



## Cohesive Devices on Abstracts of Sinta-5 Accredited in English Journal: A Discourse Analysis Study

(Perangkat Kohesif pada Abstrak Sinta 5 Terakreditasi dalam Jurnal Bahasa Inggris: Studi Analisis Wacana)

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**Abstract:** In academic writing, cohesion is vital in ensuring clarity and facilitating reader comprehension, particularly in concise research abstracts that summarize key findings. This research aims to identify the types of cohesive devices and explain the use of cohesive devices in abstracts. The object of the research was 21 abstract journals. Data were collected through documentation and analyzed using qualitative content analysis as proposed by Mayring (2014). The analysis involved categorization, abstraction, and coding of the text. The results showed that there were 1113 exemplary of cohesive devices. In addition to that, collocation was the most frequently used device, appearing in 430 instances, then reiteration in 269 instances, references in 291 instances, suggesting a firm reliance on these for coherence. Conjunctions were also extensively used, with 117 instances, while ellipsis appeared only four instances as nominal ellipsis. The substitution was noted just twice, including both nominal and verbal forms. The research concludes that collocations and reiteration significantly enhance the clarity and flow of academic writing, with conjunctions aiding logical progression. The limited role of substitution and ellipsis highlights their specific, less frequent applications in maintaining textual cohesion and coherence. This analysis underscores the importance of various cohesive devices in effectively conveying research findings and ensuring reader comprehension of academic abstracts.

**Keywords**

**Abstract, Cohesive devices, Discourse analysis**

**Abstrak:** Dalam penulisan akademis, kohesi memainkan peran penting dalam memastikan kejelasan dan memfasilitasi pemahaman pembaca, terutama dalam abstrak penelitian yang merangkum temuan utama secara ringkas. Studi ini bertujuan untuk mengidentifikasi jenis-jenis perangkat kohesif dan menjelaskan penggunaan perangkat kohesif dalam abstrak. Objek studi ini adalah 21 jurnal abstrak. Data dikumpulkan melalui dokumentasi dan dianalisis menggunakan analisis konten kualitatif sebagaimana diusulkan oleh Mayring (2014). Analisis melibatkan kategorisasi, abstraksi, dan pengkodean teks. Hasilnya menunjukkan ada 1113 perangkat kohesif. Collocation adalah perangkat yang paling sering digunakan, muncul dalam 430 kali diikuti oleh reiteration muncul 269 kali, kemudian referensi 291 kali, hal tersebut menunjukkan keterkaitan yang kuat pada perangkat ini untuk mencapai koherensi. Conjunction juga digunakan secara luas, dengan 117 kali, sementara ellipsis hanya muncul 4 kali yaitu sebagai ellipsis nominal. Substitutions hanya muncul dua kali, mencakup bentuk nominal dan verbal. Studi ini menyimpulkan bahwa collocation dan reiteration secara signifikan meningkatkan kejelasan dalam alur penulisan akademis, dengan conjunction membantu tulisan lebih logis. Sedangkan substitution dan ellipsis menjadi peran yang kurang sering dalam mempertahankan kohesi dan koherensi pada teks. Analisis ini menekankan pentingnya berbagai perangkat kohesif dalam menyampaikan temuan penelitian secara efektif dan memastikan pemahaman pembaca terhadap penulisan abstrak akademik.

**Kata Kunci**

**Perangkat kohesif, Abstrak, Analisis wacana**

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## INTRODUCTION

In the current development of the academic world, abstracts play a crucial role as the initial gateway to understanding the overall content of a scientific article. An abstract function not only to reflect the core of the research but also to serve as a primary means of attracting readers' interest to explore scholarly work further (Alek, 2023; Owen, 1985). However, many abstracts, particularly those published in SINTA 5-accredited journals, still fail to reflect strong linguistic quality and coherent discourse structure (Alek, 2023). One critical issue frequently observed is the inadequate use of cohesive devices, both grammatically and lexically (Triyana & Sujarwati, 2023; Laila & Yugafiati, 2023). Lack of cohesion in abstract is challenging to be comprehended, and tend to confuse readers in identifying the main ideas conveyed by the author. In this context, the problem is not merely linguistic but also affects the quality of scientific information delivery, which ideally should be concise, dense, and well-structured (Nugraheni, 2016). Amid academic demands requiring scientific articles to be systematically organized and accessible to readers across disciplines, the improper use of cohesive devices in abstracts creates barriers to effective scholarly communication (Halliday & Hasan, 1976). Therefore, it is essential to highlight and evaluate how cohesive devices are employed in journal article abstracts, particularly those published in SINTA 5-accredited journals, as these journals often serve as publication platforms for early-career researchers or those from developing institutions (Kusumawati, 2015). Thus, a deeper understanding of this issue provides a strong foundation for initiating discourse-oriented research that uses cohesive devices in journal abstracts.

The inappropriate use of cohesive devices in scientific abstracts has attracted attention in several previous studies, both within linguistic frameworks and discourse analysis. Halliday & Hasan (1976), for instance, proposed a framework of textual cohesion that remains a primary reference for identifying and analyzing cohesive devices. This framework includes grammatical aspects such as reference, substitution, ellipsis, conjunction, and lexical aspects such as repetition, synonymy, and collocation (Setiawati, 2015; Susilawati, 2021). However, many studies adopting this framework have tended to focus on broader text genres such as essays, full-length articles, or spoken discourse, and few have specifically examined its application in more condensed and micro-level contexts such as scientific journal abstracts, particularly those published in SINTA 5-accredited journals. There have been some points to a gap in the academic literature regarding how cohesion theories operate in pragmatic domains of more concise texts like abstracts. On the other hand, discourse analysis research has generally concentrated on ideological issues, social representation, or identity construction, while microtextual aspects such as cohesive devices have remained relatively underexplored (Lestari, 2019; Sanajaya et al., 2021). As a result, few studies adequately address the fundamental issue of information quality in journal abstracts through rigorous analysis of cohesive device. Therefore, there is an immensely crucial need for a more specific and in-depth discourse analysis approach to address this issue. The further analysis that is expected to contribute to not only to theoretical advancement but also to practical efforts in enhancing the clarity and effectiveness of scientific communication.

Based on the previously outlined problem statement and gaps in the existing literature, this study specifically aims to identify the types of cohesive devices used in the abstracts of scientific articles published in SINTA 5-accredited English-language journals, and to examine how these devices are utilized in the construction of abstracts (Ardiyanti & Setyorini, 2019). The objective is to comprehensively explore the distribution and variation of cohesive devices, covering both grammatical and lexical aspects. The analysis includes identifying dominant cohesive elements, analyzing patterns of inter-sentential connections within the abstract structure, and observing specific usage tendencies that reflect the academic writing style typically found in journals at this level (Mawardi, 2023). Furthermore, this study seeks to analyze the effectiveness of these cohesive devices

in establishing coherence and semantic unity within the text. By examining its use, the research aims to assess how these devices support the abstract's communicative purpose: to convey scientific information concisely, clearly, and in a structured manner (Dwinuryati et al., 2018). This objective aligns with a discourse analysis approach that goes beyond the surface-level linguistic structure, focusing instead on how these structures construct meaning and function within specific social and academic contexts. Therefore, this study is not merely descriptive, but also evaluative, assessing the quality of cohesion in abstracts. Ultimately, it seeks to offer strategic recommendations for improving academic writing practices.

This study offers significant novelty by specifically targeting the microtextual aspect of abstracts in SINTA 5-accredited journals, an area that has received limited attention in applied linguistics and discourse analysis research (Alfaluh et al., 2024; Febrian et al., 2023; Budiwan & Suswandari, 2021). The research gap lies in the scarcity of studies that combine an analysis of cohesive devices with the context of English-language scientific publication at the journal level that typically accommodates novice researchers. Most previous studies have focused on high-impact journals or works by experienced authors, thus providing little insight into how cohesive devices are used at levels that more accurately reflect the academic landscape in Indonesia. This study presents a focused approach not merely as a linguistic investigation, but also as a practical implication for improving the quality of academic writing in the national context. Its urgency also lies in its implications for academic competence development, particularly regarding scientific literacy and the ability to write effective and appropriate abstracts. Through the findings of this research, systemic mistakes or errors in writing that have mainly remained implicit but significantly affect the readability and competitiveness of scientific articles at both national and international levels are expected to be uncovered. Given that the abstract is a crucial element in scientific publications, examining and improving cohesion within abstracts represents a strategic step toward enhancing the quality of scholarly communication. Therefore, this study is positioned not only as a fulfillment of academic inquiry but also as a concrete effort to address the ongoing challenge of improving the quality and impact of scientific journals in Indonesia.

