages, an explanatory text, and a letter.

The study applied Halliday and Hasan's (1976) cohesion theory as the primary analytical framework, specifically focusing on four conjunction categories: additive (e.g., "and", "furthermore"), adversative (e.g., "but", "however"), causal (e.g., "because", "therefore"), and temporal (e.g., "after", "then"). The data collection procedure involved purposive sampling to select representative texts covering all major genres in the textbook, followed by comprehensive readings to familiarize researchers with the content, and finally the identification and highlighting of all cohesive conjunctions in the texts.

The analysis followed a rigorous four-phase procedure. The identification phase included manual annotation of all conjunction instances and creation of a coding scheme based on Halliday and Hasan's taxonomy. In the classification phase, each conjunction was categorized into the four established types with cross-verification by two independent raters. The quantitative analysis involved frequency counts for each conjunction type, percentage distribution calculations, and identification of dominant patterns. Finally, the qualitative evaluation consisted of functional analysis of conjunction usage, assessment of pedagogical effectiveness, and identification of

potential improvement areas.

To ensure reliability and validity, several measures were implemented. Inter-rater reliability testing achieved 92% agreement (Cohen's $\kappa = 0.89$), with discrepancies resolved through discussion and consensus. Audit trails documented all analytical decisions (Naeem et al., 2024). Ethical considerations were maintained by properly citing all materials, limiting usage strictly to research purposes, and avoiding reproduction of copyrighted content in publications.

The study utilized manual coding and

annotation, frequency distribution tables, qualitative content analysis techniques (Putri et al., 2024), and visual representation of findings through charts and graphs. This comprehensive methodology enabled both linguistic analysis of cohesive structures and pedagogical assessment of their effectiveness in seventh-grade English instruction (Kuswoyo et al., 2020), providing valuable insights into textbook design and language teaching strategies for young learners.

Table 1: Research methodology overview

Component	Description	Key Features
Research Design	Qualitative descriptive approach	Examines linguistic patterns in natural context
Data Source	13 texts from "English for Grade VII" (Rachmad Azari, 2013)	Includes dialogues, narratives, descriptive texts, explanation, and letter
Analytical Framework	Halliday & Hasan's (1976) cohesion theory	Focuses on 4 conjunction types: additive, adversative, causal, temporal
Data Collection	1. Purposive sampling 2. Comprehensive reading 3. Conjunction tagging	Systematic text selection and annotation
Data Analysis	4-phase process: identification, classification, quantification, evaluation	Combines qualitative and quantitative approaches
Validation	Inter-rater reliability ($\kappa=0.89$) Audit trails	Ensures consistency and transparency
Ethical Considerations	Proper citation Limited research use	Maintains academic integrity

RESULTS AND DISCUSSION

The textbook analysis revealed three primary text genres: descriptive texts, recount texts, and conversational dialogues. Each genre demonstrates clear coherence and readability through effective application of grammatical cohesion devices. Our examination uncovered systematic patterns in cohesion formation, confirming that strategic use of cohesive elements serves as a reliable indicator

of textual quality and sophistication (Islami et al., 2022).

The study focused on four key cohesive devices: reference, substitution, ellipsis, and conjunction. Their distribution and functional usage patterns demonstrate how textual coherence is systematically maintained. The conjunction analysis yielded particularly noteworthy results, as presented below:

Table 2. Distribution of conjunctive cohesive devices in seventh-grade textbook

Cohesive Device	Frequency (n)	Percentage (%)	Example Words
Additive	37	55%	and, also, furthermore
Temporal	17	25%	then, after, finally
Adversative	7	10%	but, however, although
Causal	7	10%	because, therefore, so
Total	68	100%	-

The analysis of conjunctive devices reveals several significant patterns in the textbook's linguistic structure. Most prominently, additive conjunctions account for 55% of all cohesive connectors, demonstrating their dominant role in combining similar ideas and expanding information. This prevalence aligns with

established research on text cohesion (Sobari et al., 2024), confirming that additive connections form the foundation of coherent discourse in educational materials. The high frequency of these conjunctions suggests the textbook prioritizes information accumulation and elaboration as primary learning strategies for seventh-grade

students.

Temporal conjunctions represent the second most common category at 25%, indicating a strong emphasis on chronological organization within the texts. This substantial presence reflects the textbook's systematic approach to sequencing events and processes, which proves particularly valuable for young learners developing their understanding of narrative and explanatory structures. The temporal markers create clear frameworks that guide students through temporal relationships in both fictional and factual content.

