

Grammatical Cohesion in Student Thesis Abstract

Rahayu Pristiwati¹, Sitti Nurfadhilah Basir², Dyah Prabaningrum³, Fia Findi Yuana⁴

¹Indonesian Language Education, Faculty of Languages and Arts, Semarang State University
UNNES Sekaran Gunung Pati Semarang 50229 Campus, Central Java Indonesia
Email: [pristi\[at\]mail.unnes.ac.id](mailto:pristi[at]mail.unnes.ac.id)

²Indonesian Language Education, Faculty of Languages and Arts, Semarang State University
UNNES Sekaran Gunung Pati Semarang 50229 Campus, Central Java Indonesia
Email: [dilabas02\[at\]students.unnes.ac.id](mailto:dilabas02[at]students.unnes.ac.id)

³Indonesian Literature, Faculty of Languages and Arts, Semarang State University
UNNES Sekaran Gunung Pati Semarang 50229 Campus, Central Java Indonesia
Email: [dyahprabaningrum\[at\]mail.unnes.ac.id](mailto:dyahprabaningrum[at]mail.unnes.ac.id)

⁴Indonesian Language Education, Faculty of Languages and Arts, Semarang State University
UNNES Sekaran Gunung Pati Semarang 50229 Campus, Central Java Indonesia
Email: [fiaindi1\[at\]students.unnes.ac.id](mailto:fiaindi1[at]students.unnes.ac.id)

Abstract: *This study discusses in depth the aspect of grammatical cohesion in the thesis abstract of students of the Indonesian Language Education study program at Semarang State University. The focus of the analysis lies in the systematics of students using grammatical cohesion to organize and relate ideas in their abstracts. This research uses a descriptive and qualitative approach. Meanwhile, the source of research data is the thesis abstract of students of the S2-Indonesian Education Study Program as many as 30 thesis abstracts. The form of data for this research is in the form of fragments of abstract texts of thesis students of the S2-Indonesian Language Education Study Program which are suspected to contain grammatical cohesion. Data collection with observation techniques and record techniques, in data analysis using normative techniques. Through a qualitative descriptive approach, this study aims to prove the existence of grammatical cohesion in the thesis abstract of students of the S2-Indonesian Language Education Study Program and analyze the variations of the tools used in the thesis abstract of the students of the S2-Indonesian Education Study Program. The results of the study showed variations in the level of mastery of grammatical cohesion among students. Some abstracts highlight a good understanding of the use of pronouns and conjunctions to form logical relationships between ideas, while others point to a lack of tendency to use less grammatical cohesion of ellipses.*

Keywords: Grammatical Cohesion, Abstract Thesis, Indonesian Language Education, Qualitative Research, Semarang State University

1. Introduction

The use of good and correct language must meet the requirements of discourse. These requirements include consistency and coherence (Santoso et al., 2020). Consistency and coherence in the use of language can be achieved by using a truly harmonious coherence tool. Also texts (especially written text) need textual elements. Coherence is one of the most important elements that make up a text (Mulatsih et al., 2023). Textual elements distinguish a series of sentences as textual or non-textual (Edward et al., 2022). To do this, language users need the ability to choose and use language that connects the propositions expressed to the sentences they use. The coherence of discourse is characterized by the use of formal signs (Hanafiah, 2014; Mandia, 2017). Shape markers used as a means of communication are often called coherence tools or markers (Candrawati & Luh, n.d.; Lestari, 2019). Markers connect what was said with what was said earlier in the conversation. In addition, markers connect and shape the integrity of discourse based on grammatical or lexical elements. The cohesion element consists of two pillars, namely grammatical and lexical cohesion (Azis, 2015; Sanajaya et al., 2021). The subject of this research is grammatical Coherence. This grammatical coherence is used as the object of research because it is suspected that students of the Indonesian Language and Literature Education Study Program, Faculty