Furthermore, the main contribution of this study lies in its effort to provide a deeper understanding of the use of cohesive devices in scientific article abstracts published in SINTA 5-accredited journals, while also developing a conceptual foundation that can serve as a reference for writing more cohesive and effective abstracts. This research is expected to offer theoretical contributions to developing discourse analysis studies, particularly in text linguistics and the pragmatics of academic discourse (Ardiyanti & Setyorini, 2019). By identifying the types and frequencies of cohesive devices used and evaluating their appropriateness and effectiveness in building discourse coherence, this study seeks to broaden the scope of cohesion research from a more applied perspective. In addition, practical contribution is a key orientation of this study, through strategic recommendations for academic writers, journal editors, and instructors of academic writing courses to improve the quality of abstracts as an integral component of scholarly articles. The findings of this research may also serve as a valuable resource for scientific writing training programs and as a foundation for developing abstract-writing guidelines aligned with sound principles of textual cohesion. Therefore, the contribution of this study extends beyond the local context of SINTA 5 journals and holds the potential to be applied more broadly in efforts to improve the quality of scientific publications at both national and international levels. As such, this research responds to a current need in the academic world, which continues to move toward higher and more globally competitive quality standards.

## METHOD

This research employed a qualitative descriptive method. According to Creswell (in Wakkary, 2009:214), qualitative researchers aim to present a complex and comprehensive understanding of the topic under investigation. This approach involves reporting data from multiple perspectives, recognizing the various dimensions of a phenomenon, and constructing a broader picture. Qualitative research also

emphasizes a naturalistic and holistic approach in collecting data through observation, interviews, and document analysis. This aligns with the notion that qualitative research explores people's lives and contextual realities (Sutrisno, 2022, p. 71).

Discourse analysis serves as the overarching framework for this research, focusing on how texts and language are used in specific contexts to convey meaning effectively. Within this framework, the study centers on cohesive devices, which are linguistic tools essential for creating connections between elements in a text to ensure unity and coherence. Cohesive devices are categorized into grammatical cohesive devices—such as referencing, substitution, ellipsis, and conjunctions, which connect parts of the text syntactically—and lexical cohesive devices, which involve lexical choices like synonyms, antonyms, repetition, and collocation to establish semantic relationships. Together, these devices ensure textual cohesion in terms of structure and meaning. The analysis is applied to journal abstracts, which are concise summaries of research and serve as ideal objects of study for understanding the use of cohesive devices in academic contexts. By examining journal abstracts, this study aims to reveal how writers effectively and systematically use cohesive devices to present their research findings. This theoretical framework demonstrates how the analysis progresses from a broad approach (discourse analysis) to a focused investigation of cohesive devices and their application to specific academic texts.

Since the data in this study were in the form of written texts, the researcher used a content analysis approach. Cole (1988) states that content analysis analyzes written, verbal, or visual communication messages. It allows for a comprehensive view of both the content and the context in which the communication occurs. This study used content analysis to examine cohesive devices within students' thesis abstracts. According to Mayring (2014), content analysis consists of five systematic steps: categorization, abstraction, coding the text, calculating the percentage of cohesive items, and interpreting the results.

The data source in this study was 20 abstracts taken from the *Journal of English Education, Linguistics, and Literature (JEELL)*, English Department, Vol. 10, Nos. 1 and 2. The data, in the form of words and phrases, were collected through several stages. First, the researcher accessed and downloaded the abstracts from the official website of STKIP PGRI Jombang. Second, the researcher categorized the cohesive devices used in the abstracts into grammatical and lexical cohesion. Third, the researcher calculated the frequency and percentage of each cohesive and coherence device type used in the abstracts. Fourth, the researcher analyzed how text unity is achieved in the abstracts by considering the usage patterns of cohesive devices. Finally, the findings were interpreted qualitatively based on Halliday & Hasan's (1976) theory of cohesion, explaining how cohesive devices function to clarify and convey the authors' research objectives.

The researcher followed five detailed steps based on Mayring's framework in the data analysis process. The first step was categorization, which involved grouping cohesive devices into two main types: grammatical and lexical cohesion. The second was abstraction, in which the subtypes of each cohesive device (e.g., personal reference, demonstrative pronouns, conjunction types, repetition, synonymy, etc.) were identified. The third step was coding, where the researcher manually marked and labeled each cohesive device found in the abstracts using a coding sheet aligned with Halliday and Hasan's taxonomy. Fourth, the percentage of each cohesive device was calculated to determine the most dominant types used in the abstracts. Finally, the researcher interpreted the findings by analyzing how these devices contribute to the unity and coherence of the text. A peer debriefing technique was also applied to ensure data credibility by involving another researcher to cross-check the coding and categorization of several abstracts to maintain consistency and reduce subjectivity.

In this research, the researcher chose peer reviewers for debriefing. Peer review or debriefing asks the reviewer or peers to review and provide feedback on the research process and results to ensure accuracy and credibility. According to Moleong (Dewi, 2020), this technique serves several purposes, including one of the data validities checking techniques. The first is to make the researcher maintain an open attitude and honesty. Researchers as discussion leaders should be fully aware of the position, circumstances, and processes to obtain the expected results. Second, this peer discussion provides a good initial opportunity to start exploring and testing work hypotheses that arise from the researcher's mind. There is no definitive formula for holding discussions. The participants should

consist of reviewers who have the same knowledge about what is being studied, to review the perceptions, views, and analysis being carried out, the result is: testing the working hypothesis, helping to develop the next step, and serving as a comparison.

## RESULTS AND DISCUSSION

### Results

The results below demonstrate the types of cohesive devices found in JEELL abstracts. The researcher collected data and counted each type. Furthermore, the following chart shows the data on the number of occurrences of the types of cohesion used in JEELL abstracts.

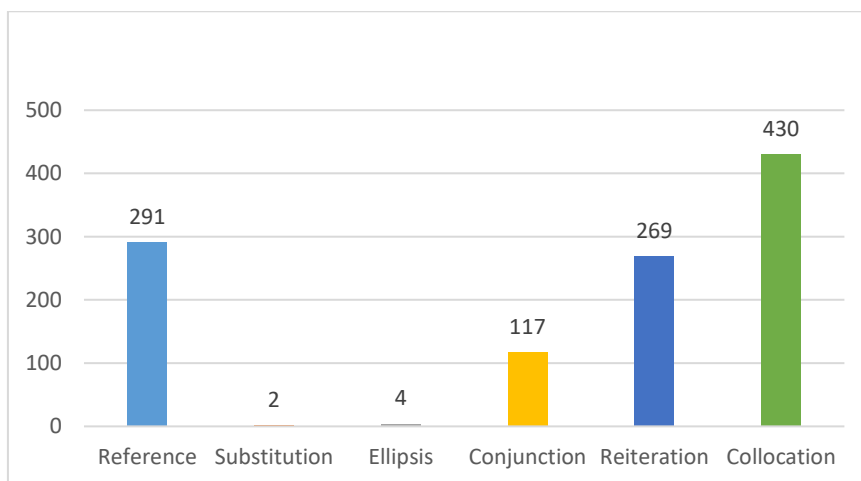


Figure 1. Types of Cohesive Devices in JEELL Abstracts

### Types of Cohesive Devices are Found in the Abstracts of the Journal of English Education, Linguistics and Literature (JEELL)

Table 1 shows 1,113 cohesive devices in 21 of the JEELL abstracts. The lexical and grammatical cohesive devices appear. There are four sub-categories of grammatical cohesion, namely reference, substitution, ellipsis, and conjunction, and two sub-categories of lexical cohesion, reiteration and collocation. Collocation is the most frequent type, which appears 430 times. The second stage is reference, which emerges 291 times. The third position is repetition, which occurs 269 times. Meanwhile, conjunction appears 117 times, ellipsis appears 4 times, and substitution appears 2 times.

Based on the study's focus in the introduction, the researcher aims to identify the types of cohesive devices used in the abstracts. Therefore, to answer the question, the researcher elaborates on the results of the cohesive device analysis on the abstracts of the Journal of English Education, Linguistics, and Literature (JEELL). After analyzing 21 abstracts, the researcher found six types of cohesive devices: reference, substitution, ellipsis, conjunction, reiteration, and collocation.

### Reference

One term for the type of information intended to be retrieved might be reference (Amut & Ardiantari, 2023:89). According to M. Bloor and T. Bloor (Bahaziq, 2016:113), reference in a text is defined as a situation in which the interpretation of one element is dependent on another element within the text. This reference is critical for achieving cohesion by linking different elements meaningfully. In linguistic or situational contexts, reference devices like pronouns, articles, demonstratives, and comparatives refer to specific elements mentioned or present in a situation.

#### (1) Personal reference

A personal reference is a cohesive device to maintain text continuity. Personal reference is a reference made through a person's category and purpose in the speech situation (Fang, 2020, p. 30). It refers to people or things mentioned previously, helping to avoid repetition and make the

text flow more smoothly. The category of personals includes the three classes: personal pronouns (I, you, we, he, etc), possessive determiners (usually called possessive adjectives, such as my, your, his, etc), and possessive pronouns (mine, your, his, etc) (Maryati & Suprapti, 2018, p. 31). Personal reference items used on the abstracts JEELL are personal pronouns and possessive determiners. A personal pronoun replaces a person's name, and ownership is called a possessive determiner. Personal reference can be seen in the following data:

*Social media also allows ordinary people to express their conception of the G20 in Indonesia. (abs 1:S2)*

In the sentence above, the word "their" is considered a personal reference because it is a possessive adjective that refers to the people mentioned earlier in the sentence ("the common people"). Here is a detailed explanation:

- a) Pronoun Usage: "Their" is a possessive pronoun that indicates something belongs to or is related to the subject. In this case, it indicates that the conception of G20 belongs to or is related to "the common people."
- b) Referring to People: Personal pronouns like "they," "them," and "their" refer to people or groups of people. Here, "their" refers to "the common people," a group of people.
- c) Possessive Form: The possessive form "their" indicates ownership or association. The sentence shows that the opinions or conceptions about the G20 are held by "the common people."

