

## The Cohesion of Paragraph in Research Proposal of XI Graders of Kebon Dalem Senior High School Semarang

Edmandus Hari Pawarta<sup>1✉</sup>, & Bernadus Wahyudi Joko Santoso<sup>2</sup>

<sup>1</sup> Senior High School Kebon Dalem Semarang, Central Java, Indonesia

<sup>2</sup> Universitas Negeri Semarang, Indonesia

### Article Info

#### History Articles

Received:  
January 2019  
Accepted:  
February 2019  
Published:  
April 2019

Keywords:  
*cohesion,*  
*paragraph,*  
*research proposal*

DOI

<https://doi.org/10.15294/seloka.v8i1.29169>

### Abstract

Knowledge about cohesive devices are important to be mastered by students in composing coherent paragraph. The research has purpose to analyze the coherence of a paragraph in discourse of research proposal of XI graders of SHS. The data of the research is excerpt of research proposal discourse text composed by the students of Kebon Dalem SHS Semarang. Other data source are fifty four proposals. The data were collected by using reading and noting techniques. The data analysis was done by using distributive method. Theoretical approach used are discourse theory of Halliday and Hasan. The methodological approach used was descriptive qualitative. The analyzed data is presented in the form of description of cohesive device facility used to realize coherence of the paragraph. The findings showed the realization of lexical cohesion among sentences are repetition, synonymous, and hyponym. Besides that, the realization of grammatical cohesion among sentences are reference, substitution, conjunction, and nominalization. Meanwhile, the realization of cohesive devices among paragraphs are repetition, reference, and conjunction. It is expected that the result of this research can be used for developing the learning-teaching of research proposal writing skills.

© 2019 Universitas Negeri Semarang

✉ Correspondence address:  
Wotgandul Barat No.31, Kranggan,  
Semarang, Jawa Tengah, 50139  
E-mail: [edmanpawar@yahoo.com](mailto:edmanpawar@yahoo.com)

## INTRODUCTION

Research proposal is a writing skill taught for XI grades of SHS. It contains planning with detail description about research process to do by researchers in solving problems (Sukardi, 2007). To compose a research proposal, students need to integrate various linguistic features, such as proposal structures, spelling, diction, vocabulary mastery, effective sentences, and cohesive and coherent devices (Zulaeha, 2016). From various linguistic study, study about cohesive and coherent devices is the most important to master so students can compose coherent paragraph on their research proposal parts.

The cohesion of paragraph becomes the requirement of proper research proposal. Paragraph, according to Chaer (2009), is a smallest discourse unit constructed by a set of sentences. Each paragraph has a main idea, and a set of supporting ideas. Main idea is realized into a main sentence in the form of independent sentence. Meanwhile, supporting ideas are realized into sentences in the form of dependent sentences. Meanwhile, according to Ekowardono, and Doyin (2017), the cohesion of a paragraph is indicated by the unity of a sentence into another. The unity of the sentence is lately known as cohesion and coherence. Cohesion is a linkage seen from grammatical and lexical aspects meanwhile cohesion is linkage seen from semantics aspect.

Cohesion is needed to arrange thoughts into appropriate words and sentences. The continuity of a sentence into other sentences, one paragraph into other paragraphs, even a chapter into other chapters are needed to cover all ideas and notions running smoothly (Alwi, Dardjowidjojo, Lapoliwa, and Moeliono, 2000).

Halliday and Hasan stated cohesion of a paragraph could be constructed by cohesive devices, such as grammatical cohesion, categorized into reference, substitution, ellipsis, and conjunction (Zaimar, and Harahap, 2016). Ekowardono, and Doyin (2017) added permutation and nominalization cohesive devices. Lexical cohesion covers repetition,

synonym, hyponymy, and generic words (Zaimar, and Harahap, 2016).

Some researches about coherence of a paragraph in scientific discourse had been done by Rustono, and Wahyuni (2009), Palupi (2013), Fengjie, Xiuying, and Chuanze (2014), Ninsiana (2014), Sarfo-Adu (2015), Luthfiyah, Alek, and Fahriany (2015), Suwandi (2016), Altikriti, and Obaidat (2017). From some researches toward scientific discourse, it can be known that problems of cohesion and coherence still become an important matter to consider, considering until high education level, students still on the level of cohesive and coherent mastery as stated by Luthfiyah, Alek, and Fahriany (2015). Besides that, it is known that cohesion and coherence have important roles in scientific discourse text. Therefore, research on research proposal discourse of SHS will complement researches related to paragraph on scientific discourse.