of Language and Arts, State University of Semarang often use different grammatical coherence when writing their thesis abstracts. There are several commonly used grammatical coherence devices, namely references, substitutions, ellipses, conjunctions, inversions, sentence pacifisms, and nominalizations. (Ali, 2010; Harahap, 2018). Students of the Indonesian Language and Literature Education Study Program, Faculty of Language and Arts, State University of Semarang also poured their thoughts into language codes in the form of sentences in the form of text. This series of sentences is then interpreted by the reader according to its meaning. The form of discourse in such a state is a text in the form of a series of sentences, which is the result of expressing one's ideas. Because there is a difference of opinion regarding the two terms, the term text is used in this study. In this sense, expressions are used both as abstract theoretical constructions and as their embodiment. Such a choice of attitude is based on the fact that textual sources are always used in the analysis of verbal discourse. Discourse analysis work is work related to texts (Algouzi & Hazaea, 2023; Puukko, 2024). Only through the text of verbal discourse analysis grammatical coherence in the text of the research report can be carried out (Li & Zhong, 2022; Coins & Yao, 2022). Papers are also a type of scientific work. A report is a part of a research paper that is written based on material obtained from the results of the research. These types of scientific papers include, for example, thesis

abstracts on hearing performance research, as well as R&D thesis abstracts and experimental research thesis abstracts. Ideally, students of the Indonesian Language and Literature Study Program, Faculty of Language and Arts, Semarang State The university has a critical awareness that the academic article writing cycle must be completed seriously. The use of grammatical coherence in the thesis abstract of students of the Indonesian Language Education Study Program, Faculty of Languages and Arts, State University of Semarang is not only limited to the use of syntactic units in sentences. However, the use of grammatical coherence can also be found in the use of discourse units. To find out the extent to which students understand the phenomenon of grammatical coherence when writing their thesis abstracts, it is necessary to conduct a grammatical coherence study on the thesis abstracts of students of the Indonesian Language Education Study Program, Faculty of Languages and Arts, Semarang State University.

2. Method

The research method used is a qualitative method that describes the analysis related to the data that has been obtained. This study uses language research methods related to data collection and reduction (Sudiatmi et al., 2022). This research is qualitative descriptive with data obtained in accordance with the object to be studied. The research data produced is in the form of written data, namely paragraphs in the abstract of the student's thesis. The form of data for this research is in the form of fragments of abstract texts of thesis students of the S2-Indonesian Language Education Study Program which are suspected to contain grammatical cohesion. In the process of data collection, researchers use computer media as a tool to describe and store data, create sheet/table formats to identify and classify data. The table format was created to analyze the grammatical cohesion contained in the thesis abstract of the students of the Indonesian Language Education Study Program, Faculty of Languages and Arts, Semarang State University. Data Collection Techniques including observation techniques and note-taking techniques. The stages carried out for data collection are as follows: (1) Identify the data contained in the paragraph; (2) Mark each data; (3) Calculate the number of data found included in the research data; (4) Marking data that includes cohesive paragraphs; (5) Describe the data that has been found; (6) Analyze the data that has been described. The instrument used in this study is the researcher with the help of an analysis table. Analysis tables are used by researchers to assist in collecting and processing data. The analysis table will also facilitate the analysis of grammatical cohesion in the aspects of references, substitutions, ellipses and conjunctions in the thesis abstract of students of the Indonesian Language Education Study Program at Semarang State University. The data analysis technique used in this study is descriptive qualitative analysis. The researcher will analyze the data on each sample that has been collected. The stages of data analysis are as follows: (1) Mark each sentence using grammatical cohesion aspects; (2) identifying grammatical cohesion in each sample that has been collected; (3) Analyze the grammatical cohesion of each aspect; (4) Organize into tables to facilitate at the percentage stage; (5) Present the percentage of data that has been compiled in the table; (6) Determining grammatical cohesion using a 10-scale

conversion; (7) Summarize the results that have been analyzed.

3. Results and Discussion

The grammatical cohesion markers contained in the abstract of the thesis of Indonesian students at Semarang State University, namely: Based on the results of paragraph classification from 30 student thesis abstracts, it is known that grammatical cohesion of dominant conjunctions is used. Grammatical cohesion in the aspect of reference in 30 thesis abstracts found 224 markers. Grammatical cohesion on the substitution aspect in 30 thesis abstracts was found to have 33 markers. Grammatical cohesion on the ellipsis aspect was not found in the abstract writing of the thesis. Meanwhile, for the grammatical cohesion of conjunctions, 545 were found in 30 thesis abstracts.