Thus, "their" functions as a personal reference because it directly relates to the people being discussed (the ordinary people) and indicates their possession of the conception of G20.

*The second refers to a woman's right to choose her husband, and the last refers to the wife's right to have her husband's care. (abs 8:S5)*

In the sentence above, "her" is considered a personal reference because it is a possessive adjective. Here is an explanation:

- a) Personal Pronoun: "Her" is a possessive adjective (or possessive determiner) that is a form of the personal pronoun "she." It indicates possession or association with a female individual.
- b) Referring to Specific Individuals: In the given context, "her" refers to the woman choosing her husband and the wife receiving her husband's care. It directly refers to these female individuals.
- c) Possessive Form: "Her" shows ownership or association with the noun that follows it. "Her husband" indicates that the husband is associated with the woman choosing him. "Her husband's care" indicates that the care is associated with the woman's husband.

In conclusion, "her" is a personal reference because it directly relates to specific female individuals (the woman choosing her husband and the wife receiving care) and indicates possession or association with them.

## (2) Demonstrative reference

According to Halliday and Hassan (Maryati & Suprapti, 2018:31), demonstrative reference is a reference using location, on a scale of proximity; it is essentially a form of verbal pointing. It includes neutral and selective demonstratives. Neutral demonstrative represented by the. While selective demonstrative has more items: this, that, these, those, here, and there. Demonstrative reference items on JEELL abstracts are this, these, that, those, the, and there. Demonstrative reference can be seen in the following data:

*This study aimed to determine whether online learning increases the workload on teachers physically, mentally, and financially. (abs 4:S7)*

The word "this" is a demonstrative reference in the sentence above. Here is an explanation:

- a) Demonstrative Pronoun: "This" is a demonstrative pronoun that refers to something mentioned or will be mentioned in context. In this case, "this" refers to the "study" being discussed.
- b) Specific Designation: "This" indicates a specific object, the study mentioned. This word provides specific information and emphasizes that the study is the main topic being discussed.

In conclusion, the word "this" in the sentence is a demonstrative reference because it refers specifically to the "study" mentioned in the previous context. Using "this" helps identify and emphasize the object (research) being discussed, providing clarity and specification in communication.

*The teacher used those questioning strategies to check students' understanding of the previous material, attract students' attention and interest, ask for an explanation from students about the topic, and give time to students to think before answering the questions. (abs 12:S7)*

The word "those" is a demonstrative reference in the sentence above. Here is an explanation:

- a) Demonstrative Pronoun: "Those" is a demonstrative pronoun used to refer to something mentioned or known in speech or writing. In this case, "those" refers to the "questioning strategies" discussed.
- b) Specific Designation: "Those" indicates a specific object the reader has previously mentioned or known. This word provides specific information about the teacher's questioning strategy.

In conclusion, the word "those" in the sentence is a demonstrative reference because it refers specifically to the "questioning strategies" mentioned or known in the context. Using "those" helps identify and emphasize the object (questioning strategy) being discussed, providing clarity and specification in communication.

*This research explores English teachers' perceptions of 'Kurikulum Merdeka' about the English subject at SMA Assa'adah Bungah, Gresik. (abs 11:S2)*

In the sentence, "the" is a demonstrative reference because it refers specifically to an object or subject that is known or identified in the context. It provides clarity and determines a specific reference in speaking or writing. Here is an explanation:

- a) "The" indicates that something mentioned is specific and known in a particular context. In this sentence, "the English teachers' perceptions" indicates that we are talking about the specific perceptions of English teachers related to the 'Independent Curriculum' at SMA Assa'adah Bungah, Gresik.
- b) "The" explains that what is being discussed is a specific perception of a group of English teachers in a particular school, not just any teacher or perception in general.

### (3) Comparative reference

According to Halliday and Hassan (Maryati & Suprpti, 2018:31), comparative reference involves making indirect comparisons based on similarity or identity, or comparative reference is a cohesive device in a text that appears to compare one thing with another. There are two kinds of comparison in comparative reference. They are general and particular comparisons. General Comparison compares things based on likeness or difference without specifying particular properties. It is expressed using certain adjectives and adverbs to indicate similarity or difference. Particular Comparison compares things in terms of specific quantities or qualities. It is expressed using adjectives and adverbs in comparative forms, such as "more," "less," "better," or "further." Demonstrative reference can be seen in the following data:

*This study aims to know whether students reading a narrative text with the gist strategy achieve better results than students reading the narrative text without using the gist strategy. (abs 6: S4)*

The sentence above includes " better " in comparative reference (particular). Here is an explanation:

- a) The word "Better" is the comparative form of the adjective "good" and is used to make a comparison between two or more things. In this case, "better" compares the achievement of students who use the gist strategy with those who do not. The function of the word "better" compares quality or results between two groups or conditions.
- b) The word "better" is included in Comparative Reference Particular because "better" compares specific achievements or results (i.e., student achievement) in terms of measurable quality or results. This means that the comparison focuses on the specific quality or quantity of the results.

In conclusion, "Better" is a comparative reference because it compares the results between two groups of students and is included in Particular because the comparison is made based on specific measurable qualities or results.

*The study was carried out by observing, interviewing, and taking video recordings of the English teacher, which consisted of three meetings in the same class. (abs 12:S4)*

In a sentence, the word "same" is included in comparative reference (general). Here is an example:

- a) The word "Same" indicates that something is identical or similar to something else in a certain way. In this sentence, "same" indicates that all meetings are held in identical classes. The function of the word "same" indicates that the meetings occur in a consistent and undifferentiated context, namely "the same class."
- b) In this case, the word "same" is a general comparative reference because the comparison does not measure specific qualities or quantities. In contrast, "same" indicates similarity or identity in a general context without measuring specific differences.

In conclusion, "Same" is a comparative reference because it indicates that the meetings are held in the context of identical or consistent classes. It is included in General because the comparison focuses on general similarities between meetings in the same class, not specific differences or measurable qualities.

*In addition, other strategies also used by the teacher were clueing, probing, and wait time. (abs 6:S6)*

The word "other" is included in the comparative reference (generic) in the sentence above. Here is an explanation:

- a) The word "Other" refers to additional strategies other than those mentioned previously or in a specific context. The word "other" function is to compare the previously mentioned strategies with other additional strategies. This indicates that more variations or strategies are used.
- b) The word "other" is included in the general comparative reference because the comparison is in a more general context regarding the category of strategies, without measuring specific quality or quantity. "Other" indicates additional categories or groups, but does not compare specific aspects of each category.

In conclusion, "other" is a comparative reference because it shows that the teacher's strategies are additional or vary from previously mentioned strategies. It is included in the general because the comparison refers to the category or group of strategies without focusing on each strategy's specific quality or quantity.

### **Substitution**

According to Halliday and Hassan (Zainiah, 2018:59), substitution occurs when a new word or expression replaces a previous one in a text. For instance: "I left my book at home, do you have one?" In this example, "one" is a substitute for "pen". There are three types of substitution: nominal, verbal, and clausal substitution.

#### 1) Nominal substitution

Nominal substitution is a technique in language where a nominal phrase is replaced with a nominal pronoun or another term that refers to the same thing to avoid repetition. Nominal substitution refers to the use of an item that is suitable for the nominal group (Janna, 2018:19). It is a way to make text or speech more efficient and smoother. This technique helps maintain clarity and reduce redundancy in communication. Nominal substitution can be seen in the following data:

*"The most significant ones were self-awareness, motivation, and environment."* (abs 3:S11)

The word "ones" is a nominal substitution involving using a word or phrase to replace a previously mentioned nominal phrase. In this case, "ones" replaces the nominal phrase "the most significant [factors/qualities/attributes]" which is not explicitly mentioned but is understood from the context. The function of "Ones" is to serve as a substitute for a longer nominal phrase, thus avoiding repetition of the exact words or phrases. for example:

- a) Without Substitution: *"The most significant factors were self-awareness, motivation, and environment."*
- b) With Substitution: *"The most significant ones were self-awareness, motivation, and environment."*

In this example above, "ones" replaces "factors," not previously mentioned in the sentence, but were intended. Using "ones" makes the sentence more concise and avoids repeating a long phrase. In conclusion, the word "ones" in the sentence is a nominal substitution because it replaces a longer nominal phrase (such as "factors" or "attributes") that has been mentioned or understood from the context. This makes the sentence more concise and avoids repeating the same information.

