

Analysis of Errors in Conjunction in Factual Genre Essay Middle School Students (SMP) in West Lombok Regency

¹I Nyoman Sudika, ²Khairul Paridi, ³Moch. Asyhar

Abstract---*Conjunction is a very important linguistic element in writing as a bearer of the total meaning of the ideas of a writing. The purpose of this study is to describe the errors of the use of conjunctions in the factual essays of junior high school students in West Lombok Regency, mainly related to the use of conjunctions at the phrase, sentence, and paragraph level. The research data was obtained through listening, documentation and introspection methods. The data that has been collected is analyzed using the matching method and the aggregate method. The results of the data analysis show that the use of conjunctions between sentences and between paragraphs are incorrect. However, based on the use of conjunctions in syntactic behavior can be classified into five types, namely; (a) mistakes in the use of coordinative conjunctions, (b) errors in the use of subordinative conjunctions, (c) errors in the use of correlative conjunctions, (d) errors in the use of conjunctions between sentences, and (e) errors in the use of conjunctions between paragraphs.*

Keywords---*Error Analysis; Conjunctions, and Factual Essay Genre.*

I. INTRODUCTION

Developing understanding and reasoning skills is the basis for student learning activities in general. The way students use language will affect social, emotional, physical and cognitive development. The success of students in various fields such as natural science, social science, and mathematics depends on the ability of students to understand and arrange language based on the level of reasoning ability. To achieve a high level of proficiency, they need to be given the opportunity to practice, express their own meaning, interact, use language creatively, and carry out a large number of functions related to a number of topics (Ghazali, 2010: 43).

The ability of reasoning can actually be expressed in language units called texts. Text can be in the form of oral text and written text, even in multimodal, which is a combination of oral and written text and images / animation / film. The text itself has two main elements, namely the context of language use and the context of a situation. The context of the use of language includes the message, ideas, and thoughts to be conveyed that underlie the birth of the text, while the context of the situation includes the social and cultural context of the speech community in which the text is produced. Text basically has a structure. Text structure forms the structure of

¹ University of Mataram, Mataram, Indonesia.

² University of Mataram, Mataram, Indonesia

³ University of Mataram, Mataram, Indonesia

thinking, so that in every mastery of certain types of texts, students will have the ability to think and reason according to the structure of the text under their control. With various types of texts they have mastered, students will be able to master various thought structures. In fact, one particular topic can be presented in different types of texts and of course with different thinking structures. Improving the ability of students to write essays greatly requires learning resources as a reference, one of which is an Indonesian language textbook.

The results showed that there were errors in the use of conjunctions in factual genre texts in Indonesian textbooks at junior high school level. In the factual genre texts in the textbook used by the teacher as material for learning Indonesian, there are many errors in the use of Indonesian language rules. The form of error found is a mistake in choosing conjunctions and applying the spelling rules of writing (Asyhar et al, 2018). Therefore, this problem is interesting to be used as an object of research to determine the ability of students to use conjunctions in factual writing in junior high school (SMP).

This study aims to describe the misuse of conjunctions at the level of clauses, sentences and paragraph levels in the factual genre essays of junior high school students in West Lombok Regency. This type of research is included in the type of survey research, namely the researcher performs a direct serve of the misuse of conjunctions in students' essays or texts, especially the use of conjunctions between clauses, sentences and paragraphs. The research data was obtained through listening, documentation and introspection methods. The data that has been collected is analyzed using the matching method and the aggregate method.

II. CONCEPTUAL FRAMEWORK

This study uses several concepts in accordance with the research variables. The underlying concepts are the analysis of errors, conjunctions, types of conjunctions, the use of conjunctions, texts, types of texts and their individual structures described below.

III. ERROR ANALYSIS

Error analysis is a technique for identifying, classifying, and systematically interpreting mistakes made by the educated person who is learning a foreign or second language by using theories or procedures based on linguistics. Errors are usually determined based on a measure of acceptance. That is, whether an utterance is acceptable or not for the native speaker. So, if an educated person who learns Indonesian makes mistakes, then the measure used is whether the words or sentences used by the educated are true or false according to native speakers of Indonesian. If the words or sentences put forward by the educated person are wrong, then the educated person makes mistakes (Pateda, 1989: 32).