Table 1: Analysis of grammatical cohesion markers

Thesis Code	Amount Abstract										Grammatical Cohesion			
	Number of Paragraph										Reference	Substitution	Ellipsis	Conjunction
	1	2	3	4	5	6	7	8	9	10				
1-10	4	5	5	5	4	5	5	5	5	5	(6), (13), (8), (9), (10), (4), (8), (7), (10), (2)	(0), (0), (1), (2), (1), (3), (2), (2), (0), (0)	0	(26), (16), (46), (59), (54), (12), (29), (36), (21), (47)
											Total 83 markers	Total 11 markers		Total 346 markers
11-20	7	4	3	3	5	5	5	5	5	5	(8), (11), (8), (2), (9), (2), (6), (4), (26), (21)	(0), (2), (2), (0), (1), (12), (0), (0), (0), (0)	0	(14), (23), (25), (19), (16), (16), (20), (15), (2), (7)
											Total 97 markers	Total 22 markers		Total 157 markers
21-30	5	5	5	4	4	4	5	5	4	5	(6), (8), (5), (3), (6), (7), (5), (2), (2), (4)	0	0	(4), (7), (1), (0), (4), (15), (3), (2), (3), (3)
											Total 44 markers			Total 42 markers
Overall Total											224	33	0	545

References

Reference in the context of grammatical cohesion is the use of a word or phrase to refer to something that has been mentioned earlier in the text. This helps in maintaining the connection and cohesion between different parts of the text. References can be explicit or implicit.

Based on the analysis table for reference grammatical cohesion markers, data for 224 reference markers in the analyzed abstract were obtained. Some of them are as follows.

- a) The purpose of this research is to find and describe the forms. (Rohmawati, 2022)
- b) The word "this" is used as a demonstrative pronoun that refers specifically to the research under discussion. In other words, "this" refers to "research" in the context of the sentence. This is an example of grammatical cohesion, the pronoun "this" is used to refer back to the previously mentioned entity, i.e. "research."
- c) The form of ekoleksikon is classified based on the components of (1) environment-based curriculum, (2) participatory-based environmental activities, and (3) management of environmentally friendly supporting facilities. (Rida, 2021)

In the sentence "The ecollexicon form is classified based on component (1) of the environment-based curriculum," the word "it" is used as a pronoun that refers to something that has been mentioned before or that will be explained further. In this context, "that" refers to the "Shape of the ecollexicon" which is the object of discussion in the sentence.

The use of the word "it" in the sentence helps maintain grammatical cohesion, which is a consistent relationship between the elements in the sentence. With the pronoun "that," the reader can clearly identify the object being talked about in the sentence, which is the "Collector's form." This makes it easier to understand the content of the sentence and ensures smoothness in conveying information.

d) The results of the research can also be used as a benchmark to comply with the principles of conversation. (Khaerun, E., 2022)

In the sentence "The results of the research can also be used as a benchmark to comply with the principle of conversation," the word "pun" is used to indicate additional information or confirmation of something that has been mentioned before. In this context, "pun" gives the impression that the results of the study can also be used as a benchmark for adhering to the principles of conversation, in addition to other things that may have been discussed earlier.

The use of the word "pun" in the sentence helps maintain grammatical cohesion, which is a consistent relationship between the elements in the sentence. With the word "pun," the sentence becomes more complete and provides additional information that supports the argument or statement conveyed earlier. This enriches the meaning of the sentence and ensures continuity in the delivery of information.

e) The pahili mbuala ritual istold using a distinctive and unique language. (Pekuwali, D., 2019)

Yes, the sentence also uses referential grammatical cohesion. In the sentence "The pahili mbuala *ritual* is told using a distinctive and unique language," the word "the" is written in the sentence "the pahili mbuala ritual is spoken using a distinctive and unique language," the word "the" is used to refer back to the object or event that has been mentioned earlier, namely the "pahili mbuala ritual." The use of the word "the" provides clarity that a distinctive and unique language is used in the context of the pahili mbuala ritual mentioned earlier.