#### 2) Verbal substitution

Verbal substitution is a technique in language where a verbal phrase or sentence is replaced with another verbal form to avoid repetition and increase the fluency of text or speech. It helps reduce redundancy and makes communication more concise and compelling. Another verb that can replace a verb or a verbal group is "do," which serves as the group's head and is typically positioned at the end (Satria & Handayani, 2018:147). Verbal substitution can be seen in the following data:

*"Despite knowing that academic reading is important, they are not motivated to do it."* (abs 63:S8)

The word "do" is a verbal substitution in the sentence above. Verbal substitution is a technique in which a verbal phrase is replaced with a more concise verb form to avoid repetition. In this case, "do" replaces the verbal phrase "engage in academic reading" or "act academic reading," which was previously mentioned. "Do" is a substitute for a longer or more complex verbal phrase, thus avoiding repeating the exact phrase and making the sentence more efficient. For example:

- a) Without Substitution: *"Despite knowing that academic reading is important, they are not motivated to engage in it."*
- b) With Substitution: *"Despite knowing that academic reading is important, they are not motivated to do it."*

In this example, "do" replaces the previously mentioned phrase "engage in academic reading." This avoids repeating a long phrase and makes the sentence more concise. In conclusion, the word "do" in the sentence is a verbal substitution because it replaces a longer verbal phrase (such as "engage in academic reading") with a more concise verb form. This helps avoid repetition and makes sentences more efficient and easier to read.

### 3) Clausal substitution

Clausal substitution is when a clause in a sentence is changed (Hidayat, 2016:5). Clausal substitution is a technique in language where a clause is replaced with another clause or a shorter phrase to avoid repetition. This allows the writer or speaker to maintain clarity and flow in a text or conversation without repeating the same information. The researcher did not find any clausal substitution in the abstracts.

## ***Ellipsis***

Halliday and Hasan (Saputra, 2018:13) conveyed that an Ellipsis is the omission of elements usually required by grammar, which the speaker/writer considers apparent from the context and therefore does not need to be presented. Ellipsis occurs when some important elements are omitted from a sentence or clause and can only be found again by referring to previous text or sentence elements. Halliday & Hasan (1976:146) divided Ellipsis into three types: nominal, verbal, and clausal.

### 1) Nominal Ellipsis

Nominal ellipsis is a technique where a nominal phrase is omitted from a sentence because it is clear from the context or has been previously mentioned (Has, 2021:29). This helps to avoid repeating the same information and keeps the sentence concise. Nominal ellipsis can be seen in the following data:

*However, STAD has inevitably drawn much criticism, such as the fact that interdependence may have adverse effects if participants cannot establish any relationship between participation and achievement.* (abs 19:S4)

Nominal ellipsis occurs when a noun or noun phrase is omitted from a sentence. In this example, the omitted word is "the criticism" after "such as", a noun phrase. Therefore, this omission falls into the category of noun ellipsis. Omitting the phrase "the criticism" still makes the sentence understandable without changing the meaning of the sentence, but makes the sentence more concise and efficient. The sentence structure with and without ellipsis, the differences are as follows:

- a) With ellipsis: "However, STAD has inevitably drawn much criticism, such as that interdependence may have adverse effects if participants are unable to establish any relationship between participation and achievement."
- b) Without ellipsis: "However, STAD has inevitably drawn much criticism, such as [the criticism] that interdependence may have adverse effects if participants are unable to establish any relationship between participation and achievement."

*Some find it time-consuming and face difficulties with English vocabulary.* (abs 3:S9)

Nominal ellipsis occurs when a noun or noun phrase is omitted from a sentence. In this example, the omitted word is "students," a noun. Therefore, this omission falls under the category of nominal ellipsis. Ellipsis is used to avoid unnecessary repetition and to make a sentence more concise without sacrificing comprehension. In this sentence, since the context already gives the clue that "Some" refers to "some students", the omission of the word "students" still makes the sentence understandable and does not change the meaning of the sentence, but makes the sentence more concise and efficient. The structure of the sentence with ellipsis and without ellipsis, the differences are as follows:

- 1) With ellipsis: *"Some find it time-consuming and face difficulties with English vocabulary."*
- 2) Without ellipsis: *"Some students find it time-consuming, and some students face difficulties with English vocabulary."*

2) Verbal Ellipsis

Verbal ellipsis is a technique for omitting a verbal phrase from a sentence because it is clear from the context or has been previously mentioned (Sari, 2018:29). This makes the sentence more concise and avoids repeating long verbal phrases. Verbal ellipsis is not found in the abstract JEELL.

3) Clausal ellipsis

Clausal ellipsis is a technique in which a clause is omitted from a sentence because it is clear from the context or has been previously mentioned. This avoids repetition of the same clause and makes the sentence more efficient. Clausal ellipsis is not found in the abstract JEELL.

### **Conjunction**

According to Halliday and Hassan (Maryati & Suprapti, 2018:33), conjunction expresses a specific meaning and implies the presence of other components in the discourse. It is a marker that describes and demonstrates the relationship between clauses. As a component of grammatical cohesion, a conjunction is a coherent semantic link that uses specifications, namely, how what follows is systematically tied to what has already transpired (Safitri & Chairuddin, 2022:11). Conjunction deals with various types of semantic relations, one of which is no longer a search instruction, but a specification of how flow is systematically connected to what has gone before. Conjunctions are divided into four types: additive, adversative, causal, and temporal.

1) Additive conjunction

An additive conjunction structurally coordinates or links elements by adding to a previously mentioned item and is signaled through, too, furthermore, and additionally. The additive can be seen in the following data:

*Writing tests and observation sheets were used as the research instruments to obtain the data.* (abs 2:S6)

In the sentence above, "and" connects two similar elements; therefore, "and" is an additive conjunction. The Function of "and" in sentences:

- a) Adding Additional Information: The word "and" in this sentence is used to add additional information, namely that two research instruments are used, not just one. In this context, "and" adds "observation sheet" as an additional research tool used together with the "writing test".
- b) Connecting Two Similar Elements: "and" connects two equally important elements in research, namely the "writing test" and the "observation sheet". Both instruments are used to obtain data, so both have an equally important role in research.

In conclusion, the word "and" is an additive conjunction because it functions to add additional information by connecting the two research tools used ("writing test" and "observation sheet"). This shows that both tools are used together and are equally important in the research context to obtain data.

*Then, students use DeepL Translator to check the meaning of unknown words, translate phrases, and translate sentences; they also use Microsoft Word Translator to check the meaning of unknown words, translate phrases, translate clauses, and translate sentences.* (abs 18:S5)

In the sentence above, the word 'also' connects two similar elements in the sentence; therefore, the word "also" is an additive conjunction. The Function of "also" in sentences:

- a) Adding Information: The word "also" is used to add information about students' actions. After mentioning the use of DeepL Translator for various purposes, "also" connects an additional

action, namely using Microsoft Word Translator for the same purpose. In this case, "also" indicates additional similar information regarding using other tools.

- b) Connecting Similar Elements: "Also" functions to connect similar elements (in this case, the use of translation tools) in the list of actions taken by students. This indicates that, besides using DeepL Translator, students also use Microsoft Word Translator for similar purposes.

In conclusion, the word "also" is an additive conjunction because it adds information about additional actions taken by students. "Also" connects the use of Microsoft Word Translator with the use of DeepL Translator, indicating that the two actions complement each other in the same context.

## 2) Adversative conjunction

Adversative means a relation is contrary to expectation. Adversative conjunctions are employed to convey opposing findings or viewpoints (Nazilah, 2018:25). The adversative relations are yet, nevertheless, at the same time, etc. The following data provides an example of an adversative conjunction.

*Many scholars believe that EFL students' interest in academic reading is closely connected to their academic success. Nevertheless, numerous students are not reading as much as is necessary for their future academic accomplishments.* (abs 3:S2&S3)

In the sentence above, "Nevertheless" is an adversative conjunction because it shows a contrast or opposition between two statements. the word "Nevertheless" is an adversative conjunction because it meets the following criteria:

- a) Showing Contrast: The word "nevertheless" is used to show a contrast between two contradictory statements. In this sentence, there are two contrasting statements:

The first statement is: "Many scholars believe that EFL students' interest in academic reading is closely connected to their academic success."

The second statement: "Numerous students are not reading as much as necessary for their future academic accomplishments."

"Nevertheless" indicates that although many scholars believe that reading interest is closely connected to academic success, many students do not read as much as necessary to achieve such success.

- b) Connecting Two Opposite Clauses: "Nevertheless" connects two contradictory or opposing clauses. The first clause states the scholars' beliefs, while the second clause states the reality among students.

In this sentence, "nevertheless" shows that despite experts' strong belief about the importance of reading interest for academic success, there is a contradictory reality that many students do not read as much as they should. This emphasizes the difference between expectations or beliefs and the reality that occurs. In conclusion, the word "nevertheless" is an adversative conjunction because it shows the contrast or conflict between experts' beliefs about the importance of reading interest for academic success and the reality that many students do not read as much as they should. "Nevertheless" helps emphasize the difference between the two opposing statements.