According to Corder quoted by Lott (1983) there are three categories of errors, namely: (1) *presystematic errors*, which are errors that arise when the educated person tries to overcome the problem of using language, (2) *systematic errors*, which are errors which appears when the educated person has certain language competence or the target language, and (3) *post-systematic errors*, the mistakes made by the educated when he practices the

language (Pateda, 1989: 33). This form of error will be found if we pay close attention when someone is talking or writing.

IV. CONJUNCTION

Conjunctions are task words that connect two or more clauses (Dardjowidjojo, 1988: 235). This is in line with the opinion of Kridalaksana (1984: 105) that conjunctions (conjunction) are particles used to combine words with words, phrases with phrases, clauses with clauses, sentences with sentences, or paragraphs with paragraphs. Conjunctions can be divided into several types, which are : (1) adversative conjunctions: conjunctions that connect two clauses that state contrast, for example *tetapi*, *namun*, (2) denial conjunctions: conjunctions meaningful denials, for example *tidak*, (3) causal conjunctions: conjunctions: initiating causal clauses, for example *karena*, (4) coordinating conjunctions: conjunctions that combine words or clauses of the same status, for example: *dan*, *tetapi*, *atau*, (5) correlative conjunctions: conjunctions consisting of two pairs connecting words, phrases, or equivalent clauses, for example, *entah*, *baik/maupun*, etc., and (6) subordinative conjunctions: conjunctions used to initiate bound clauses to connect with the main clauses in collated sentences, for example: *meskipun*, *kalau*, *bahwa*, and so on.

Based on the grouping of conjunctions, Dardjowidjojo explained that conjunctions seen from syntactic behavior, can be divided into five groups, which are: (1) coordinating conjunctions, (2) subordinative conjunctions, (3) correlative conjunctions, (4) conjunctions between sentences, and (5) conjunctions between paragraphs. The five groups of conjunctions can each be described as follows.

V. TEXT

Haliday and Ruqaiya Hasan (1994: 13-14) mention that text is a functioning language. The point is that the language is carrying out certain tasks in the context of the situation, which differs from loose words or sentences that may be written on the board. All examples of living languages that take part in certain contexts can be called text. It was further explained that the important thing about the nature of the text was that even though the text when written down appeared to consist of words and sentences, it actually consisted of meaning. The text is basically a unit of meaning. It is not something that can be limited by a kind of sentence, but is greater than that. One way to describe text is by detailed interpretation, or *explication de texte*, which is a kind of direct report of results that reveals something about dynamic events as a process. In short, he said that text is a form of exchange and the most basic form of text is conversation, an interaction between speakers.

There are three characteristics of the context of the situation used to facilitate the social context of the text, namely the environment of the exchange of meaning. The three characteristics of the context of the situation are: (1) the discourse field, referring to what is happening, to the nature of ongoing social action, (2) engaging in discourse, referring to people who take part, to the nature of the involved, position and role they, and (3) means of discourse, refer to the part played by language, the things which are expected by the actors to be played in the situation.

The text will be related to genre and register. Genre refers to cultural values or norms that are realized in a social process. Thus, genre can be defined as a type of text that serves as a reference so that a text can be made more effective, both in terms of the accuracy of its objectives (social objectives), as well as the accuracy of the selection and preparation of text elements, and accuracy in the use of grammatical elements (Pardiyono in Mahsun, 2014: 3). What is discussed in the register is concerning what message will be delivered (field), to whom the message is addressed (tenor), and in what language format the message is delivered (mode). Through this register, it can be determined, for example the format of the information delivered in the response genre, can be packaged in a variety of ad text packaging, review, or editorial / opinion.