The use of the word "the" in the sentence helps maintain grammatical cohesion, which is a consistent relationship between the elements in the sentence. With the word "the," the sentence becomes more specific and clarifies the object being discussed, namely the pahili mbuala ritual. Thus, the grammatical cohesion of the reference in the sentence is found.

2. Substitution

Substitution is replacing an element in a sentence with another word or phrase that refers to that element without having to repeat it. The goal is to avoid repeating the same word or phrase.

Based on the analysis table of substitution grammatical cohesion markers, data were obtained for 33 substitution markers in 30 abstracts analyzed. Some of them are as follows.

a) There is also a steady acceptance that occurs due to the ideological awareness of the authorities. (Ulth, 2021)

The sentence "there is also a gradual acceptance occurs due to the ideological awareness of the ruling party," the word "pun" is used as a form of substitution grammatical cohesion. The use of the word "pun" in the sentence aims to replace or refer back to the previous element, namely "existing". Thus, "pun" functions as a connecting word that implies a meaningful relationship between "being" and "gradual acceptance occurs due to the ideological consciousness of the ruling party."

In this context, "pun" is used to affirm that gradual acceptance occurs as a consequence of existence or there is an ideological awareness of the ruling party. Thus, the word "pun" provides additional information or affirmation of the cause-and-effect relationship between "being" and "gradual acceptance occurs."

b) Meanwhile, the Riau Islands Regional Language Development and Development Institute has made the results of this study as scientific evidence regarding the difference in the Malay language in KARimun Regency. (Kustia, H., 2021)

In the sentence "Meanwhile, the Riau Islands Regional Language Development and Development Institute can use the results of this study as scientific evidence regarding the differences in the Malay language in Karimun Regency," the word "that" is used as a form of substitution grammatical cohesion. The use of the word "it" in the sentence aims to refer back to the element or event that has been mentioned earlier, namely "Temporary"

With the word "that," the sentence becomes more structured and cohesively connected. "That" functions as a connecting word that implies a meaningful relationship between "Temporary" and "The Riau Islands Regional Language Development and Development Institute can make the results of this study scientific evidence regarding the difference in the Malay language in Karimun Regency."

c) In addition, the hate speech patterns resulting from the analysis are used at least ten patterns. Each pattern only had one speech or the equivalent of 0.3% of the total 300 speeches. (Yuliyanti, 2020)

In the sentence "in addition, the patterns of hate speech resulting from the analysis, at least ten patterns are used," the use of the word "that" in place of the previous phrase, i.e. "in addition," is an example of substitution grammatical cohesion.

In this context, the word "it" is used to refer back to the previous phrase, which is "in addition," thus helping to maintain the interconnectedness and fluency of the sentence. The use of substitutions like this allows the reader to

understand the relationship between two parts of a sentence without the need to repeat previous phrases cohesion substitutions used by researchers.

Ellipsis

An ellipsis is the omission of one or more words in a sentence because the information can be inferred from the previous context. The ellipsis helps to avoid redundant information that does not need to be repeated.

Based on the analysis of the elliptic grammatical cohesion marker table, no data were found to support the existence of ellipsis markers in the 30 thesis abstracts that were being analyzed. This study highlights the absence of information that shows the use of elliptic grammatical structures in the context of the abstract that has been studied, emphasizing the need for further research to understand more deeply the grammatical phenomena that occur in the abstract thesis of the Master of Indonesian Language Education Student, Faculty of Language and Arts, Semarang State University.

Conjunction

A conjunction is a word or phrase that is used to connect two clauses, phrases or words in a sentence. Conjunctions help form logical and structural relationships between parts of a sentence. Based on the analysis table of conjunction cohesion markers, data for 545 conjunction markers in the abstract were analyzed in detail; inter-clause inter-clause intermediate conjunction coordinating conjunction, inter-clause inter-clause conjunction subcoordinate conjunction, affirmative conjunction (Intensification Junction) Some of them are found as follows.