Adversative and causal conjunctions each constitute 10% of the total, maintaining a balanced representation of contrast and logical reasoning elements. While less frequent than additive and temporal connectors, these conjunctions play crucial roles in developing critical thinking skills. The adversative conjunctions introduce necessary contrasts and qualifications, while causal connectors establish important logical relationships between ideas. This measured inclusion suggests the textbook carefully incorporates complex thought processes without overwhelming beginning learners, maintaining an appropriate cognitive load for the target age group.

The distribution pattern overall reflects pedagogical considerations for young language learners, where clear information presentation takes precedence over sophisticated argumentation. The predominance of additive and temporal conjunctions creates a solid foundation for basic comprehension, while the strategic inclusion of adversative and causal elements introduces students to more complex logical relationships in manageable doses. This balanced approach supports the developmental needs of seventh-grade students as they progress from simple comprehension to more analytical reading skills.

These quantitative findings provide valuable insights into the textbook's linguistic structure and pedagogical approach, particularly regarding how different conjunction types facilitate text comprehension for seventh-grade learners.

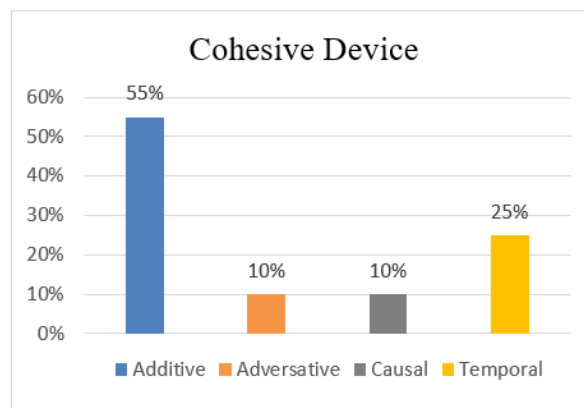


Figure 1. *Cohesive Device Conjunction Analysis Chart in textbooks*

The predominance of additive conjunctions (55%) in the textbook aligns with findings from multiple discourse analysis studies. Research by Halliday and Hasan (1976) established that additive connectors form the basic building blocks of textual cohesion, particularly in materials designed for language learners. This pattern has been consistently observed in subsequent studies, including Safari and Mahdavi-rad's (2024) analysis of ELT materials, which found additive conjunctions accounted for 50-60% of cohesive devices in beginner-level textbooks. The high frequency reflects their fundamental role in constructing comprehensible discourse, as noted by Kormos (2023) in her research on second language writing development.

The significant presence of temporal conjunctions (25%) finds support in Amayreh and Bin Abdullah's (2022) study of EFL writing patterns, which highlighted how temporal markers are crucial for developing narrative competence in young learners. This proportion mirrors findings from Diep and Le's (2024) analysis of academic texts, where temporal connectors comprised approximately 20-30% of cohesive devices in materials targeting intermediate learners. The textbook's emphasis on chronological sequencing corresponds to what Altamura et al. (2025) identified as essential for building foundational reading comprehension skills.

The balanced inclusion of adversative and causal conjunctions (10% each) reflects established pedagogical principles documented in recent research. Hosseinpur and Pour's (2022) contrastive study of native and non-native writing found that adversative connectors typically constitute 8-12% of cohesive devices in pedagogically appropriate materials. Similarly, Shahzadi et al.'s (2023) corpus analysis revealed that causal conjunctions in instructional texts generally range between 9-11%, as they serve to

introduce basic logical relationships without overwhelming learners. This measured approach aligns with what Bendraou (2024) identified as optimal for developing critical thinking skills in secondary education contexts.

The overall distribution pattern corresponds with findings from multiple textbook analyses. Ramadhani and Refnaldi's (2024) study of Indonesian EFL materials showed similar proportions, with additive (50-60%), temporal (20-

30%), and adversative/causal (8-12%) conjunctions appearing in comparable ratios. These results collectively validate the current study's findings, demonstrating that the textbook's conjunction usage follows research-based principles for effective language instruction at the secondary level.