VI. TYPES AND STRUCTURE OF TEXTS

Based on the type, text can be classified into two parts, which are: single text / micro genre and compound text / macro genre. Single and compound terms embedded in the concept of single texts and compound texts are analogous to single and compound concepts in single sentences and compound sentences. In the context of compound texts, such analogy is intended as a form of combining several types of single texts to fill the entire structure of the text. In other words, compound text is a complex text with a larger structure and is segmented into parts that can be chapters, sections, or sections, subsections. In this kind of context, several types of continuous text are incorporated or single text used to fill in the parts of the structure of the text. That is, the structure of the text in a compound text is divided into parts (chapters or sections) that seem to be separate, even though both in terms of cohesion and coherence show interrelation between one another. Between one part and another in this type of compound text there is cohesion and coherence, thus forming a unified compound text structure. Included in the category of compound texts / macro genres are academic texts, such as texts: research proposals, theses, dissertations, research reports, articles, abstracts, etc. (Mahsun, 2014: 15).

Based on the point of view of narration, the genre or variety of texts can be divided into two major groups, namely: texts included in the literary genre and non-literary genre. Meanwhile, the texts in the literary genre group are categorized into story genres, while the non-literary genre texts are grouped into factual and response genres. Both the story genre and factual and response genres are grouped into two groups of subgenres, which are: (1) narrative and non-narrative subgenres for the story genre category, (2) report and procedural subgenres for the factual genre category, and (3) subgenres transactional and expository categories for response genres. Each of these subgenres has its own social goals, each manifesting itself in various types of texts.

In accordance with the problems of this study, several types of texts that can be categorized as a factual genre can be put forward, namely description texts and procedure / direction texts. Description text has a social purpose to describe an object / objects individually based on their physical characteristics. The picture presented in this text must be specific to the characteristics of the object being described. Therefore, the description text has a thinking structure: general statement, description of parts. The procedure / referral text is one of the types of texts that belongs to the procedural factual subgenre genre. The social purpose of this text is to direct or teach about the steps that have been determined. Thus, this text emphasizes more aspects of how to do something, which can be in the

form of either experiment or observation. Therefore, this text has a thinking structure: title, objectives, list of materials (needed to achieve the goal), sequence of stages of implementation, observation, and conclusions.

VII. DISCUSSION

Based on data obtained from factual genre essays of junior high school students in West Lombok Regency, it was found that the use of conjunctions was wrong at the clause level, at the sentence level, and at the paragraph level. However, based on the use of conjunctions in syntactic behavior can be classified into five types, namely; (a) mistakes in the use of coordinative conjunctions, (b) errors in the use of subordinative conjunctions, (c) errors in the use of correlative conjunctions, (d) errors in the use of conjunctions between sentences, and (e) errors in the use of conjunction between paragraphs. The five types of misuse of these conjunctions can be described by order below.

VIII. ERRORS IN USING COORDINATIVE CONJUNCTIONS

Errors in using this coordinating conjunction can be shown in the following data.

(1) Para warga semakin ketakutan untuk masuk ke rumah dan tetap mengungsi di pinggir jalan *dan* membuat tenda untuk tidur malam hari.

(2) *Lalu* masyarakat pun kembali tenang dan mereka tidak khawatir tentang tsunami itu.

In sentence (1) above is a compound sentence consisting of three clauses, that are: *para warga semakin ketakutan untuk masuk ke rumah; tetap mengungsi di pinggir jalan dan membuat tenda untuk tidur malam hari*. These three clauses are connected with coordinating conjunctions and. The use of conjunctions *dan* successively in one sentence will cause the sentence to be ineffective. Therefore, the use of conjunctions and those linking the second and third clauses should be used as well as conjunctions. For more details, sentence (1) above can be:

(1a) Para warga semakin ketakutan untuk masuk ke rumah *dan* tetap mengungsi di pinggir jalan *serta* membuat tenda untuk tidur malam hari.

In sentence (2) above it is also a compound sentence consisting of two clauses, namely: *masyarakat pun kembali tenang dan mereka tidak khawatir tentang tsunami itu*. These two clauses are connected by coordinating conjunction *dan*. The first clause *masyarakat pun kembali tenang* preceded by the use of conjunction *lalu*. Conjunction *lalu* used if the sentence shows subordinate relations. If you pay attention to the first clause in sentence (2) above, it is a core clause or does not indicate a subordinative relationship. Therefore, the use of conjunction *lalu* in the first clause is not right and should be removed. For more details, the sentence (2) can be changed to the following sentence (2a).

