



# Grammatical Cohesion in Kompas Online News and Its Application as Teaching Materials for News Texts

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**Abstract.** The goal of this research is to examine the form of grammatical cohesion in online news on [Kompas.com](https://www.kompas.com) and how it can be utilized to create news text teaching materials. The research method used was qualitative, and the subjects of this study are different types of grammatical cohesion in the news. Data was gathered through observation and documentation. Interactive analysis technique was used to analyze data. This study discovered grammatical cohesions consisting of: 7 references, 7 conjunctions, 7 substitutions, and 2 ellipses. The findings of this study were used as news text teaching materials in Class VII, Phase D of the Independent Curriculum for Junior High Schools (SMP). The Learning Objective achieved with this material is the 7.4.6: *students deepen their knowledge of linguistic elements in explanatory news texts by carefully marking the types of sentences in the news text.*

**Keywords:** grammatical cohesion · news online · news text

## 1 Introduction

In communication, humans and language cannot be separated. Written media is one way humans communicate with language. Because this communication process does not take place directly, the reader must interpret the meaning of the communication. There must be discourse in the text to help interpret the meaning of the text's utterances.

Discourse is a unit of linguistic elements in the most complex and complete form [1]. The study of this communication process is called discourse analysis. Discourse analysis is the study of how sentences in written language form larger units of meaning [2]. Discourse analysis focuses on studying a series of sentences that have cohesion and coherence relationships [3].

The use of a good variety of language is characterized by the existence of a cooperative relationship called cohesion and coherence so as not to cause ambiguous perceptions [4]. Accuracy is needed in finding the cohesion and coherence that lies within the discourse. The discovery of coherence and cohesion can make it easier to analyze a discourse. Cohesion is the relationship between the elements in the text that make up the discourse [5]. Cohesion can provide information by encouraging the reader to describe

the structure of the text [6]. Discourse analysis can be done in two ways, namely through grammatical cohesion and lexical cohesion.

Grammatical cohesion is a marker of cohesion that focuses on the use of sentence structure rules [7]. What needs to be considered in this grammatical cohesion is the structure that builds discourse. Grammatical has characteristics that include morphological and syntactic devices [8]. Grammatical is always related to conformity with the structure in grammar [9].

Not all languages have the same grammatical structure. Each language has a different grammatical construction in expressing a cause [10]. Including Indonesian, which has its sentence structure rules. Grammatical rules must always be considered to maintain linkages and coherence between sentences in a discourse [11].

Grammatical cohesion does not only talk about roles, but also the function of each role played in a clause or sentence so that the clause/sentence has grammatical or regular/grammatical relations [12]. There are several aspects that can be used as markers of grammatical cohesion. Grammatical cohesion consists of four markers: reference, substitution, ellipsis, and conjunction [13].

Written discourse that contains grammatical cohesion can be found in society, for example through news. News is a source of information about an event or opinion that has important and interesting values to be published widely through the mass media [14]. People nowadays prefer to read news online rather than in print media. There is a lot of interesting news for the public to read online. Grammatical forms are used by news writers to express their ideas and findings. Typically, news writers write down their thoughts in the form of grammatical representations [15].

As technology advances, it becomes easier for humans to communicate with one another via digital communication tools such as gadgets and network access [16]. Humans use this digital communication tool to make it easier for them to communicate with one another. People in Indonesia are increasingly utilizing network access. Indonesian Internet Service Providers discovered an increase in internet users in 2018 [17].

The high percentage of internet users demonstrates that the majority of Indonesians understand technology and can obtain information from online media [18]. Online news portals are one type of media that can be used to exchange information. Language is used as a vehicle to express the author's specific goals to new readers [19]. Almost everyone, including students, has read news on the internet. Students frequently use technology to help them learn.

Online news is easily accessible to students, making it a tool that can be used as learning and teaching materials in the classroom [20]. Teaching materials are one of the factors that can influence whether or not learning is effective [21]. The teaching materials in question are those pertaining to news text material. A news text is a text that contains information about current or past events that are still widely discussed by many people [22].