*The challenge comes not only from the students' achievement but also from their participation.* (abs 2:S2)

In the sentence above, the word "but" is used to show contrast or opposition between two ideas or clauses in the sentence. The word "But" falls into this category because it meets the following criteria:

- a) Showing Contrast or Opposition: The word "but" shows that the two elements mentioned have a contrasting or different relationship. In this sentence, "but" shows that the challenges come not only from student achievement but also from student participation. This indicates that there are two different but equally important sources of challenges.

- b) Connecting Clauses with Opposite Meanings: "But" connects two clauses or elements with opposite or conflicting meanings. In this sentence, the first clause mentions "students' achievement" as a source of challenges, while the second clause adds "students' participation" as another source of challenges. The word "but" shows that these two aspects complement each other in the context of the challenges faced.

In this sentence, "but" serves to emphasize that the challenges faced are not only limited to one aspect (student achievement) but also include other aspects (student participation). This provides a more complete and balanced understanding of the sources of challenges. In conclusion, "but" is an adversative conjunction because it contrasts two sources of challenges: student achievement and student participation. "But" helps to clarify that the challenges do not come from just one aspect, but from two opposing or complementary aspects.

3) Causal conjunction

Causal relation includes the specific relation of result, reason, or purpose. Causal conjunctions include *so, therefore, because, for this reason, as a result, then, and otherwise*. Causal conjunction can be seen in the following data:

*In this case, the results of interviews using eight questions .... because students will miss the material presented by the lecturer and spend a quota much different from other applications. (abs 14:S5)*

In the sentence above, the word "Because" is included in the causal conjunction category because it meets the following criteria:

- a) Showing a Cause-Effect Relationship: The word "because" explains the reason or cause of a statement or event mentioned previously. In this sentence, "because" explains why "weak signal and quota" is one of the students' most significant difficulties.
- b) Connecting Two Causally Related Clauses: "Because" connects the clause that states the difficulties faced by students ("One of the biggest difficulties faced by students is weak signal and quota") with the clause that gives the reason or cause of the difficulty ("students will miss the material presented by the lecturer and spend a quota that is much different from other applications").

In this sentence, "because" explains why students face difficulties. This word shows that the main reason "weak signal and quota" is a big problem is because of the two consequences it causes: students will miss the material presented by the lecturer. They will spend a quota that is significantly different from other applications. In conclusion, the word "because" is a causal conjunction because it functions to show a cause-and-effect relationship. "Because" explains the reason behind the difficulties faced by students, namely that weak signals and limited quotas cause students to miss the material presented by the lecturer and use up more quota compared to other applications.

*During the preliminary study, the researcher found that the problem in writing class appears due to the lack of students' vocabulary and grammar mastery, and the boredom of the learning situation. (abs 2:S3)*

In the sentence above, the word "Because" is included in the category of causal conjunction because it meets the following criteria:

- a) Showing a Cause-Effect Relationship: "Due to" is used to show that something happens due to something else. In this sentence, "due to" shows that the problem in writing class arises because of the lack of students' vocabulary and grammar mastery, and the boredom of learning situations. This indicates that there are specific causes that cause the problem to appear.
- b) Connecting Cause and Effect: "Due to" connects the cause (lack of students' vocabulary and grammar mastery, and the boredom of the learning situation) with the effect (the problem in

writing class appears). It explains why the problem occurs by showing the factors that cause it to appear.

In this sentence, "due to" functions to explain why the problem in the writing class appears. This helps the reader understand the cause-and-effect relationship between the lack of students' vocabulary and grammar mastery, the boredom of the learning situation, and the emergence of the problem in writing class. In conclusion, "due to" is a causal conjunction because it shows a causal relationship between students' lack of vocabulary and grammar mastery, boredom in learning situations, and the emergence of problems in writing classes. "Due to" helps explain the reasons behind the problems that occur, providing a clearer context about the causes of the problems.

#### 4) Temporal conjunction

The last conjunction is the temporal conjunction. A temporal conjunction indicates a simple sequence of events in time (Suningsih, 2016:32). It is a signaling sequence or time. Words signal it: then, next, after that, next day, until then, during, at the same time, and this point. This type of conjunction gives the reader information about the moments or cases that happened at one specific time. Temporal conjunction can be seen in the following data:

*Then, students use DeepL Translator to check the meaning of unknown words, translate phrases, and translate sentences; also, they use Microsoft Word Translator to check the meaning of unknown words, translate phrases, translate clauses, and translate sentences.* (abs 18:S5)

The word "Then" is included in the category of temporal conjunctions because it meets the following criteria:

- a) Showing Time Sequence: The word "then" indicates that the action mentioned after it (using DeepL Translator and Microsoft Word Translator) occurs after the previous action (using Google Translate in the planning stage). This indicates a sequential order of events in time.
- b) Reference to Two or More Clauses: "Then" connects different clauses in time sequence. In this sentence, "Then" connects the action of using Google Translate in the planning stage with the action of using DeepL Translator and Microsoft Word Translator, which occurs afterward.

In the sentence above, "Then" functions to provide an overview of the gradual process carried out by the students. This shows that after using Google Translate, the next step is to use DeepL Translator and Microsoft Word Translator. Thus, "Then" shows that there is a logical and chronological order in the actions taken by the students. In conclusion, the word "Then" is included in the temporal conjunction because it connects two stages in the process carried out by the students, showing the time sequence between one action and another.

*Finally, students have finished writing at the final draft stage, so they no longer use translators at this stage.* (abs 18:S9)

The word "finally" is included in the category of temporal conjunctions because it meets the following criteria:

- a) Showing the Last Time Sequence in the Process: The word "finally" indicates that the action mentioned after it is the last step in a series of actions or processes. In this case, "finally" indicates that the final draft stage is the last in the student's writing process.
- b) Connecting Two or More Clauses with Chronological Order: "Finally" connects the previous stages (using Google Translate and DeepL Translator in the planning, drafting, and editing stages) with the final stage (no longer using a translator in the final draft stage). This indicates that the final draft stage occurs after completing all previous stages.

In the sentence above, "finally" signals that the final draft stage is the closing stage in the student's writing process. This indicates that after this stage, no more actions are taken in the context of using a translation tool. "Finally," indicates that the final draft stage is the final result or conclusion of a series of actions that have been carried out. In conclusion, "finally" is a temporal conjunction because it connects the final stage of a series of previous stages, indicating that the action described is the last step in the process. This word signals that the sequence of events has reached a closing stage or conclusion.

### **Reiteration**

A reiteration is a type of lexical cohesive device that involves repeating a lexical item at one end of the scale, using a general word to refer back to a lexical item at the other end of the scale, and using a synonym, near-synonym, or superordinate in between (Halliday & Hassan, 1976, p. 278). So, repetition also includes synonyms. It can also occur when a word is systematically linked to the one before it, such as near and far. According to the above definition, reiteration can be classified into four types: (1) repetition, (2) synonym, (3) superordinate, (4) general word, and (5) Antonymy

#### 1) Repetition

Repetition occurs when words or phrases appear repeatedly in a text (Saragih & Septiani, 2017:38). Repetition is stating and rewriting an item in the preceding element in the same form. Repetition can be seen in the following data:

*Further, this study also revealed that using Duolingo in learning to speak was effective in every aspect – fluency, accuracy, pronunciation, and vocabulary. It is suggested that teachers use Duolingo as an alternative app for out-of-class learning to enhance students' speaking skills. (abs 16: S8 & S9)*

In the sentence, the words "Duolingo," "learn," and "speak" are considered redundant (repetitive) because they are used more than once in similar or close contexts, which can make the sentence feel redundant. Here are more detailed explanations:

- a) Duolingo: "Duolingo" is used twice in a short sentence. First, as part of the research object ("using Duolingo in learning to speak is effective"), and second, as advice for teachers ("It is recommended for teachers to use Duolingo").
- b) Learning: The word "learning" also appears twice, although in different phrasal forms ("using Duolingo in learning to speak" and "alternative applications for learning outside the classroom"). This repetition can make the sentence feel repetitive.
- c) Speaking: "speaking" is used twice in nearly identical contexts. First, in the phrase "using Duolingo in learning to speak," and second, in advice for teachers to improve students' speaking skills ("to improve students' speaking skills").

*This research examines how English students use translation tools in argumentative writing. This research was conducted using a qualitative method, using audio-visual materials in the form of screen recordings of students' writing and questionnaires in the form of a combination of closed and open-ended questionnaires. (abs 18: S2& S3)*

In the sentence you provided, the words "students" and "writing" are considered repetitions because they appear more than once in the same context.

The word "Students":

- a) "The purpose of this research is to find out how English students use translation tools in argumentative writing."
- b) "This research was conducted using a qualitative method of audio-visual materials in the form of screen recordings of students' writing and questionnaires..."

The word "students" appears twice: first to describe the subject of the research (students who study English) and second to describe the object of the recording (their writing). Using these two words in a very close context makes it seem repetitive.

The word "Writing":

- a) "The purpose of this research is to find out how English students use translation tools in argumentative writing."
- b) "...in the form of screen recordings of students' writing and questionnaires..."

The word "writing" appears twice: first to describe the type of assignment (argumentative writing) and second to describe what was recorded (students' writing).