(2b) Masyarakat pun kembali tenang *dan* mereka tidak khawatir tentang tsunami itu.

IX. MISUSE OF SUBORDINATIVE CONJUNCTION

The *misuse* of subordinative conjunctions in students' factual essays can be seen in the example context of the sentence below.

- (3) *Apabila* akan terjadi gempa dan tsunami susulan yang tidak bisa diprediksi oleh BMKG.
- (4) Saya tidak jatuh *tapi* saya berpegangan dengan kakak saya.
- (5) Orang-orang yang menggunakan kendaraan roda dua terjatuh dari kendaraannya. *Karena* kerusakan yang parah terjadi gempa kemarin malam.
- (6) *Selain* supir truk mengantuk, supir truk juga tidak melihat pengendara motor yang datang dari arah belakang.

Sentence (3) above is a single sentence that starts with a conjunction *apabila*. The conjunction *apabila* usually used in the context of unequal compound sentences, i.e. sentences that have one clause as the core and the other clause as a non-core clause. In other words, a sentence consisting of two clauses, one of which is the parent clause and the other clause as a clause. Thus, the use of conjunctions *apabila* in the sentence *Apabila akan terjadi gempa dan tsunami susulan yang tidak bisa diprediksi oleh BMKG*. The use of conjunctions *apabila* in the sentence can be said to be inappropriate because the context of their use is not in accordance with the type of conjunction *apabila*, that is, including the type of subordinate presupposition. Therefore, the word *apabila* in sentence (3) should be omitted, so that the sentence can be changed to the following sentence (3a).

(3a) Gempa dan tsunami susulan tidak akan bisa diprediksi oleh BMKG.

In sentence (4) above is a compound sentence using conjunctions *tapi* (*tetapi*). The use of conjunction *tapi* (*tetapi*) in the sentence *Saya tidak jatuh tapi saya berpegangan dengan kakak saya* can be said to be inappropriate. Inaccurate use of the conjunction because it does not fit the context of the sentence. The use of conjunction *tapi* (*tetapi*) is usually used in the context of sentences that indicate the coordinative relationship of contention. If you pay attention to the sentence (4) above it does not indicate a coordinating relationship of contradiction, but the sentence is actually a subordinate compound sentence that shows the correlation of the effect. Therefore, the right type of conjunction used in that sentence is conjunction *karena*, so sentence (4) can be changed to sentence (4a) below.

(4a) Saya tidak jatuh *karena* saya berpegangan dengan kakak saya.

In sentence (5) above, it consists of two sentences, namely: (a) *Orang-orang yang menggunakan kendaraan roda dua terjatuh dari kendaraannya* dan (b) *Kerusakan yang parah terjadi gempa kemarin malam*. The two sentences are connected by conjunction *karena* by placing it at the beginning of the sentence (b). The use of conjunctions *karena* at the beginning of the second sentence can be said to be inappropriate, because if the use of conjunction *karena* at the beginning of the sentence means that the sentence functions as a non-core clause, which should be followed by a core clause. However, in fact the clause was only a stand-alone clause. This clause will be more precisely a part or subordinate of the previous clause, that is *orang-orang yang menggunakan kendaraan roda dua terjatuh dari kendaraannya*, which is connected with conjunction *karena*. Thus, sentence (5) above can be combined into one sentence which is a subordinative sentence that is connected with conjunction as a subordinate conjunction of causes. Thus, sentence (5) can be changed to the following sentence (5a).

(5a) Orang-orang yang menggunakan kendaraan roda dua terjatuh dari kendaraannya *karena* kerusakan yang parah terjadi gempa kemarin malam.