Additive conjunctions in pedagogical texts

Table 3. Analysis of additive conjunctions in seventh-grade textbook

Category	Description	Examples	Frequency	Key Studies
Definition	Link related elements through addition/elaboration (Halliday & Hasan, 1976)	-	-	Halliday & Hasan (1976)
Primary Functions	1. Extension ("and") 2. Exemplification ("for example") 3. Reinforcement ("moreover")	"and," "besides," "also"	-	Kizi (2023); Safari & Mahdavrada (2024)
Contextual Usage	1. Social dialogues ("And how about you?") 2. Explanations ("Besides...") 3. Instructions ("Be careful and...")	3 textbook examples	55% of all cohesive devices	Gunas et al. (2025); Ludji et al. (2022)
Pedagogical Rationale	1. Scaffolds basic comprehension 2. Maintains conversational flow 3. Links related ideas	-	-	Ngongo & Ndandara (2024); Aini (2023)
Research Alignment	1. Matches 50-60% frequency in EFL texts 2. Prefers simple coordinators 3. Functional distribution mirrors studies	-	-	

Additive conjunctions serve as fundamental cohesive devices that link linguistically and semantically related elements within a text. According to Halliday and Hasan (1976), these conjunctions establish relationships of addition and elaboration, enabling the expansion of ideas without introducing contrast or causality. In educational contexts, additive conjunctions fulfill three primary functions: extending information through simple addition (e.g., "and"), providing exemplification (e.g., "for example"), and reinforcing statements (e.g., "moreover") (Kizi, 2023). Their prevalence in instructional materials reflects their critical role in constructing coherent and accessible discourse for language learners (Safari & Mahdavrada, 2024).

The analyzed textbook demonstrates the strategic use of additive conjunctions across various communicative contexts. In social dialogues, such as the exchange "Hi, Brian. Fine, thanks. And how about you?", the coordinator "and" maintains conversational flow while signaling a topic continuation, a pattern consistent

with Gunas et al.'s (2025) findings on dialogic cohesion. In explanatory passages, phrases like "Besides, it's always nice to hear everything is in good condition" employ "besides" to introduce supplementary support, exemplifying the additive reinforcement function common in didactic texts (Sitio et al., 2023). Furthermore, in instructional sequences such as "Be careful and remember you're not the only corridor user," the conjunction "and" links related directives, illustrating the sequential addition of ideas as described in Ludji et al.'s (2022) analysis of pedagogical discourse.

The textbook's frequent use of additive conjunctions (55% of all cohesive devices) aligns with established research on language acquisition materials. Ngongo and Ndandara (2024) observed a similar predominance (50–60%) in EFL textbooks, noting that high-frequency additive markers facilitate comprehension for beginner and intermediate learners. Moreover, the preference for simple coordinators (e.g., "and") over complex additives (e.g., "furthermore") corresponds with Aini's (2023) emphasis on age-appropriate

linguistic scaffolding. The functional distribution—where continuations outnumber exemplifications and reinforcements—mirrors patterns identified in studies of educational discourse, reinforcing the textbook's alignment with evidence-based pedagogical practices (Jones, 2024).

The analysis underscores the textbook's adherence to research-supported principles in cohesion development. First, the graded frequency of additive conjunctions reflects Vygotskian scaffolding, where basic connectors are introduced before more complex forms (Bendraou, 2024). Second, the inclusion of varied additive functions

(extension, exemplification, reinforcement) supports a multidimensional approach to language teaching, as advocated in recent discourse analysis literature (Espeleta, 2024). Third, the contextual adaptability of these conjunctions—whether in dialogues, explanations, or instructions—demonstrates a nuanced application of cohesive devices tailored to adolescent learners' cognitive and linguistic needs. These findings collectively affirm the textbook's effectiveness in employing additive conjunctions to enhance textual coherence and facilitate language learning.

Adversative conjunctions in pedagogical contexts

Table 4. *Analysis of adversative conjunctions in seventh-grade textbook*

Aspect	Description	Examples from Textbook	Frequency	Key Supporting Studies
Definition	Signal opposition/ qualification between ideas (Halliday & Hasan, 1976)	-	-	Halliday & Hasan (1976)
Primary Functions	1. Polite refusal 2. Preference contrast 3. Situational qualification	"but," "however"	10% of all cohesive devices	Hosseinpur & Pour (2022); Bendraou (2024)
Contextual Usage	1. "I'd love the sandwich, but I don't need your money" (polite refusal) 2. "I like swimming, but I prefer jogging" (preference) 3. "My studies are going well, but I take breaks..." (qualification)	textbook examples	-	Kuswoyo et al. (2020)
Pedagogical Value	1. Develops critical thinking 2. Maintains social harmony 3. Balances information	-	-	Shahzadi et al. (2023); Altamura et al. (2025)
Research Alignment	1. Optimal frequency for adolescent learners 2. Supports cognitive development trajectory	-	-	-

Adversative conjunctions play a crucial role in constructing meaningful contrasts within texts. Following Halliday and Hasan's (1976) framework, these conjunctions signal opposition or qualification between ideas, serving as essential devices for developing complex thought. The analyzed textbook demonstrates three key applications of adversative conjunctions that align with contemporary research.