## 2) Synonym

Synonymy refers to conveying a similar meaning of a thing (Rusdiah & Malombassang, 2018:75). Synonyms are two or more words with very similar meanings, and they are often, though not always, interchangeable in a sentence. Synonyms can be seen in the following data:

*This study aims to know whether students reading a narrative text with the gist strategy achieve better results than students reading the narrative text without using the gist strategy. (abs 6:S4)*

*About this, schools can improvise the curriculum by applying GIST in specific learning subjects to improve student understanding. (abs 6:S9)*

"Using" in the first sentence and "applying" in the second sentence are synonymous because they both refer to implementing or applying something. Although they have slightly different nuances of meaning, they both indicate the process of using a strategy or method in this context.

- a) Using (first sentence): The word "using" here means "using" the GIST strategy when reading a narrative text. This word emphasizes the action of utilizing the strategy in the reading process.
- b) Applying (second sentence): The word "applying" here means "applying" the GIST strategy in the curriculum for a particular subject. This word emphasizes including or integrating the strategy into the learning process.

*Employing a descriptive qualitative approach, this research used questionnaires to collect the data. (abs 11:S3)*

*The research unveils English teachers' perceptions towards the implementation of 'Kurikulum Merdeka' at SMA Assa'adah, including the general concept of 'Kurikulum Merdeka,' Project-Based Learning, teaching modules, and assessment. (abs 11:S4)*

The words "used" in the first sentence and "implementation" in the second sentence can be considered synonyms when using or applying something in a process. Let us analyze:

- a) First Sentence: The word "used" here means utilizing or using a questionnaire as a tool to collect data.
- b) Second Sentence: The word "implementation" here means applying or using the 'Independent Curriculum' in the context of education at Assa'adah High School.

The words "used" and "implementation" can be considered synonyms in that both relate to how something is applied or used in a particular context.

## 3) Superordinate

Superordinate Terms have a hierarchical relationship with more specific terms. They are general categories that include several examples or subcategories. Superordinate terms serve to group more specific items under one general category. In the JEELL abstract, the superordinate does not appear.

4) General word

General words are words with extensive and general meanings. They often refer to larger categories or specific items without identifying them in detail. General words can be seen in the following data:

*The teacher used those questioning strategies to check students' understanding of the previous material, attract students' attention and interest, ask for an explanation from students about the topic, and give time to students to think before answering the questions. (abs 12:S7)*

The word "thing" in the sentence is general because it does not clarify or specify the object. In the context of effective communication, overly general words such as "thing" can confuse readers or listeners because they have to guess what is meant. The word "thing" can refer to a physical object, an abstract concept, an event, an idea, or many other things without providing specific clues. When a teacher asks students to explain "the thing," students may not know whether they are referring to a specific concept that has just been learned, a specific detail from previous material, or a concrete example of a theory that has been taught. Using more specific words improves clarity and understanding and helps assess students' understanding more accurately.

5) Antonymy

An antonym is a word that means the opposite of another word (Syarifah, 2024:24). Antonymy is the linguistic relationship between two words with opposite or contrasting meanings. Words that are antonyms typically belong to the same category of meaning but express opposite ideas. Antonymy can be seen in the following data:

*This study used a descriptive design and data collected from the provision of questionnaires, namely a closed-ended and an open-ended questionnaire. (abs 5:S3)*

In the sentence above, the words close and open are considered antonyms because they have opposite meanings. In the context of the given sentence, a closed questionnaire refers to a questionnaire with predetermined answers, while an open questionnaire allows unlimited and free responses. This contrast of meanings forms an antonymous relationship, where close (limited) is the opposite of open (unlimited). Using such antonyms creates lexical cohesion in the text, helping readers understand the distinction between the two types of questionnaires.

*Speaking tests in paired dialogue measured students' speaking skills before and after learning English using Duolingo. (abs 16:S4)*

In the sentence above, the words before and after are considered antonyms because they have opposite meanings regarding time. In the sentence, before refers to the period before learning English using Duolingo, while after refers to the period after the learning process. This temporal opposition clearly contrasts the students' speaking skills before and after the intervention. Using antonyms creates cohesion in the text by organizing information logically and comparatively, helping the reader understand the differences between the two-time frames being evaluated easily.

### **Collocation**

Collocation is a collection of vocabulary items that appear together. It includes adjective-noun combinations like 'fast food', and verb-noun combinations like 'run out of money'. Bloor and Bloor (Sasi, 2019:33) define collocation as two or more words that 'go together'. As a result, collocation

connects the text using words that frequently occur in the same context or co-occur with one another. collocation can be seen in the following data:

*Several factors were found to influence their reading interest in academic reading.* (abs 3:S10)

The words "Several factors," "reading interest," and "academic reading" are collocations because each pair of words is commonly used together in specific contexts and forms a phrase that sounds natural and appropriate. Detailed explanation:

a) Several factors:

This combination is often used in various contexts to describe aspects that influence or contribute to something. For example, in research, decision-making, or analysis, the phrase "several factors" is naturally used to refer to various elements that need to be considered. This combination is common in scientific articles, research reports, and other academic literature. Typical usage examples: Several factors influence climate change, Several factors contribute to student success, and Several factors were considered in the decision-making process.

b) Reading interest:

This phrase describes how much interest or passion someone has in reading. It is often found in the context of education, literacy, and reader behavior research. For example, studies on reading habits, literacy programs, and evaluation of reading interest among students or the general public often use this combination of words. Typical usage examples: Reading interest among children has been declining; the program aims to boost reading interest in young students. Factors affecting reading interest include access to books and reading habits at home.

c) Academic reading:

This combination refers to reading activities related to academics, such as reading textbooks, scholarly journals, research articles, and other course materials. This is a common phrase in higher education and academic settings, where academic reading skills are critical to student success. The phrase often appears in educational textbooks, study guides, and curricula. Typical usage examples: Academic reading is crucial for university students, Strategies for compelling academic reading, and the course focuses on improving academic reading and writing skills.

### **The cohesive devices are used in abstracts to convey the research writing published in the Journal of English Education, Linguistics and Literature (JEELL)**

#### 1. Reference

Abstracts use references to create links between sentences and parts of the text, enhancing coherence and clarity. These devices include pronouns, determiners, and demonstratives that refer back to previously mentioned concepts or forward to ideas that will be introduced. Abstracts 21 of the Journal of English Education, Linguistics, and Literature (JEELL) illustrate this.

a) Definite Article "the"

"The syllabus" is used several times and refers back to "an integrated English Eduliterature syllabus," maintaining consistency and avoiding repetition.

b) Pronoun "it"

"It" refers to "the syllabus," maintaining the flow of information and connecting sentences that relate to the features of the syllabus.

c) Demonstrative "this syllabus"

"This syllabus" refers to the syllabus that was developed and mentioned earlier, showing its relationship with the information given earlier.

By using references, this abstract connects the various parts of the text and helps the reader follow the author's train of thought more easily. This ensures that each part of the abstract is logically and consistently connected so that the purpose and meaning of the research can be conveyed clearly.

#### 2. Substitution

Substitution is a technique used to avoid repeating words or phrases in a text by replacing them with other elements with similar meanings. This technique helps to maintain the flow of the text and avoid unnecessary repetition, thus improving readability and connectivity between sections of the text. Substitution means using a substitute word or phrase to refer back to something that has been mentioned previously, making the text more efficient and cohesive. This can be seen in Abstract 3, where two substitutions are found in Abstract 3. The following is an explanation of the substitutions in Abstract 3:

a) The word “Ones”

In the sentence “The most significant ones were self-awareness, motivation, and environment”, the word “one” is an example of nominal substitution because it replaces a previously mentioned noun. In this case, "ones" refers to the "factors" mentioned earlier in the sentence. Using "ones" helps avoid repeating the word "factors" in the same sentence, making the sentence feel more concise and flow better. It also clarifies to the reader that the "ones" in question are the factors mentioned earlier, such as self-awareness, motivation, and environment. Thus, this nominal substitution maintains the text's coherence and makes it easier to read.

b) The word “Do”

In the sentence, “Despite knowing that academic reading is important, they are not motivated to do it”, the word “do” is an example of substitution because "do" replaces the previously mentioned phrase "academic reading." "Do" is a pronoun that refers to an activity or concept that has been previously identified, namely, academic reading. Using "it" at the end of the sentence in place of the phrase "academic reading" avoids repetition. Rather than repeating a long phrase, "do" provides a short and straightforward way to refer back to the same activity. So, in this context, "do" is a nominal substitute that replaces the phrase "academic reading," making the sentence more concise and avoiding unnecessary repetition.

3. Ellipsis

Ellipsis is a cohesive device used in language to omit parts of a sentence or phrase that are understood from the context, making communication more efficient and avoiding redundancy. It helps create a smooth flow of ideas by allowing the writer or speaker to leave out information that is already known or can be inferred by the reader or listener. This can be seen in Abstract 3, where nominal substitutions are found in Abstract 3. The following is an explanation of the substitutions in Abstract 3:

"Some" in the sentence "Some find it time-consuming and face difficulties with English vocabulary" is an example of nominal ellipsis because the word "students" is omitted but is still understood from the previous context. Using ellipsis helps keep the sentence more concise and efficient without losing clarity, avoiding unnecessary redundancy. In the context of an abstract, this is especially important to maintain a natural flow of information and focus on the main point, namely the factors influencing EFL students' academic reading interest. By omitting a word that is already understood, ellipsis makes it easier for readers to quickly grasp the gist of the study without being distracted by unnecessary repetition, making the abstract more concise and clearer.