Students' creative reasoning skills can be improved by analyzing discourse in the form of grammatical cohesion in online media news, which is now very easy to find. This ability can help citizens understand a news text message and support the principle

of lifelong learning [23]. Meaning construction is performed on texts in online media news that involve language comprehension and cognitive processes [24].

Several previous researchers have conducted research on grammatical cohesion in online media news and its application as teaching materials. Some of the studies that have been conducted are listed below. Setianingrum and Sabardila (2017) conducted research under the title “Grammatical and Lexical Cohesion Tools in the ‘Selebritas’ Rubric Discourse in Femina Magazine as Teaching Materials for Writing Narrative Texts” [25]. The similarity with this study is that they both investigated grammatical cohesion and its application as teaching materials. The primary distinction with this study is the type of text used as teaching material, which was narrative text.

Safaah (2020) conducted research titled “Lexical, Grammatical, and Contextual Meaning in the Ministry of Maritime Affairs and Fisheries Slogan (Study of Meaning and Its Relevance as Linguistic Teaching Materials)” [26]. The similarity with this study is that they both look at the grammatical cohesion and its implementation as teaching material. The distinction lies in the type of material used as teaching material, which is linguistics rather than news texts.

Megayatma and Pratiwi (2022) conducted research titled “Grammatical and Lexical Cohesion of News Texts of Face-to-Face Learning on [Kompas.com](https://www.kompas.com) Social Media” [27]. The similarity with this research is that they both examine grammatical cohesion in [Kompas.com](https://www.kompas.com) online media news. The difference is that their research does not implement it as teaching material.

Ashari (2019) conducted a study titled “Analysis of Grammatical Cohesion in Cnnindonesia.com Online News in the October 2019 National Rubric” [28]. The resemblance between that study and this research is that both look at the grammatical cohesion of online news. The distinction is that Ashari did not use it as teaching material.

Hardiaz (2020) conducted research on “Grammatical and Lexical Cohesion in Ahmad Tohari’s Kubah Novel and Their Implications for Learning Indonesian in High School” [29]. The similarities between this study and the previous one are that they both discuss grammatical cohesion and its application as teaching materials. The distinction is in the source of the data used in this study, which is novels rather than news.

Based on the background described above, the problem formulation in this study is (1) the form of grammatical cohesion in online news media on the [Kompas.com](https://www.kompas.com) and (2) its implementation as teaching materials for news texts. The goal of this research is to identify forms of grammatical cohesion in online news on the [Kompas.com](https://www.kompas.com) and use them as teaching materials for news texts. The news text discourse contains linguistic elements that are used to explain the meaning. These linguistic elements are associated with the grammatical cohesion of the news text.

## 2 Method

This study is a descriptive research that employed a qualitative approach. A qualitative approach is a research method that collects data in the form of written words and then presents it in a descriptive format [30].

This study examined the grammatical cohesion in online news on [Kompas.com](https://www.kompas.com) website, as well as their implementation as teaching material for news texts. This study’s

subjects were news stories from the online media site. The topic of this research is grammatical cohesion. The research data was in the form of discourses containing grammatical cohesion. Data collection utilized observation and documentation method. The information was obtained through online news reading activities on [Kompas.com](https://www.kompas.com) in March 2022. Six online news sources were used to collect qualitative data from the entire population. Based on the discovery of a large amount of data, four online news sources were chosen from this population.

The data in the article is presented in the form of sentence excerpts with grammatical cohesion, followed by a description of the data. Methods and data analysis techniques employed interactive analysis techniques. This technique began with data collection in the form of grammatical cohesion. The following stage is data reduction, which is accomplished by categorizing grammatical cohesion. The data on grammatical cohesion is presented in tabular form. The verification stage is reached by ensuring that the conclusions listed in the discussion section can answer the existing problem formulation.