Cohesive devices becoming the focus of the research are lexical and grammatical cohesions. Lexical cohesion covers repetition, hyponymy, and synonymy. Meanwhile the grammatical cohesion covers reference, substitution, conjunction, and nominalization. Then, the purpose of this research is to find and analyze the realization of grammatical and lexical cohesive devices in constructing coherence of paragraph in research proposal.

## METHODS

The used approaches in the research are theoretical and methodological. Theoretical approach in the research uses discourse theory according to Halliday and Hasan in which by Ramlan (1993) had been adjusted to Indonesian language structure. Meanwhile, the methodological approach was descriptive qualitative. Other researches using descriptive qualitative in discourse analysis was done by Mardikantoro (2014), a critical discourse analysis in a headline (anti) corruption Indonesia, Rivaldi and Mardikantoro (2018) in their study a critical discourse analysis about problems of corruption on social cognition representations of TV one and journalists of Kompas TV in constructing newest

about corruption, and Rini, and Wagiran (2018), conducting research on classroom discourse analysis about the functions and realization of expressive humanism talks in teaching and learning interaction at Vocational High Schools. The research are included into linguistic field using descriptive qualitative methodological approach. Thus, the previous studies strengthen that descriptive qualitative methodological approach can be implemented in this current study, those are analysis of coherence of a paragraph in discourse structure because an analysis of discourse structure is included into linguistic field.

The data of the research is excerpt of research proposal discourse of XI graders of SHS. Other data source are discourse in the form of the students' written research proposal in Academic Year 2017/2018, consisting of fifty four proposals.

The method to collect the data was reading method. The technique of collecting the data was noting.

The research used distributive method to analyze the data with basic principle direct grouping elements and the combination of extended technique such as leaching, substituting, expanding, transforming, and repeating techniques (Sudaryanto, 2015). The implementation of extended technique is adjusted to the types of the found data.

## RESULTS AND DISCUSSION

From the data analysis, we can fine the types of devices of lexical and grammatical cohesion that are used to build the unity of a paragraph in the research proposal. The followings are the result of the research and the discussion of the form of cohesion devices for intersentences and interparagraphs.

### Between-sentence Cohesive Devices

The finding show six cohesive devices used to create coherence among sentences, such as lexical cohesion in the form of *repetition* with total 361, *hyponym* with total 15, and *synonym* with total 3. Meanwhile, grammatical cohesion, such

as *reference* with total 242, *substitution* with total 29, *conjunction* with total 181, and *nominalization* with total 4. The findings can be described into this following Figure 1.

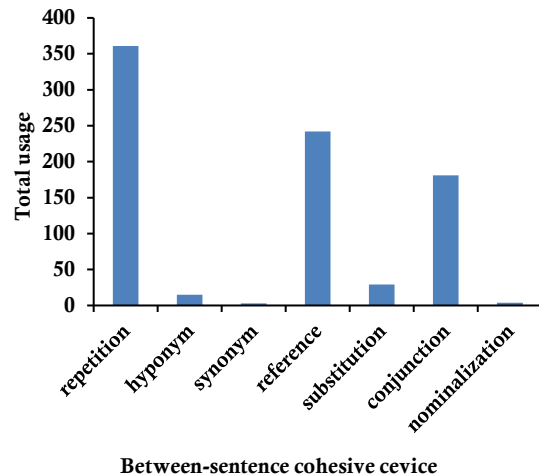


Figure 1. Between-sentence Cohesive Device

From the graphic above, it can be known the frequency level of cohesive device usage between sentences. *Repetition* gains the highest frequency, followed by *reference*, *conjunction*, *substitution*, *hyponym*, *nominalization*, and *synonym*. Here are the examples of lexical cohesive devices between sentences.