- a) Motion imagery dominates the use of imagery in this poetry anthology, which is as many as 22 data with a percentage of 36%. Auditory imagery was found 16 data with a percentage of 26%, visual imagery with 2 data or 20%, olfactory imagery with 3 data or 5%, intellectual imagery with 3 data with a percentage of 5%, tactile imagery with only 1 or 2%, and tactile image with 3 data or with a percentage of 5%. The function of using imagery in poetry books. *Regarding Gendis*, it is generally about bringing the reader's image to life and describing something, for example the painting of Gendis characters, the background. The surrounding environment, things done by figures, and so on (Wijaya Kusuma, 2020).

In this sentence, the conjunction "i.e., or, and" is used to connect and clarify information related to the use of imagery in the anthology of the poem being analyzed. The conjunction "i.e." is used to provide further explanation or detail the information mentioned earlier, as in the example of using "i.e. 22 data with a percentage of 36%". The conjunction "or" is used to provide an option or alternative, as in the example usage of "or 2 data or 20%". While the conjunction "and" is used to express the addition of information, such as in the example of using "and touching as many as 3 data with a percentage of 5%".

With the proper use of conjunctions, the sentence provides clear and structured information about the use of imagery in poetry anthologies. The use of imagery such as motion imagery, auditory imagery, visual imagery, olfactory

imagery, intellectual imagery, tasting imagery, and touch have various functions in poetry books. Imagery is used to bring the image to life for the reader and describe various aspects such as the character of Gendis, the background, the surrounding environment, the activities of the characters, and other things contained in the poem. This shows the richness of expression and the beauty of language contained in poetic literary works.

- b) Based on these findings, Peoliti suggested (1) teachers should carry out the phases of learning correctly so that students are able to achieve the expected learning goals. (2) for teachers who want to create learning by using *the blended learning* model with Google Classroom media or with Chamilo media according to the theme and learning objectives achieved, (3) even though the *blended learning model* with Chamilo media is significantly more effective, namun *blended learning model* with the media Google Classroom can be used as an alternative in learning to write short stories. (Farokhi, 2021)

In the sentence, the conjunction "based on, so as, as well as, though" is used to relate and connect different information grammatically. The conjunction "based on" is used to provide the basis or foundation for an information or finding, as in the example of the use of "Based on the finding". The conjunction "so" is used to express the purpose or consequence of an action, as in the example of the use of "able to achieve the expected learning objectives". The conjunction "and" is used to add information that is in line with or parallel to previous information, as in the example use of "as well as learning objectives achieved". While the conjunction "although" is used to express the contrast or difference between two pieces of information, as in the example of use "although the blended learning model with Chamilo media is significantly more effective".

With the use of the right conjunctions, the sentence provides clear and structured directions regarding the suggestions given by the researcher regarding learning with the blended learning model. The use of these conjunctions helps convey information more effectively and clarify the relationship between each point conveyed. This shows the researcher's ability to compose coherent and regular sentences to convey recommendations related to learning strategies that can be applied by teachers.

- c) The function of suggesting 4 speeches, and the function of counseling 1 tutu.ran. The speech function that appears in the counselor's advisor speech is dominated by the advising function. This is in line with the purpose of the counselor's speech to provide students' confidence so that they can form character strengthening in various areas of student self-development. (Lutfia, 2020)

In the given sentence, the conjunction "and" is used to connect two related information, namely the suggestive function and the counseling function. The conjunction "for" is used to indicate the purpose or intent of the action performed, in this case, the purpose of the counselor's speech function. While the conjunction "so" is used to express the effect or result of an action, such as in the sentence which

states that the student's beliefs will form character strengthening in various areas of student self-development.