Ellipsis as a cohesive device is used in abstracts to achieve efficiency and clarity of language, allowing the writer to convey important information concisely without repeating words or phrases already understood from the context. In abstracts, which often have word limits, using ellipsis helps maintain a natural and logical flow of information. By eliminating unnecessary elements, the writer can focus on the main points of the study, such as the purpose, methods, results, and conclusions, without overwhelming the reader with excessive information. This makes the abstract more concise and to the point, which is especially important considering that readers often look for a quick overview of the study before deciding to read further.

4. Conjunction

Conjunctions play a vital role in abstracts by linking ideas and sections within the text, creating a logical flow, and making the abstract easier to read and understand. This can be seen

in Abstract 21. Several conjunctions are found in Abstract 21, such as, then, in addition, and finally. The following is an explanation of the conjunctions in Abstract 21:

- a) The word "And": Used several times in this abstract to connect several actions taken by the students, such as "check the meaning of unknown words, translate phrases, translate clauses, and translate sentences." This shows that these actions are equally important and part of the same process.
- b) The word "Then": Indicates a time sequence, helping the reader understand that the use of DeepL Translator occurs after using Google Translate in chronological order.
- c) The word "Also" provides additional information about other translation tools used, indicating that students also use Microsoft Word Translator in addition to Google Translate and DeepL.
- d) The word "in addition" is used to add further information about additional actions taken by the student, expanding information about the drafting stage.
- e) The word "Finally": Indicates the end of the writing process, providing a logical conclusion that at the final stage, the student no longer uses translation tools.

By using these conjunctions, the abstract becomes more coherent and well-structured. Conjunctions help connect the various parts of the research, show the sequence of actions, add additional information, and provide a precise closure. This makes it easier for readers to follow the author's train of thought and understand the research's purpose, methods, and results more effectively.

#### 5. Reiteration

Reiteration is the repetition of certain words or phrases in a text to emphasize a point or connect related ideas. In an abstract context, reiteration helps maintain cohesion and clarify important information. In cohesive devices, repetition includes several techniques to repeat or emphasize an idea or word in a text. Some of the main points of repetition as a cohesive device are repetition, synonymy, superordinate, general word, and antonymy. One example is repetition, as seen in Abstract 21. Several repetitions are found in Abstract 21, such as English language teaching, syllabus, and integration. The following is an explanation of the conjunctions in Abstract 21:

- a) "English Language Teaching" functions to emphasize the primary focus of the study on effective English language teaching.

The repetition of "English Language Teaching" at the beginning of the first sentence emphasizes that the study's primary purpose is to develop effective English language teaching. This provides a clear context for the reader about the focus of the study.

- b) The "Syllabus" function emphasizes the importance of developing a syllabus as a solution to the identified problem.

The repetition of the word "syllabus" helps the reader understand that the problem faced is the absence of a syllabus and that the proposed solution is the development of an integrated syllabus.

- c) "Integrated"

Functions to emphasize that the syllabus developed combines various aspects of language teaching.

The repetition of the word "integrated" shows that the syllabus developed covers teaching in madrasahs and Islamic boarding schools, covering various programs and activities, thus providing a comprehensive approach.

In conclusion, reiteration in this abstract emphasizes important points and key concepts, ensures the reader understands the main focus of the research, provides logical connections between the various parts of the abstract, and clarifies relevant information to convey the purpose and context of the study.

## 6. Collocation

Collocations are combinations of words that occur frequently in a language and sound natural to native speakers. Collocations provide familiar and consistent patterns in text, which help readers understand the relationships between ideas more easily. When words that are frequently used together appear, readers can quickly recognize and understand the intended meaning. Collocations convey more specific meanings. By using combinations of common words in a particular field, writers can convey information in a way that is more accurate and consistent with terms known in that field. This can be seen in Abstract 19. Several reiterations are found in Abstract 19, such as classroom practice and the EFL classroom. The following is an explanation of the conjunctions in Abstract 21:

## a) EFL Classroom

EFL (English as a Foreign Language) is a term often used in English language education to describe teaching English to learners who do not speak English as their first language. "EFL classroom" is a collocation because this combination of words often refers to a learning space or environment where English is taught as a foreign language. This phrase sounds natural to English speakers and writers in an educational context.

## b) Classroom Practices

"Classroom practices" refers to the methods, techniques, or activities carried out in the classroom. This phrase is often used to describe how educators implement teaching and learning. "Classroom practices" is a collocation because this combination of words is conventionally used to describe practices or approaches implemented in the classroom. This phrase gives a specific meaning related to teaching and learning activities.

In conclusion, Collocations serve as cohesive devices in abstracts because they help ensure readability, facilitate the delivery of specific meaning, increase consistency, establish logical flow, and convey purpose efficiently. The proper use of collocations allows the reader to follow better and understand the meaning of the abstract and ensures that information is conveyed clearly and professionally.

The dominance of collocation (430 instances) and reiteration (269 instances) in the JEELL journal abstracts marks a significant shift from previous findings, where reference, conjunction, and substitution were more prominent (e.g., [Dania, 2018](#); [Rositasari, 2019](#)). This lexical preference suggests a strategic use of natural word associations to achieve textual cohesion, rather than relying heavily on grammatical cohesion devices. One possible explanation is that journal authors are typically more experienced in academic writing and thus lean toward more nuanced lexical choices that enhance semantic clarity and flow. This aligns with Hoey's (2005) view that lexical cohesion—especially collocation—plays a central role in establishing discourse continuity in professional writing.

Furthermore, the reduced reliance on conjunctions (117 instances) and references (291 instances) in JEELL abstracts may reflect the abstracts' concise and compact nature, where lexical cohesion becomes a more efficient strategy. Unlike student writers, who often overuse reference markers (e.g., "this," "it," "they") and conjunctions ("therefore," "however"), professional academic writers might prioritize semantic density over syntactic linkage. This mirrors findings from Widyastuti (2020), who observed that lexical cohesion dominates texts with high information load but limited space.

The scarcity of ellipsis (4 instances) and substitution (2 instances) also highlights a broader trend in academic abstracts, where such devices are often avoided due to their potential to create ambiguity. While some earlier studies noted moderate use of substitution ([Dania, 2018](#)), others found it almost nonexistent, suggesting that this device is context-dependent and rarely central to cohesion in academic abstracts. Their minimal use in JEELL abstracts may be attributed to the emphasis on explicit clarity and reader accessibility, especially in texts aimed at international readerships.

These findings challenge prior assumptions about the dominance of reference and conjunctions in cohesive strategies and underscore a transition toward more lexical-based cohesion in

journal abstracts. This shift has pedagogical implications: academic writing instruction should perhaps place greater emphasis on collocational awareness and lexical variation, rather than solely focusing on grammatical cohesion. Teaching students to develop this lexical sensitivity may better prepare them to produce writing that mirrors professional academic standards.

The comparison between Halliday and Hasan's theory and the findings from JEELL journal abstracts reveals an adjustment in cohesion strategies based on text type. According to Halliday and Hasan, all types of grammatical and lexical cohesion are essential in creating a coherent text. However, the findings from JEELL abstracts show a tendency to rely more heavily on lexical cohesion in practice, particularly in concise and information-dense texts like academic abstracts. Lexical cohesion, such as collocation and reiteration, allows meaning to be conveyed more directly and clearly through familiar word associations, making it possible to communicate complex ideas within limited space. On the other hand, grammatical cohesion devices like ellipsis and substitution, which tend to be more ambiguous, are often avoided due to their potential to obscure meaning, an issue particularly critical in academic abstracts.

These findings carry significant meaning and implications. While Halliday and Hasan's framework remains a valuable foundation for understanding cohesion, its application must be contextualized according to the communicative purpose of the text. Professional academic writers tend to choose cohesion strategies that are most effective, efficient, and conducive to semantic clarity, depending on the genre. Therefore, academic writing instruction should emphasize using references and conjunctions and include targeted training in collocation and reiteration. This approach would better prepare novice writers to produce cohesive texts aligned with professional academic standards.

## Discussion

Based on the analysis of English-language scientific article abstracts from SINTA 5-accredited journals, cohesive devices vary significantly in type and intensity; however, their structural and functional application tends to be inconsistent (Setiawati, 2015). Grammatical cohesion devices, such as reference and conjunction, were more dominant than lexical cohesion devices, such as reiteration and collocation (Aziz, 2024). Nevertheless, most of their usage have not been fully aligned with Halliday and Hasan's ideal principles of cohesion. This misapplication is evident in sentences that lack logical support for one another, non-functional repetition, and the overly literal use of conjunctions that fail to enhance inter-idea relationships. Observational and documentation data indicate that many abstract writers lack sufficient linguistic awareness in constructing idea continuity through cohesive language structures (Ardiyanti & Setyorini, 2019; Sanajaya et al., 2021). These findings are further supported by interview results, which reveal that abstract writing is often done intuitively, without rhetorical strategies or careful discourse considerations. Generally, it can be concluded that although cohesive devices are used in the abstracts of SINTA 5 journals, their usage quality remains far from optimal and does not adequately support overall discourse cohesion. As a result, the scientific message intended to be conveyed becomes less effectively communicated to the reader.