### Lexical Cohesive Device: Repetition

- (1) Seperti kita ketahui bahwa umbi singkong memiliki kandungan gizi yang cukup banyak diantaranya *karbohidrat*, *kalsium*, dan *protein*. *Karbohidrat* sangat berperan penting sebagai pemasok energi utama dalam tubuh, memperbaiki jaringan tubuh yang rusak, mengatur metabolisme tubuh, menyeimbangkan asam dan basa di dalam tubuh, mencegah kerusakan jaringan otot, dan mendukung fungsi otak. *Kalsium* sangat dibutuhkan oleh tubuh kita. Jika tubuh kita kekurangan *kalsium*, akan mengakibatkan osteoporosis. *Protein* juga sangat berperan penting untuk memenuhi kebutuhan gizi dalam tubuh kita. (A14/LBM/P2)

In data (1) shows the coherence between sentence constructed by repetition in current clauses or the next sentences. There are three words in sentence (1) repeated on subsequent sentences, they are *carbohydrate*, *calcium*, and

*protein*. The three repeated words are the main topic on subsequent sentences.

On cohesive device, it was found three models of repetition: repeating the existing main topic on main sentence or first paragraph, repeating one of the words on previous sentence as the main sentence on the next sentences, and many detail paragraphs with supporting sentences elaborate the already mentioned words in main sentence.

#### Lexical Cohesive Device: Hyponymy

(2) Secara umum, *limbah* dibagi menjadi dua yaitu *limbah organik* dan *limbah anorganik*. Salah satu contoh *limbah organik* adalah *limbah sayuran*. Berdasarkan hasil observasi peneliti, salah satu produsen limbah sayur terbesar adalah pasar tradisional yang jumlahnya cukup melimpah. Sementara itu, limbah sayur yang dihasilkan belum dimanfaatkan secara maksimal. Pemanfaatan limbah sayur hanya beryoa pakan hewan dan pupuk kompos. Padahal, limbah sayur dapat dikembangkan sebagai sumber energi mengingat limbah sayur mengandung Mn yang merupakan depolarisator pada baterai kering.

(A12/LBM/P2)

Sentence (1) in data (2) has phrases: *organic* and *anorganic wastes* in which are the hyponym of *waste* holding position as hyperonym. The phrases *organic* and *anorganic wastes* are hyponym on sentence (1) functioning to narrow down the scope of discussion about *waste* as the hyperonym holding greater scope. Then, on sentence (2) the phrase *organic waste* has position as narrowed hyperonym scope into *vegetable waste* with its position as hyponym. The used of the hyporenym and hyponym relationship on the two sentence relationship is to take the readers to logically think from general matter into specific one. This specific matter becomes the object of the study, *the use of vegetable waste*.

#### Lexical Cohesive Device: Synonymy

(3) Cushion adalah kosmetik yang sedang diminati *wanita* saat ini. *Wanita* karier saat ini tidak memiliki banyak waktu untuk berias. Kesibukan *wanita* mengharuskan mereka untuk serba

praktis. Kosmetik sudah menjadi kebutuhan terutama bagi *kaum hawa*.

(A18/LBM/P1/K1-4)

The coherence among the sentences on data (3) is connected to lexical cohesive device: synonym. The word *womankind* or *kaum hawa* in sentence (4) is a synonym to *women* and functions to connect sentences (1), (2), and (3) with sentence (4).

Here is the example of between-sentence grammatical cohesion.

#### Grammatical Cohesive Device: Reference

(4) Proses analisis menggunakan prinsip yang telah ada sehingga diperoleh *pernyataan yang baru*. *Pernyataan tersebut* digunakan untuk mengatur strategi dalam bermain game.

(A4/LBM/P5/K4-5)

Data (4) above shows that the referring word, *tersebut*, on the phrase *pernyataan tersebut*, the statement on sentence (2) becomes the element to refer anaphorically on phrase *pernyataan yang baru*, *new statement* on sentence (1) as the referred element and functions to connect sentence (2) and (1).

This reference is the most frequently used grammatical cohesive device to create proper coherence of among the sentences. It is caused because anaphoric reference is always on the repeated word or phrases or the referred element substitution.

#### Grammatical Cohesive Device: Substitution

(5) Sebagai contoh, saat ini *banyak keluarga muda beretnis Cina* yang menggunakan bahasa Indonesia, saat berkomunikasi dengan anak-anaknya dan tidak lagi menggunakan bahasa Hokkian. *Mereka* menganggap bahwa bahasa Hokkian sudah tidak lagi penting.

(B1/LBM/P3/K4-5)

Data (5) shows the substituted pronoun, *they* or *mereka* on sentence (2) functions to substitute anaphorically a phrase, *many young Chinese ethnic families* on sentence (1) and functions to connect sentence (2) with (1).

### Grammatical Cohesive Device: Conjunction

Conjunction is used as cohesive device among sentences takes form into addition, opposition, elaboration, conclusion, cause-effect, purpose, and emphasis.