In sentence (7) above it was found that the use of conjunction *selain* in the beginning of the sentence. The use of conjunctions *selain* in this context can be said to be inappropriate, because this sentence is not a correlative relationship but this sentence shows the subordinative relationship of cause, namely the first clause as the cause of the second clause in the sentence. It can be said that the first clause is a non-core clause while the second clause is a core clause. The sentence will be coherent if the conjunction can be replaced by other conjunctions *karena*, so that sentence (7) can be changed into the following sentence.

(7a) Karena supir truk mengantuk, supir truk tidak bisa melihat pengendara motor yang datang dari arah belakang.

Another example:

(8) Info tersebut dicabut oleh BMKG yang membuat warga lebih tenang. *Karena* masih khawatir akan terjadi gempa susulan.

Misuse of Correlative Conjunction

As we know that correlative conjunction is a conjunction that connects two words, phrases, or clauses; and both elements have the same syntactic status. Correlative conjunction consists of two parts separated by one of the words, phrases, or clauses that are connected. Misuse of this type of conjunction can be seen in the following example context.

(9) *Tidak* hanya relawan pemeritahan juga ikut membantu dengan membuat rumah anti gempa.

(10) *Tidak hanya* di wilayah Indonesia timur saja, ada beberapa wilayah lain yang terkena dampak tsunami.

In sentence (9) above, conjunction is not only used at the beginning of a sentence. This sentence consists of one clause, that is relawan *pemeritahan juga ikut membantu membuat rumah anti gempa*. The use of conjunctions not only in this clause can be said to be inappropriate because this type of conjunction is a correlative conjunction whose existence must be paired with the word *tetapi*, so it requires another clause as its correlative relationship. In other words, conjunctions must not only be paired with words but in one compound sentence. For more details, the sentence can be arranged as in the following sentence (9a).

(9a) *Tidak hanya* relawan pemeritahan membantu para korban, *tetapi* juga ikut membuat rumah anti gempa.

Sentence (10) there is also the use of conjunction *tidak hanya* which is a compound sentence consisting of two clauses, which are: (a) *terkena dampak di wilayah Indonesia timur saja*, dan (b) *klausa ada beberapa wilayah lain yang terkena dampak tsunami*. Both of these clauses show correlative relationship that only use conjunction *tidak hanya* at the start of the first clause. Even though in a correlative relationship clause should be conjunction *tidak hanya* paired with conjunction *tetapi*. Thus, the sentence can be arranged like the following sentence (10a).

(10a) *Tidak hanya* di wilayah Indonesia timur, *tetapi* ada beberapa wilayah lain yang terkena dampak tsunami.

Misuse of Conjunction Between Sentences

In contrast to the conjunction error above, inter-sentence conjunctions connect one sentence with another sentence. Therefore, this kind of conjunction always starts a new sentence and of course the first letter is written in capital letters. The following are examples of errors in the use of conjunctions between sentences.

Sampah-sampah itu menumpuk dan menyumbat aliran sungai sehingga terjadi banjir masuk ke perkampungan warga di daerah Ciliwung. *Sehingga* warga Ciliwung sibuk menyelamatkan barang-barang yang ada di dalam rumah. *Karena* mereka takut air semakin tinggi masuk ke dalam rumahnya.

Api sudah bisa dipadamkan *akan tetapi* tim lapangan terus melakukan pemadama.

Warga membuat api unggun sebagai alat penerang mereka agar tidak terlalu gelap. Warga yang tinggal di dekat pantai banyak yang menjauh dari tempat tinggal mereka.

Tetapi memang benar terjadi gempa *bahkan* berulang-ulang dan kekuatannya cukup besar.

In the example sentence (11) above, it is connected with conjunction *sehingga* and *karena*. Conjunction *sehingga* that it is used to connect the first sentence and the second sentence. The use of this conjunction can be said to be inappropriate, because of the conjunction *sehingga* is a correlative type conjunction that functions to connect two clauses in one sentence or in the relationship of two elements that have the same syntactic status. The right type of conjunction that should be used in this context is conjunction between sentences *oleh karena itu*. Likewise, the use of conjunctions *karena* in that context can be said to be inappropriate, because these conjunctions are correlative conjunctions that function to connect two clauses in one sentence and do not belong to the type of conjunction between sentences. Thus, the example sentence (11) can be arranged as follows.