### 3 Result and Discussion

#### 3.1 Forms of Grammatical Cohesion in Online News on Kompas.com

This study discovered four types of grammatical cohesion in online news on [Kompas.com](https://www.kompas.com): reference, substitution, ellipsis, and conjunction. The frequency is shown in the Table 1.

##### 3.1.1 Reference

Reference is one of the markers of grammatical cohesion that restates the same reference through different forms [31]. This reference process demonstrates how grammatical cohesion connects all discourses. The following are some examples of the references found in this study.

*Data (1): Nadiem Makarim pun mengajak semua pihak untuk bertindak lebih nyata dalam menghadapi tantangan global di dunia pendidikan maupun di sektor lain, seperti kesehatan dan lingkungan. “Selama ini, kita semua belum berupaya*

**Table 1.** Grammatical Cohesion Found

| Type         | Frequency |
|--------------|-----------|
| Reference    | 7         |
| Conjunction  | 7         |
| Substitution | 7         |
| Ellipsis     | 2         |
| <b>Total</b> | <b>23</b> |

*dengan maksimal. Cara hidup kita belum cukup berkelanjutan, belum cukup tangguh, belum cukup berkeadilan untuk menghadapi tantangan berikutnya di masa depan,” tutur dia. (Ihsan, 2022: 1)*

*(Nadiem Makarim also invites all parties to act more concretely in facing global challenges in the world of education and in other sectors, such as health and the environment. “So far, we haven’t all tried our best. Our way of life is not sustainable enough, tough enough, not fair enough to face the next challenges in the future,” he said).*

Data (1) contains an anaphoric reference, which means a reference to other forms contained in the previous sentence. In the second sentence, there is a reference marker **dia** that refers to the subject of the first sentence, **Nadiem Makarim**. The second sentence’s quote is a narrative by the subject Nadiem Makarim.

*Data (2): Perempuan yang akrab disapa Liany itu menuturkan, ia membuka rumah baca itu pada Juli 2021. Saat itu, Covid-19 sedang merebak di Kabupaten Manggarai Barat. (Taris, 2022: 1)*

*(The woman who is familiarly called Liany said that she opened the reading house in July 2021. At that time, Covid-19 was spreading in West Manggarai Regency).*

Another anaphoric reference was discovered in data (2). In the second sentence, there is a reference marker **saat itu** that refers the adverb of time in the first sentence, namely **July 2021**. The time referenced in the second sentence takes up the adverb element of time in the first sentence.

All of the reference markers found in this study were in the form of anaphoric reference. This type of reference can refer to people (*dia, ia, mereka*), nouns (*itu*), and inter-sentence comparisons (*selain itu*). Previous research discovered the same thing in the form of three types of references: (1) individual references, which are identical to first, second, and third person pronouns; (2) demonstrative references, which are guide words to replace nouns consisting of singular demonstratives, derivatives, combinations, and reduplications; and (3) comparative references, which are comparisons to compare the person spoken of in the sentence before and after the sentence [32].

### 3.1.2 Conjunction

Conjunction is a grammatical cohesion marker that serves to connect sentences in a discourse [33]. Conjunctions have a big role in creating grammatical cohesion [34]. The following are some examples of the conjunctions found in this study.

*Data (3): Indonesia, lanjut Mendikbud Ristek, sangat menjunjung tinggi prinsip kolaborasi. Karena itulah dalam momentum Presidensi G20 ini, Indonesia mengajak negara-negara anggota G20 untuk memperkuat kolaborasi yang telah dikerjakan selama 2 tahun terakhir demi mewujudkan masa depan pascapandemi yang lebih adil, tangguh, dan berkelanjutan. (Ihsan, 2022: 2)*

*(Indonesia, continued the Minister of Education and Culture, highly upholds the principle of collaboration. That’s why, in the momentum of the G20 Presidency,*

*Indonesia invites G20 member countries to strengthen the collaboration they have been working on for the last 2 years in order to create a post-pandemic future that is more just, resilient and sustainable)*

Data (3) contains a subordinative conjunction that serves to show a difference of levels. This conjunction is marked by the word *karena* in the start of the second sentence. The discourse in the second sentence is based on the discourse in the first sentence, thus creating a subordinative relationship.