- (6) Sekarang ini pengobatan modern juga sudah diminati oleh masyarakat karena sudah sangat mudah terjangkau dan terpadu. *Namun*, disamping pengobatan modern yang semakin diminati oleh masyarakat, masih ada masyarakat yang menggunakan pengobatan tradisional untuk menyembuhkan sakitnya.

(C17/LBM/P3/K4-5)

The conjunction, *namun* or *however*, on sentence (2) in data (6) has function to connect sentence (2) with (1) and to show contrast relationship between the content of sentence (2) and (1), that is the needed electricity by reality of electricity availability which is still low.

- (7) Hasil peternakan sapi banyak dimanfaatkan daging, susu, kulit, dan tulang sebagai bahan makanan dan kerajinan tangan untuk penunjang perekonomian para peternak. *Di samping* manfaat yang didapat, peternakan sapi memiliki permasalahan dengan limbah berupa urin dan kotoran sapi.

(A1/LBM/P1/K2-3)

Conjunction between sentence, *disamping* or *besides* on sentence (2) data (7) functions to connect sentence (2) and (1) and to add information about the emerging problem beside the use of cow husbandary in which has been elaborated in sentence (1).

- (8) Pada pembuatan tahu menggunakan kedelai, setelah kedelai dihaluskan lalu dicampur dengan air cuka agar menggumpal. *Setelah itu* disaring dan diaduk. *Kemudian* jika adonan tersebut sudah menggumpal, dapat dipotong lalu siap diedarkan.

(A3/LBM/P2/K3-4)

The paragraph on data (8) consists of information about process or steps to produce tofu. Sentences (1) and (2) are connected by

sequence conjunction, *after that* or *setelah itu*. Then, sentence (2) and (3) are connected with conjunction *kemudian*, *then*.

- (9) Menurut Klimchuk, and Krasovec (2007), pemasar harus sekreatif mungkin dalam penciptaan desain kemasan, karena desain kemasan yang menarik dan unik dapat memacu perilaku keputusan pembelian. Semakin unik dan menarik kemasan yang ditampilkan produsen, maka semakin tinggi pula minat pembeli akan produk yang ditawarkan. *Dengan demikian*, dapat dikatakan bahwa desain kemasan (*packaging*) sangat berpengaruh terhadap keputusan pembelian.

(C16/LBM/P2/K1-3)

Conjunction *therefore* or *dengan demikian* in the beginning of the sentence (3) data (9) indicates the content of the sentence is “the design of package strongly influences toward buying decision” is a conclusion from the content of the sentences (1) and (2) elaborating about “marketer must be as creative as possible to create package design”. Conjunction *therefore* or *dengan demikian* functions to connect sentence (3) as conclusive sentence with sentences (1) and (2) as explanatory sentence with intention to assert that the delivered matter in the sentence is something important.

- (10) Ketidakcocokkan tersebut menimbulkan efek samping yang beragam, mulai dari ruam di kulit, berjerawat, kulit terlalu kering, hingga kulit mengelupas. *Untuk itu*, penulis membuat sebuah inovasi dengan pemanfaatan bahan-bahan alami yang tidak menimbulkan efek samping.

(A18/LBM/P4/K3-4)

The conjunction *therefore* or *untuk itu* on sentence (2) data (10) connects the sentence to sentence (1) with purposive relationship. The content of sentence (2) is “innovation to use natural ingredients is done to avoid any side effect on skin” as stated in sentence (1).

Conjunction as grammatical cohesive device has different role to any other cohesive device, that is besides functioning as the indicator of relationship in the formation, the conjunction also functions as device to indicate relationship in

term of meaning, as for example sequence, chronology, contradiction, cause-effect, addition, purpose, and amplification.

**Grammatical Cohesive Device:  
Nominalization**

(11) Pada abad 21 yang moderen ini, teknologi telah *berkembang* dengan pesat. *Perkembangan* yang paling menonjol adalah dalam perangkat lunak. Aplikasi dalam komputer telah beraneka ragam jenisnya. Berdasarkan data dari Play Store, aplikasi yang paling banyak digunakan oleh masyarakat adalah game. Hal tersebut dikarenakan waktu luang yang membosankan sehingga digunakan untuk bermain game. Game yang beredar dikalangan masyarakat memiliki cara khusus untuk membuatnya.