Compared with previous studies, particularly those conducted by Sitoro et al., (2020) and Lestari et al., (2020), the findings of this research offer a sharper dimension in highlighting cohesion issues at the microtextual level Sitoro et al., (2020) found that using anaphoric references was the most dominant form of cohesion in abstracts written by final-year students; however, their study did not link this finding to the effectiveness of the scientific message being communicated. Meanwhile, Lestari et al., (2020) focused their analysis on full-length scientific articles, without specifically examining the abstract section. The strength of the present study lies in its more focused scope, limited to abstracts, while employing a more complex and integrative approach that combines structural analysis, interviews, and documentation. This study goes beyond merely identifying the types of cohesive devices; it also offers a critical reflection on their impact in scientific communication. Herein lies the significant contribution of this research: it successfully demonstrates that cohesive devices are not only linguistic binders but also rhetorical elements that influence the readability, clarity, and credibility of scientific discourse itself (Aziz, 2024). Thus, this study enriches the academic discourse landscape

by emphasizing the importance of a more comprehensive and in-depth discourse analysis approach in evaluating scientific texts, particularly within the context of lower-tier accredited journals.

The findings of this study reflect the significance of the initial research objective—namely, to identify and explain the use of cohesive devices in abstracts as part of an effort to improve the quality of scientific discourse. This reflection is evident from the findings that many authors use cohesive devices unconsciously, resulting in texts lacking communicative clarity (Dini et al., 2022; Lestari et al., 2020). This finding also indicates that awareness of the importance of cohesion in abstracts has yet to become an integral part of scientific writing practices, particularly within lower-tier academic journals (Budiwan & Suswandari, 2021). However, the abstract is the first part of a scientific article to be read, and it plays a crucial role in determining whether readers will proceed to engage with the full article. When the abstract fails to create a strong first impression, the potential for knowledge dissemination from the article is also compromised. Therefore, the findings of this study not only portray the current state of abstract writing but also serve as a mirror for academics, researchers, and journal editors to pay closer attention to linguistic aspects as essential components of scholarly writing. This reflection reinforces the notion that mastery of cohesive devices is not merely a technical skill, but also a reflection of intellectual depth and a sense of responsibility in communicating scientific knowledge effectively to a broader audience.

The implications of this study are wide-ranging and cover upon various aspects of the academic landscape, particularly in scientific writing instruction, journal management, and applied linguistics curriculum development. The findings regarding the weak use of cohesive devices indicate a pressing need to revise current approaches to teaching academic writing, especially at the higher education level. Both students and lecturers must be equipped with a deeper understanding of how to construct cohesive texts, not merely in terms of formal structure, but also from functional and pragmatic perspectives (Zainiah, 2018). In addition, journal editors should consider developing more comprehensive writing guidelines that go beyond content structure to include linguistic principles, particularly discourse cohesion and coherence. Furthermore, for language researchers and discourse analysts, these findings present an opportunity to develop more objective assessment tools for abstract quality, grounded in discourse analysis theory (Has, 2021). On a broader scale, the implications may even extend to public policy, particularly in improving the quality of national scientific publications and supporting Indonesia's vision of achieving internationally reputable academic output. Therefore, the findings of this research are not merely linguistic data, but a foundation for concrete actions aimed at systematically and sustainably enhancing the quality of scientific communication.

The findings indicating the low quality of cohesive device usage in English-language abstracts published in SINTA 5 journals are not incidental; instead, they are the consequence of several interrelated systemic factors (Widhiyanto et al., 2023; Triyana & Sujarwati, 2023). First, inadequate training in academic writing within higher education curricula has left many authors without a solid theoretical foundation or practical skills in constructing cohesive discourse. Second, the common practice of writing based on intuition, without rigorous linguistic editing, often leads to improper use of cohesive devices. Third, low editorial expectations in some SINTA 5 journals contribute to neglecting linguistic quality during the article selection and review process. Fourth, using English as a foreign language adds a layer of difficulty for many authors who lack sufficient linguistic competence. These factors affect the quality of abstracts and reflect broader challenges in Indonesia's academic writing practices, particularly in terms of linguistic and discourse approaches (Syarifah, 2024). Therefore, the interpretation of this study's findings must be situated within a broader framework that acknowledges the evolving nature of the academic and educational systems in Indonesia and the pressing need for comprehensive improvement.

Based on the results and analyses presented, multiple stakeholders must simultaneously undertake concrete actions to improve the quality of scientific abstract writing, especially in lower-accredited journals. Higher education institutions should integrate academic writing training, emphasizing cohesion and coherence as a mandatory part of the curriculum, rather than as an optional supplementary course. Journal editors must enforce stricter evaluations of submitted abstracts and

provide in-depth linguistic feedback to authors. Technical training for journal reviewers on assessing abstracts from a linguistic perspective should also be developed and implemented. Furthermore, practical modules or guidelines on using cohesive devices in scientific abstracts should be created and openly accessible to novice writers. Through institutions such as the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), the government can play a role by promoting incentive policies for journals that successfully improve the linguistic quality of their articles. Suppose these measures are implemented in an integrated manner. In that case, they will create an academic ecosystem that is productive in terms of publication quantity and high-quality in terms of language use and scientific rhetoric. Therefore, the findings of this study serve as a strategic foundation for real and impactful changes in scientific writing practices in Indonesia.

## CONCLUSION

One of the most surprising findings in this study is that, although the abstract is a vital part of a scientific article intended to provide a logical and concise summary of scholarly thought, many authors from Sinta 5 journals compose abstracts with weak linguistic structures, particularly in terms of discourse cohesion. This fact is surprising not due to the authors' lack of technical understanding of cohesive devices, but rather because of a low awareness that the abstract serves as the initial face of the scientific work. The study reveals that grammatical cohesive devices, such as references and conjunctions, are more frequently used than lexical cohesion devices. However, their use does not guarantee semantic integrity and idea unity, as it is not accompanied by functionality considerations within the scientific discourse context. Another equally important finding is that abstract writing relies heavily on linguistic intuition rather than a systematic understanding of academic language conventions. This strongly reflects those issues in abstract writing are not merely linguistic problems but epistemic and methodological challenges within our academic culture. Therefore, this study uncovers a condition that is important to recognize and urgently requires immediate attention from various stakeholders in the academic community.

This study significantly contributes to theoretically and practically advancing knowledge, particularly in discourse analysis and academic writing. Theoretically, this research strengthens and expands the application of Halliday and Hasan's cohesion theory by contextualizing it in writing scientific abstracts in English in lower-tier national journals. Using an integrative approach that combines structural discourse analysis with interviews and documentation, the study presents a comprehensive picture of how cohesive devices are utilized in real-world contexts rather than in idealized terms. Practically, the findings of this research can serve as an important reference for improving academic writing training systems, especially those focused on cohesion and discourse coherence. Furthermore, this study can be used as a guideline for developing more comprehensive scientific article writing standards by higher education institutions, journal managers, and government agencies involved in academic development. The added value of this research lies in its success in raising an issue that has often been overlooked but has significantly impacted the quality and competitiveness of national scientific publications. Therefore, this study answers specific scientific questions and opens broader discussions on the importance of discourse literacy in Indonesia's academic landscape.

Although this study successfully reveals various dynamics in the use of cohesive devices in abstracts of Sinta 5-accredited journal articles, it is inevitably subject to several limitations that should be acknowledged as opportunities for future research development. One primary limitation is the scope of data, which only covers journals accredited at the Sinta 5 level and is restricted to articles written in English. Therefore, generalizing these findings should be done cautiously when applied to journals with higher accreditation levels or articles written in Indonesian. Furthermore, although interviews and documentation methods were employed, the number of informants and the breadth of field data could be expanded to strengthen the validity of the findings. However, these limitations are not weaknesses but important foundations for subsequent studies. Future research can explore cohesive devices in other scientific texts, such as introductions or conclusions, or compare cohesion

in abstracts between national and international journals. Additionally, a quantitative approach can be integrated to observe the frequency patterns of cohesive device usage systematically. In other words, this study opens many new opportunities to explore further the relationship between language use and the quality of scientific communication, which ultimately can support the overall improvement of the quality of scientific publications in Indonesia.

### DECLARATIONS

<b>Author contribution</b>	: Muhammad Saibani Wiyanto is responsible for all stages of the research, including planning, data collection, and analysis. Muhammad Saibani Wiyanto is collaborating with Annisa Brilianty, Suparti, Fitri Resti Wahyuniarti, and Adib Darmawan to prepare the article. Muhammad Saibani Wiyanto is a translator into English. Due to their cooperation, this journal article was prepared well.
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