**Data (4):** *Ia pun memilih menjadi tukang ojek untuk membeli berbagai perlengkapan di Rumah Baca Woang. **Sehingga**, api literasi tetap menyala di desanya.* (Taris, 2022: 2)

*(He also chose to be a motorcycle taxi driver to buy various equipment at the Woang Reading House. **Thus**, the fire of literacy continues to burn in his village)*

Data (4) includes a consecutive conjunction that serves to explain a cause and effect relationship. This is marked by the word **sehingga** at the start of the second sentence. The discourse in the second sentence was caused by the discourse in the first sentence.

The conjunctions found in this study are various in types, such as subordinative, consecutive, coordinative, correlative, and inter-sentence. A previous study also found similar types of conjunctions, which were coordinative, subordinative, correlative, and inter-sentence [35].

### 3.1.3 Substitution

Substitution is a type of grammatical cohesion in the form of substituting certain linguistic units with other linguistic units of discourse to obtain specific characteristics [36]. The following are examples of the substitution found in online news on [Kompas.com](http://Kompas.com).

**Data (5):** *“Selama ini, kita semua belum berupaya dengan maksimal. Cara hidup kita belum cukup berkelanjutan, belum cukup tangguh, belum cukup berkeadilan untuk menghadapi tantangan berikutnya di masa depan,” tutur **dia**. Indonesia, lanjut **Mendikbud Ristek**, sangat menjunjung tinggi prinsip kolaborasi.* (Ihsan, 2022: 1)

*(“So far, we haven’t all tried our best. Our way of life is not sustainable enough, tough enough, not fair enough to face the next challenges in the future,” **he** said. Indonesia, continued the **Minister of Education and Culture**, highly upholds the principle of collaboration)*

In data (5) above, the substitution is marked by the word **dia** in the first sentence. It substitutes the subject element in the second sentence, which is **Mendikbud Ristek**. The word *dia* refers to **Mendikbud Ristek**.

**Data 6:** *Pokja Pendidikan G20 berlangsung 3 hari, dari mulai 16–18 Maret 2022. Selama 3 hari **itu**, pertemuan dihadiri oleh 27 delegasi anggota negara G20, undangan khusus, dan organisasi internasional yang hadir secara luring, serta 64 anggota negara G20 yang hadir secara daring.* (Ihsan, 2022: 1)

*(The G20 Education Working Group lasted 3 days, from **16–18 March 2022**. During **those** 3 days, the meeting was attended by 27 delegates from G20 member countries, special invitees, and international organizations who attended offline, as well as 64 G20 member countries who attended online)*

In data (16) above, the substitution is marked by the word **itu** in the second sentence. It substitutes the element of adverb of time in the first sentence, which is **16–18 Maret 2022**. The word **itu** refers to **16–18 Maret 2022**.

This study also found personal pronouns in correlation with the phrase substitution and noun substitution. This is in line with a previous study that discovered nominal substitution and phrase substitution [37].

### 3.1.4 Ellipsis

Ellipsis is one of the markers of grammatical cohesion that replace certain structures with blanks [38]. The process of removing this sentence structure has no effect on the meaning of the sentence. The following are examples of the ellipsis found in online news on [Kompas.com](http://Kompas.com).

***Data (7): Menurut Nadiem, pandemi Covid-19 telah membawa momen refleksi kepada berbagai pihak mengenai tantangan sistem pendidikan yang dihadapi dunia saat ini. ☞ Pandemi Covid-19 juga telah mendisrupsi dan mengganggu sistem pendidikan secara global serta mempengaruhi ratusan juta anak di seluruh dunia. (Ihsan, 2022: 1)***

***(According to Nadiem, the Covid-19 pandemic has brought a moment of reflection to various parties regarding the challenges the education system is currently facing in the world. ☞ The Covid-19 pandemic has also disrupted and disrupted the education system globally and affected hundreds of millions of children worldwide)***

Data (7) above includes an ellipsis of subject element in the second sentence. The subject element in question **Menurut Nadiem**. This elimination does not alter the meaning of the second sentence.