(A4/P1/K1-2)

Data (11) shows the relationship among sentences using nominalization. The word *develop* functioning as predicate of the sentence (1) becomes *development* functioning as the subject of sentence (2). The word *develop* categorized into verb turns into *development* categorized as noun.

Nominalization functions to emphasis on action element of the previous sentence into important element or as the main of the subsequent sentence.

**Inter-paragraph Cohesive Devices**

From the findings of grammatical and lexical cohesive devices among paragraphs, it can be found data that *repetition* with total 81, *reference* with total 48, and *conjunction* with total 11. The findings of inter-paragraph cohesive devices can be described Figure 2.

From the Figure 2, it can be seen that *reference* has the highest frequency followed by *repetition* and conjunction.

Here are the example of inter-paragraph cohesive device.

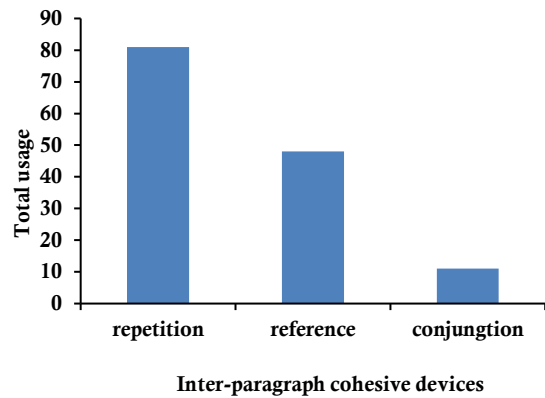


Figure 2. Inter-paragraph Cohesive Devices

**Lexical Cohesive Device: Repetition**

(12) Produk *kosmetik* sangatlah diperlukan oleh banyak orang, baik laki-laki maupun perempuan. Tidak heran jika banyak perusahaan yang menciptakan beberapa produk kosmetik yang beraneka ragam bentuk dan kegunaannya. Seiring perkembangan zaman, semakin banyak orang yang membutuhkan produk kosmetik untuk menjaga kualitas wajah maupun tubuhnya.

Saat ini industri *kosmetik* di Indonesia berkembang pesat, Dari data International Cosmetics Club menyebutkan bahwa impor produk kosmetik mencapai Rp 4 miliar sampai Rp 10 miliar per bulan. Bahkan, pada tahun 2006 impor selama setahun mencapai Rp 1 triliun. Sementara itu untuk pasaran lokal, menurut Persatuan Kosmetik Indonesia (Petosmi) omzet penjualan kosmetik bisa mencapai Rp 40 miliar untuk satu perusahaan besar dalam satu bulan, (Darmadji, 2008). Hal ini menunjukkan bahwa pemakaian kosmetik di Indonesia sangat besar.

Salah satu dari produk *kosmetik* yang sedang digandrungi kaum wanita saat ini adalah cushion. Cushion merupakan sejenis produk coverage dalam bentuk compact. Biasanya digunakan untuk menyamarkan noda hitam atau jerawat dalam bentuk liquid. Namun, penggunaan produk coverage telah berkembang ke dalam bentuk compact. Cushion memiliki berbagai kandungan yang dibutuhkan untuk kulit. Seperti, sunblock, pelembab, foundation dan serum. Kita tidak perlu mengotori tangan ketika menggunakan produk berupa liquid. Cushion berbentuk compact juga dilengkapi dengan spons. Kita juga tidak perlu menggunakan produk kosmetik secara berlebihan.

(A15/LBM/P1-3)

The paragraphs are connected by using repetition using word *kosmetik* as something discussed on the paragraphs. The first paragraph explains about the needs of both women and men. Second paragraph discusses about how important is cosmetic in Indonesia. Third paragraph explains about type of cosmetic preferred by womankind. Therefore, the repetition of *kosmetik* in third paragraph functions to make coherent paragraphs.

#### Grammatical Cohesive Device: Reference

(13) Dalam analisis kependudukan, banyak faktor yang perlu diperhatikan dan dianalisis sehingga dapat memberikan informasi akurat dalam rangka menentukan berbagai keputusan yang akan diambil selama proses perumusan Perencanaan Pembangunan Daerah. Penduduk pada dasarnya merupakan target utama yang ingin dituju oleh setiap proses pembangunan. Hal yang bisa dianalisis dalam hal kependudukan pada umumnya menyangkut masalah yang berkaitan dengan *perubahan keadaan penduduk*. Faktor-faktor tersebut memiliki peranan penting sebagai bahan yang perlu diketahui dalam rangka menentukan berbagai keputusan yang berkaitan dengan proses pembangunan.