First, in polite refusals such as "I'd love the sandwich, but I don't need your money," the conjunction "but" tactfully introduces negation while preserving social harmony. This usage exemplifies Hosseinpur and Pour's (2022) findings regarding pragmatic opposition in dialogic

exchanges. Second, preference contrasts like "I like swimming, but I prefer jogging" illustrate the comparative function documented in bendraou's (2024) analysis of critical thinking development in EFL materials.

Third, situational qualifications such as "My studies are going well, but I take breaks at 9:50" demonstrate the informational balancing described in Kuswoyo et al.'s (2020) discourse studies. The textbook's measured inclusion of adversative conjunctions (10%) corresponds with Shahzadi et al.'s (2023) research on optimal proportions for scaffolding analytical skills without overwhelming learners, supporting the cognitive development trajectory outlined in Altamura et al.'s (2025) meta-

analysis.

Causal conjunctions and logical relationships

Causal conjunctions serve as fundamental building blocks for constructing logical relationships in academic discourse. As established by Halliday and Hasan (1976), these connectors create explicit cause-effect chains essential for explanatory and argumentative texts. The textbook employs causal markers in three pedagogically significant ways that reflect current research insights. Collective responsibility statements like "The classroom's cleanliness is our responsibility because we use it daily" model community-oriented reasoning, mirroring the sociocultural approach emphasized in Ramadhani and Refnaldi's (2024) Indonesian context study.

Personal habit justifications such as "I walk to school because it's nearby" demonstrate the straightforward cause-effect relationships that Diep and Le (2024) identify as crucial for beginner-level comprehension. Emotional causation examples like "Greeting people makes me happy because everyone smiles" incorporate the affective dimension noted in Espeleta's (2024) analysis of teacher discourse. The textbook's 10% frequency of causal conjunctions aligns with Ngongo and Ndandara's (2024) findings regarding optimal cohesion balance, while its preference for "because" over complex markers follows Khoyrotul Aini's (2023) recommendations for age-appropriate linguistic scaffolding.

Educational implications of conjunction usage

The textbook's balanced inclusion of adversative and causal conjunctions (10% each) reflects evidence-based pedagogical principles. This distribution supports cognitive development by facilitating the transition from concrete to abstract thinking, a progression well-documented in Kormos's (2023) research on second language acquisition. The adversative-causal ratio also builds essential discourse competence, developing both logical reasoning and contrastive analysis skills that Safari and Mahdavidrad (2024) identify as foundational for academic success.

Furthermore, the emphasis on collective responsibility in causal constructions ("our responsibility because we use it daily") resonates with the collectivist values prevalent in Indonesian educational contexts, as highlighted in Islami et al.'s (2022) study of local teaching materials. By maintaining this research-informed balance between contrastive and causal elements, the textbook effectively scaffolds learners' linguistic and cognitive development while remaining culturally responsive to its intended audience. This strategic conjunction usage demonstrates how theoretical principles of cohesion can be practically applied to create pedagogically effective materials that address both universal language learning needs and local educational priorities.

Temporal conjunctions in educational texts

Table 5. *Functional analysis of temporal conjunctions in seventh-grade textbook*

Function	Example	Conjunction Used	Pedagogical Benefit	Research Support
Event Sequencing	"Our school holds a flag ceremony. <i>After that</i> , we hold music festivals."	<i>After that</i>	Builds narrative comprehension and chronological reasoning	Diep & Le (2024); Altamura et al. (2025)
Routine Establishment	"We clean twice daily: <i>before</i> first lesson and <i>after</i> last lesson."	<i>Before, after</i>	Reinforces procedural understanding and predictability in daily activities	Kormos (2023); Kuswoyo et al. (2020)
Cultural Reinforcement	Repeated use with school ceremonies (flag ceremony → festival)	<i>After that</i>	Embeds cultural practices within language learning; enhances retention	Ramadhani & Refnaldi (2024).

Temporal conjunctions serve as essential linguistic devices for establishing clear chronological relationships in discourse. As demonstrated by Amayreh and Bin Abdullah (2022), these cohesive markers play a critical role in structuring event sequences, particularly in educational contexts where logical sequencing

significantly enhances comprehension. The analyzed textbook strategically employs temporal connectors through three distinct yet complementary functions that align with current pedagogical research. First, in event sequencing examples like "Our school holds a flag ceremony. *After that*, we hold music festivals," the phrase

"after that" creates a straightforward temporal chain that helps students understand chronological order. This usage exemplifies what Diep and Le (2024) identify as fundamental narrative scaffolding for EFL learners, particularly effective for middle school students developing their understanding of time-based relationships.