***Data (8): Liany mengatakan, siswa SMP dan SMA yang mendapatkan tugas dari guru datang ke rumahnya untuk belajar. Tak hanya siswa SMP dan SMA, siswa SD ☞ di sekitar rumahnya juga ikut bergabung. (Taris, 2022: 1).***

***(Liany said that junior and senior high school students who received assignments from the teacher came to her house to study. Not only junior and senior high school students, ☞ elementary school students from around his house also joined in.)***

In data (8), an ellipsis of complement element is found in the second sentence. The element in eliminated is **yang mendapatkan tugas dari guru**. This does not change the meaning of the sentence.

The ellipses found in this study are in the form of subject element elimination (referring to persons). This is in line with [39], which stated that the most frequently found

form of ellipses are the ones referring to persons, because persons are often involved in discourse.

### 3.2 News Text Teaching Material

The findings regarding grammatical cohesion in online news media on the [Kompas.com](http://Kompas.com) website can be implemented as teaching materials for learning Indonesian, namely news texts in Class VII Junior High School (SMP) Phase D. Grammatical cohesion is included as one of the linguistic elements of news texts in the independent curriculum. This material is in phase D with elements of reading and viewing news texts in the independent curriculum, the curriculum recently launched by the Ministry of Education and Culture. Grammatical cohesion consisting of discourse relationship markers is a linguistic element that builds news texts. Material for finding and understanding the meaning of discourse, which is characterized by grammatical cohesion, is the same as understanding the contents of news texts. This material can also be used as a means to develop one of the dimensions of the Pancasila student profile, namely, critical reasoning, by identifying linguistic elements in news texts.

Learning objectives, applicable curriculum, and learning outcomes are used as the basis for making news text teaching materials. The learning objectives used in this teaching material are 7.4.6: students deepen their knowledge of linguistic elements in explanatory news texts by carefully marking the types of sentences in the news text. The learning outcomes that have been determined are 7.4.6.1: students are able to find grammatical cohesion on online news on the Kompas.com independently and 7.4.6.2 students are able to understand the meaning of discourse in news texts through analysis of grammatical cohesion in the online news.

An example of the core teaching materials developed from research results: students are asked to explain the relationship of a discourse to the data. Explanations can be in the form of keywords that show the grammatical cohesion of substitution markers. Then students explain the purpose of the discourse.

The learning activities are divided into three categories: preliminary, core, and closing. Preliminary activities include greetings, prayers, attendance, perception, and a description of learning objectives. The core activity consists of: (1) students carefully observe the material about linguistic elements in the news text in the form of grammatical cohesion, (2) students in pairs search for one news on the online media site Kompas.com using gadgets, (3) students do observing, asking questions, and identifying grammatical cohesion on online media news on the Kompas.com site, (4) students discuss to understand the meaning of discourse in news texts through analysis of grammatical cohesion on online media news on the Kompas.com site, (5) students present results of discussions about grammatical cohesion, (6) teachers and other students provide responses and feedback related to the results of these discussions, (7) teachers and students reflect on learning outcomes with grammatical cohesion material. The learning activity was closed with a prayer and closing greetings from the teacher.

Based on the analysis of the study, the results can be concluded as follows.

1. This study found grammatical cohesion in the form of 7 references, 7 conjunction, 7 substitutions, and 2 ellipses.



2. The results of this study can be used as teaching material for news texts in Class VII Phase D Junior High Schools (SMP) according to the Independent Curriculum. The learning objectives used in this teaching material are 7.4.6: students deepen their knowledge of linguistic elements in explanatory news texts by carefully marking the types of sentences in the news text. The determined learning outcomes are 7.4.6.1: students can find grammatical cohesion in online news on Kompas.com independently, and 7.4.6.2: students can understand the meaning of discourse in news texts well through analysis of grammatical cohesion in online news on Kompas.com.

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