*Perubahan keadaan penduduk tersebut* sangat mempengaruhi masalah pembangunan. Sehubungan dengan hal itu, tujuan analisis kependudukan dalam penyusunan pembangunan daerah sangat luas. Harus juga diketahui bagaimana pengaruh jumlah penduduk terhadap perkembangan ekonomi, sosial, budaya, dan pembangunan fisik. Oleh karena itu, dalam penelitian ini penulis memilih judul "Analisis Kependudukan Kelurahan Brumbungan Kecamatan Semarang Tengah".

(C6/LBM/P2-3)

Data (13) shows the coherence of inter-paragraph constructed by the use of reference. The reference *tersebut* on phrase *perubahan keadaan penduduk tersebut* on the beginning of second paragraph functions to refer the phrase *perubahan keadaan penduduk* in first paragraph as the referred element and as coherent foster among paragraphs with second paragraph.

#### Grammatical Cohesive Device: Conjunction

(14) Dengan majunya perkembangan zaman produsen diharuskan untuk lebih berkembang dan berinovasi dengan produknya. Persaingan ini menuntut perusahaan baik makanan maupun minuman untuk lebih kreatif dalam mendesain produknya agar lebih menarik dari para pesaing lainnya. Salah satu daya tarik yang berpengaruh besar dalam pemasaran adalah kemasannya. *Desain kemasan* mempunyai pengaruh yang kuat terhadap para pembeli karena desain kemasan yang unik dapat menarik perhatian konsumen untuk membelinya.

*Selain desain kemasan produk, harga* juga merupakan salah satu unsur dari pemasaran. Harga adalah suatu nilai tukar yang bisa disamakan dengan uang atau barang lain untuk memperoleh suatu barang atau jasa bagi seseorang atau kelompok masyarakat. Adapun tujuan penetapan harga, salah satunya adalah menguasai pangsa pasar. Perusahaan menetapkan harga rendah dibandingkan produk pesaing, dapat mengalihkan perhatian konsumen dari produk kompetitor yang ada di pasaran. Dengan demikian, dapat dikatakan bahwa pengaruh desain kemasan (*packaging*) dan harga produk dapat mempengaruhi keputusan pembelian.

(C4/LBM/P2-3)

Data (14) shows that conjunction *besides* on the phrase *selain permasalahan energy* in the beginning of second paragraph functioning to connect the paragraph to paragraph one and supporting paragraph. Second paragraph elaborates about waste problems, another problem faced by Indonesia, besides problems about energy as explained in paragraph one.

From the finding above, it can be known that between-sentence cohesive device used as meant to construct coherent paragraph through repetition, reference, conjunction, hyponym, synonym, and nominalization. In another hand, inter-paragraph cohesive devices are repetition, reference, and conjunction. Therefore, students need to be trained to use those devices to make them skilful in composing coherent paragraphs while writing research proposal. Besides that, it is important to note the use of dominant repetition as connectors between sentences and between paragraphs so it makes boring. Therefore,



students need to use various connectors, such as partial repetition followed by reference or using hyponym and synonym.

## CONCLUSION

The realization of cohesive devices used to make coherent sentences are (1) lexical in the forms of repetition, hyponym, and synonym; (2) grammatical cohesion in the forms of conjunction, reference, substitution, and nominalization. Meanwhile, cohesive devices to create coherent paragraphs are: repetition, reference, and conjunction. Repetition, reference, and conjunction have greatest important roles as inter-sentence and inter-paragraph connectors, compared to other devices.

## ACKNOWLEDGMENT

Special thank is addressed to Dr. Hari Bakti Mardikantoro, M. Hum. as supervisor lecturer. Both principal and the XI graders of Kebon Dalem SHS Semarang in Academic Year 2017/2018 to allow and help this research.