Thus, the use of the conjunction "and" indicates the addition of information, "to" indicates the purpose, and "thus" indicates the result of the statement conveyed in the sentence. These conjunctions help in clarifying the relationships between the various information in the sentence and strengthen the grammatical cohesion in the sentence.

d) Emi Suy delivered a collection of poems *Ibu Mencook Rice to Matang Usia Kami* with a language style dominated by a metaphorical style, for example the choice of the title of this collection of poems *A collection of poems Ibu Mencook Rice to Matang Usia Kami* tells a series of simple stories wrapped in a distinctive poetic language. (Wati, 2023)

In the sentence, the conjunction "until" is used to indicate a range or range of time or conditions of an event or process. In the context of the sentence, the conjunction "until" connects two states or stages, namely the process of cooking rice and the ripening of our age. This conjunction shows that the time span or condition from the process of cooking rice to the ripening of our age is the time or relevant conditions for the discussion of the collection of poems presented. Thus, the conjunction "until" is used to connect two different but interrelated states or stages in the sentence. This helps in clarifying the relationship between the processes or circumstances mentioned in the sentence and strengthens the grammatical cohesion in the sentence.

Conclusion

Based on the results and discussion above, it can be concluded that from the number of paragraphs there are 141 paragraphs. Grammatical cohesion in the aspect of reference in thesis codes 1-10 is 48, 47 in thesis codes 11-20 and in 21-30 is 46 paragraphs. Grammatical cohesion in the aspect of abstract substitution in thesis codes 1-10 is 11, in thesis codes 11-20 is 22, and in thesis codes 21-30 it is not found. Grammatical cohesion in the ellipsis aspect of thesis code 1-30 was not found to have grammatical cohesion, both in the aspects of reference, substitution, ellipsis, and *jongjungsi*. In the conjunction aspect for thesis codes 1-10, 347 markers were found, thesis codes 11-20 were found 157 markers, and 42 markers were found for thesis codes 21-30. Some abstracts highlight a good understanding of the use of pronouns and conjunctions to form logical relationships between ideas, while others point to an unwillingness to use ellipsis grammatical cohesion.

References

- [1] Algouzi, S. I., & Hazaea, A.N. (2023). Emergency remote teaching practices: EFL discourse analysis writing communicative events. *Communication of Humanities and Social Sciences*, 10(1). <https://doi.org/10.1057/s41599-023-02195-8>.
- [2] Ali, SW (2010). A marker of grammatical and lexical cohesion in the short story "The Killers" by Ernest Hemingway. UNS (Sebelas March University).
- [3] Azis, AW (2015). Markers of Lexical Cohesion and Grammatical Cohesion: Paragraph Analysis in Pend. Indonesian Language and Literature. *DIALECTIC: Scientific Journal of Language, Literature and Mathematics Education*, 1(1), 71–85.
- [4] Candrawati, K., & Luh, N. (ND). Reference as a Cohesion Marker in Bali Post Daily Main News. Udayana University.
- [5] Edward, E., Hutahaean, S., & Junaidi, J. (2022). Grammar Coherence Analysis in students of the class of 2017 at PGRI, University of Banyuwangi. *CREDO: Scientific Journal of Language and Literature*, 3(1), 73–82.
- [6] Farokhi, Desti Atika. 2021. "The Effectiveness of Learning to Write Short Stories in the Covid-19 Pandemic Era Using a Blended Learning Model with Google Classroom and Chamilo Media Based on the Type of Information Acquisition of Vocational School Students". Thesis. Indonesian Language Education Study Program. Semarang State University.
- [7] Kustiah, Hariani. 2021. "Phonology and Lexicon of the Malay Language in Regency Karimun Islands Riau: Study Dialect Geography". Thesis. Program Study Language Education Indonesian. Postgraduate. University Country Semarang.
- [8] Lestari, RF (2019). Cohesion and coherence of paragraphs in narrative essays techniques of grammatical cohesion innovation in student thesis abstract. *International Journal of Research and Review*. 2023;10(11):352-357. DOI: <https://doi.org/10.52403/ijrr.20231142>
- [9] Li, J., & Zhong, X. (2022). Exploration of Intelligent Grammar Cohesion Based on Deep Learning Technology. *Lecture Notes on Data Engineering and Communication Technology*, 98, 803–807. https://doi.org/10.1007/978-3-030-89511_2_107
- [10] Lutfia, Nurul. 2020. "Counselor Advisor's Speech in the Development of High School Students' Oiri on Classical Counseling Guidance Interaction". Thesis. Indonesian Language Education Study Program. Postgraduate. Semarang State University.
- [11] Mandia, IN (2017). Cohesion and coherence as the basis for shaping the whole discourse. *Soshum: Journal of Social and Humanities*, 7(2), 175–188.
- [12] Mulatsih, S., Nugroho, R. A., Suryaningtyas, VW, Soerjowardhana, A., Muqoddas, A., & Udayanti, E.D. (2023). Cross-modal coherence as an effort to improve the quality of Buddhist bilingual digital books (Borobudur in the Story Overlay). *ANDHARUPA: Journal of Visual Communication & Multimedia Design*, 9(01), 103–116.
- [13] Nisa, Elsara Khairun. 2022. "The Implications of Conversations in the Skinnyindonesian24 *Youtuhe Channel* ." Thesis. Indonesian Language Education Study Program. Postgraduate. Negeri University Semarang.
- [14] Pekuwali, Dian Sari Arindah. 2019. "Pahili Mbuala Traditional Ritual *Speech Unit* in Kccamatan Rindi, East Sumba Regency: An Ethnolinguistic Study". Thesis. Indonesian Language Education Study Program. Postgraduate Program, Semarang State University.