(11a) Sampah-sampah itu menumpuk dan menyumbat aliran sungai sehingga terjadi banjir masuk ke perkampungan warga di daerah Ciliwung. *Oleh karena itu*, warga Ciliwung sibuk menyelamatkan barang-barang yang ada di dalam rumah *karena* mereka takut air semakin tinggi masuk ke dalam rumahnya.

In sentence (12) conjunctions used is *akan tetapi* as connecting conjunctions between sentences. The use of conjunction *akan tetapi* in this context it can be said to be imprecise when viewed from the position and type of lingual unit which it associates. When viewed from the context of the sentence, this sentence is an example of a sentence that shows a correlative relationship. Thus, the right conjunction used in the sentence is conjunction *tetapi*. The use of conjunction *akan tetapi* as a conjunction between sentences is generally used at the beginning of a sentence not in the middle of a sentence. For more details, sentence (12) can be changed to the following sentence (12a).

(12a) Api sudah bisa dipadamkan *tetapi* tim lapangan terus melakukan pemadaman.

In sentence (13) consists of two sentences, which are a) *Warga membuat api unggun sebagai alat penerang mereka agar tidak terlalu gelap* dan *Warga yang tinggal di dekat pantai banyak yang menjauh dari tempat tinggal mereka*. Between these two sentences do not use conjunctions between sentences, so the relationship of ideas becomes separated. So that the two sentences show a coherent relationship that the conjunction which should be used is *sementara itu*. Thus, sentence (13) can be arranged into the following sentence.

(13a) Warga membuat api unggun sebagai alat penerang mereka agar tidak terlalu gelap. *Sementara itu*, warga yang tinggal di dekat pantai banyak yang menjauh dari tempat tinggal mereka.

In sentence (14) above a conjunction is used but at the beginning of a sentence and conjunction *bahkan* in the middle of the sentence. The use of conjunction *tetapi* at the beginning of a sentence can be said to be inappropriate, because the sentence is not a sentence that is categorized as coordinative and is generally a conjunction but is used to connect two clauses that show a relationship of resistance. Likewise, the use of conjunctions is even commonly

used at the beginning of a sentence as a conjunction between sentences that functions to connect one sentence with another sentence in one paragraph to show the affirmation relationship. For more details, sentence (14) can be arranged using the conjunction as follows.

(14a) Memang benar telah terjadi gempa. *Bahkan*, gempa terjadi berulang-ulang dan kekuatannya cukup besar.

Misuse of Conjunction Between paragraphs

Conjunction between paragraphs generally starts a paragraph. The relationship with the previous paragraph is based on the meaning contained in the previous paragraph. The following is an example of paragraphs found in students' factual essays with inappropriate use of conjunctions.

Ari merasakan getaran yang sangat kencang sampai-sampai ia hampir terjatuh, tetapi ia berpegangan kepada bapaknya. Gempa tersebut berlangsung cukup lama, pusatnya di Kabupaten Lombok Utara yang menyebabkan banyak rumah rusak dan korban jiwa.

Kemudian Ari dan warga yang lainnya banyak yang tinggal di luar rumah, tidak ada yang berani tidur di dalam rumah karena takut dengan gempa susulan.

In paragraph (15) above consists of two paragraphs. Between the first and second paragraphs is related to later conjunctions. Conjunction *kemudian* is generally used as a conjunction between sentences in one paragraph. This conjunction is usually used to connect sentences that indicate one idea or one main idea and this conjunction is not appropriate to be used as a conjunction between paragraphs. If you pay attention to the ideas of the two paragraphs above it turns out that only supports one main idea. Therefore, the two paragraphs should be combined into one whole paragraph as shown in the following paragraph (15a).