## REFERENCES

- Altikriti, S., & Obaidat, B. (2017). Cohesive ties in scientific texts: an analytical approach. *International Journal of English Linguistics*, 7(5). Retrieved from <http://www.ccsenet.org/journal/index.php/ijel/article/view/67351>
- Alwi, H., Dardjowidjojo S., Lapoliwa, H., & Moeliono, A. M. (2000). *Tata bahasa baku bahasa indonesia*. Jakarta: Balai Pustaka.
- Chaer, A. (2009). *Sintaksis bahasa indonesia (pendekatan proses)*. Jakarta: Rineka Cipta.
- Ekowardono, B. K., & Doyin, M. (Ed). (2017). *Wacana sebagai basis analisis bahasa*. Semarang: Media Tama.
- Fengjie, L., Xiuying, Y., & Chuanze, Z. (2014). Analysis of the problems on coherence in college English writing. *International Journal of Language and Linguistics*, 2(6), 387-390. Retrieved from <http://article.sciencepublishinggroup.com/pdf/10.11648.j.ijll.20140206.18.pdf>
- Luthfiyah, Alek, & Fahriany. (2015). An investigation of cohesion and rhetorical moves in thesis abstracts. *Indonesian Journal of English Education*, 2(2). Retrieved from <http://journal.uinjkt.ac.id/index.php/ijee/article/view/3086>
- Mardikantoro, H. B. (2014). Analisis wacana kritis pada tajuk (anti) korupsi di surat kabar berbahasa indonesia. *Litera Jurnal Penelitian Bahasa, Sastra, dan Pengajarannya*, 13(2). Retrieved from <https://journal.uny.ac.id/index.php/litera/article/view/2576>
- Ninsiana, W. (2014). Grammatical cohesion devices on the Indonesian translation of English bidding document. *International Journal of Language and Linguistics*, 2(6), 361-367. Retrieved from <http://www.sciencepublishinggroup.com/journal/paperinfo.aspx?journalid=501&doi=10.11648/j.ijll.20140206.14>
- Palupi, D. (2013). Perbandingan kohesi dan koherensi dalam karangan deskriptif siswa kelas x smk jurusan teknik otomotif kendaraan ringan (tokr) dan rekayasa perangkat lunak (rpl) berdasar pada kemampuan berpikir analisis sintesis di bidang program keahlian. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2(1). Retrieved from <https://journal.unnes.ac.id/sju/index.php/seloka/article/view/1317>
- Ramlan, M. (1993). *Paragraf: alur pikiran dan kepaduannya dalam bahasa indonesia*. Yogyakarta: Andi Offset
- Rini, S., & Wagiran. (2018). Humanist expressive utterance function and form in teaching learning interaction at vocational high school. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 7(3), 244-250. Retrieved from <https://journal.unnes.ac.id/sju/index.php/seloka/article/view/27235>
- Rivaldi, S., & Mardikantoro, H. (2018). Representations of social cognition of tv one and Kompas tv journalists in the construction of news discourse on corruption: critical discourse analysis. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 7(1), 38-49. Retrieved from <https://journal.unnes.ac.id/sju/index.php/seloka/article/view/18542>
- Rustono, & Wahyuni, S. (2011). *Kohesi leksikal dan kohesi gramatikal dalam karya ilmiah siswa sma sekota Semarang*. *Lingua Jurnal Bahasa dan Sastra*, 7(1). Retrieved from <https://journal.unnes.ac.id/nju/index.php/lingua/article/view/866>



- Sarfo-Adu, K. (2015). Investigating paragraph writing skills among polytechnic students: the case of kumasi polytechnic. *International Journal of Language and Linguistics*, 3(3), 145-153. Retrieved from <http://www.sciencepublishinggroup.com/journal/paperinfo.aspx?journalid=501&doi=10.11648/j.ijll.20150303.16>
- Sudaryanto. (2015). *Metode dan teknik analisis bahasa, pengantar penelitian wahana kebudayaan secara linguistik*. Yogyakarta: Universitas Sanata Dharma.
- Sukardi. (2007). *Metodologi penelitian pendidikan*. Jakarta: Bumi Aksara.
- Suwandi. (2016). Coherence and cohesion: an analysis of the final project abstracts of the undergraduate students of pgri semarang. *Indonesian Journal of Applied Linguistics*, 5(2). Retrieved from <http://ejournal.upi.edu/index.php/IJAL/article/view/1349>
- Zaimar, O. K. S. & Harahap, A. B. (2015). *Teori wacana*. Jakarta: Penaku.
- Zulaeha, I. (2016). *Teori, model, dan implementasi pembelajaran menulis kreatif*. Semarang: Unnes Press.
- Zulaeha, I. (2016). *Pola penalaran paragraf argumentatif*. Semarang: Unnes Press.