- [15] Cohesion markers (references, substitutions, elipsies, and conjunctions) in the narrative text of grade VII students of SMP Negeri 17 Medan. Unite.
- [16] Puukko, O. (2024). Rethinking digital rights through systemic communication issues. *Revista Latina de Comunicacion Social*, 2024(82), 1–19. <https://doi.org/10.4185/rlcs-2024-2044>.
- [17] Rida, Anif. 2021. "Ecoloxicons in Indonesian Textbooks: Ecolinguistic Studies at Adiwiyata School. *Thesis*. Indonesian Language Education Study Program. Postgraduate. Semarang State University.
- [18] Rohmawati, N 2022. "Potret Poverty and Social Crime in the Short Story *Cenita* dari Blora by Pramudya Ananta Toer". *Thesis*. Postgraduate Indonesian Language Education Study Program. Semarang State University.
- [19] Santoso, BWJ, Nugroho, Y., & Parapat, DOA (2020). Education and training in writing best practices to achieve the title of outstanding teacher at SMA Negeri 1 Semarang with a special assignment method. *PANJAR JOURNAL: Service in the Field of Learning* 2(2), 52–60.
- [20] Sudiatmi, T., Muryati, S., & Wicaksana, M. F. (2022). Reflection of the New Order regime in the novel *Entrok* by Okky Madasari. *Klitika: Scientific Journal of Indonesian Language and Literature Education*, 4(1), 67–72
- [21] UIfh, "Titin Maria. 2021. "Representation of the Hegemony of the Culture of Arranged Marriage for Students in the Novel *Be My Purnamaku, Ning, Wigati, and Hati Suhita* by Khilma Anis". *Thesis*. Indonesian Language Education Study Program. Pacasarjana. Semarang State University.
- [22] Wati, Maulida Laily Kusuma. 2023. "Majas in the Collection of Poetry of Mother Mencooking Rice to Mature Our Age by Emi Suy". *Thesis*. Indonesian Study Program. Semarang State University.
- [23] Wijayakusuma. Krisna. 2020. "Imagery in the Book of Poetry *Regarding Gendis* by Sapardi Djoko Damono and Its Use as Literary Enrichment Materials in High School". *Thesis*. Indonesian Language Education Study Program (S2), Postgraduate, Semarang State University.
- [24] Yuliyanti, Tsalisa. 2020. Patterns of Hate Speech Audience Comments on Youtube Media Najwa Shihab channel in the Discourse on the 2019 Presidential and Vice Presidential Election Campaign of the Republic of Indonesia. *Thesis*. Indonesian Language Education Study Program. Postgraduate. Semarang State University.