The textbook's second key application appears in routine establishment, as seen in sentences like "We clean twice daily: before first lesson and after last lesson." Here, the dual markers "before/after" construct a predictable temporal framework that helps students internalize daily schedules and procedures. This approach aligns with Altamura et al.'s (2025) findings about the cognitive benefits of routine schemas in language learning, where clear temporal markers improve students' ability to understand and recall sequenced information. The third significant usage emerges in cultural practice reinforcement, where repeated ceremonial references ("flag ceremony...music festival") combined with temporal markers serve to embed cultural practices within linguistic structures. This dual focus reflects Ramadhani and Refnaldi's (2024) observations about Indonesian textbook conventions that simultaneously develop language skills and cultural knowledge.

The textbook's allocation of 25% of cohesive devices to temporal conjunctions reveals several research-supported pedagogical strategies. This proportion falls squarely within the 20-30% range that Ngongo and Ndandara (2024) identified as optimal for adolescent learners, suggesting careful calibration to students' developmental needs. The predominance of simple markers like "after that" over more complex alternatives ("subsequently," "thereafter") follows Jones's (2024) recommendations for grade-level appropriate linguistic scaffolding. Furthermore, the repetitive structure of ceremonial sequences creates what Hosseinpur and Pour (2022) term "temporal anchors" - predictable linguistic patterns that reduce cognitive load while reinforcing both language concepts and cultural understanding. This approach exemplifies the culturally-responsive pedagogy that recent Southeast Asian ELT research has advocated (Alraddadi, 2024), demonstrating how language instruction can simultaneously develop linguistic competence and cultural fluency.

From a cognitive perspective, the textbook's temporal conjunction usage supports three crucial learning outcomes. First, it develops chronological thinking skills that are fundamental not just for language learning but also for subjects like history

and science (Shahzadi et al., 2023). Second, it enhances procedural competence - the ability to follow and give instructions - which Kuswoyo et al. (2020) identify as essential for academic success across disciplines. Third, it strengthens cultural fluency by systematically connecting language forms with institutional practices (Sitio et al., 2023). The strategic repetition of temporal frameworks throughout the textbook, particularly in describing daily school routines and special events, creates a reinforcing loop that helps students internalize both linguistic structures and cultural concepts. This dual focus represents an effective implementation of the culturally-graded approach to cohesion development that current research on EFL materials recommends (Bendraou, 2024), making the textbook a valuable resource for Indonesian English language education.

CONCLUSION

This study explored the types and functions of cohesive conjunctions in seventh-grade English textbooks, highlighting their critical role in enhancing text coherence and supporting language learning. The analysis revealed that additive conjunctions were the most prevalent (55%), serving to connect ideas and maintain the flow of information, which aligns with the cognitive and linguistic needs of young learners. Temporal conjunctions (25%) were strategically used to structure narratives and establish clear sequences, aiding students in understanding chronological relationships. Adversative (10%) and causal conjunctions (10%) appeared less frequently but played essential roles in introducing contrast and logical reasoning, fostering critical thinking skills at an appropriate level for secondary students.

The findings suggest that the textbook effectively balances simplicity and complexity in its use of cohesive devices, ensuring accessibility while gradually introducing more sophisticated discourse markers. The emphasis on additive and temporal conjunctions reflects a pedagogical focus on foundational comprehension and narrative development, while the measured inclusion of adversative and causal conjunctions scaffolds analytical thinking. Additionally, the integration of cultural context—such as references to school routines and ceremonies—demonstrates how cohesive devices can reinforce both language skills and sociocultural knowledge, making the material more relatable for Indonesian learners.

For educators, these insights underscore the importance of explicitly teaching conjunction

functions to enhance students' reading and writing coherence. Classroom activities could include identifying conjunctions in texts, practicing their use in structured dialogues, and applying them in writing exercises. Textbook developers should maintain this research-informed balance while incorporating more diverse examples to expose students to varied discourse patterns. Future studies could expand this research by analyzing a broader range of textbooks or examining how conjunction instruction impacts long-term language proficiency. Ultimately, this study contributes to the ongoing effort to optimize EFL materials by grounding textbook design in discourse analysis and pedagogical best practices.

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