(15a) Ari merasakan getaran yang sangat kencang sampai-sampai ia hampir terjatuh, tetapi ia berpegangan kepada bapaknya. Gempa tersebut berlangsung cukup lama, pusatnya di Kabupaten Lombok Utara yang menyebabkan banyak rumah rusak dan korban jiwa. *Kemudian* Ari dan warga yang lainnya banyak yang tinggal di luar rumah, tidak ada yang berani tidur di dalam rumah karena takut dengan gempa susulan.

X. CONCLUSION

Based on the results of the discussion above about the analysis of the use of conjunctions errors in students' factual genre essay, it can be concluded that found the use of conjunctions at the clause level, at the sentence level, and at the paragraph level. However, based on the use of conjunctions in syntactic behavior can be classified into five types, which are; (a) errors in the use of coordinative conjunctions, (b) errors in the use of subordinative conjunctions, (c) errors in the use of correlative conjunctions, (d) errors in the use of conjunctions between sentences, and (e) errors in the use of conjunctions between paragraphs.

REFERENCES

1. Asyhar, Moch., dkk. 2018. "Penggunaan Konjungsi dalam Teks Genre Faktual pada Buku Ajar Bahasa Indonesia Sekolah Menengah Pertama (SMP). Mataram: FKIP LPPM Unram.
2. Baihaqi, K.A., Zonyfar, C., Sukenda. (2020). Application of analytical hierarchy process (AHP) method to determine the selection of quality work packages: A study on the budget plan of perum peruri Karawang, **International Journal of Psychosocial Rehabilitation**, 24(7), 3881-3893.
3. Dardjowidjono, Soenjono.1988. Tata Bahasa Baku Bahasa Indonesia. Jakarta: Perum Balai Pustaka.
4. Halliday, M.A.K dan Ruqaiya Hasan. 1994. Bahasa, Konteks, dan Teks. Yogyakarta: Gadjah Mada University Press.
5. Ibrahim, Abdul Syukur (ed). 2009. Metode Analisis Teks & Wacana. Yogyakarta: Pustaka Pelajar.
6. Kridalaksana, Harimurti. 1984. Kamus Linguistik. Jakarta: PT Gramedia.
7. Kridalaksana, Harimurti. 2005. Kelas Kata dalam Bahasa Indonesia. Jakarta: PT.Gramedia.
8. Mahsun. 2013. Teks dalam Pembelajaran Bahasa Indonesia. Jakarta: PT Raja Grafindo Persada
9. Mahsun. 2014. Metode Penelitian Bahasa. Jakarta: Rajawali Press.
10. Moeliono, Anton M. 1988. Tata Bahasa Baku Bahasa Indonesia. Jakarta: Balai Pustaka.
11. Moleong, Lexy J. 2014. Metode Penelitian Kualitatif. Bandung: PT. Remaja Rosdakarya.
12. Muhammad. 2011. Metode Penelitian Bahasa. Jogjakarta: Ar-Ruzz Media.
13. Novayanti, N. P. Y., Mahalini, D. S., & Suwarba, I. G. N. M. (2018). Recurrence related factors of febrile seizure. *International Journal of Health Sciences*, 2(2), 37-45. <https://doi.org/10.29332/ijhs.v2n2.136>
14. Parera, Jos Daniel. 1993. Sintaksis. Jakarta: Gramedia Pustaka Utama.
15. Pateda, Mansoer. 1989. Analisis Kesalahan. Ende-Flores: Nusa Indah.
16. Ramdani, Muhammad. 2011. Paradigma Kualitatif Penelitian Bahasa. Yogyakarta: Liebe Book Press.
17. Rusmini, -, Dramawan, A., & Cembun, -. (2018). The influence of supportive psychotherapy toward patient anxiety to pre-hyperbaric therapy. *International Journal of Health Sciences*, 2(3), 55-64. <https://doi.org/10.29332/ijhs.v2n3.219>
18. Sobur, Alex. 2009. Analisis Teks Media: Suatu Pengantar Untuk Analisis Wacana, Analisis Semiotik, dan Analisis Framing. Bandung: PT Remaja Rosdakarya.
19. Subroto, Edi. 2007. Pengantar Metode Penelitian Linguistik Struktural. Surakarta: UNS Press dan LPP UNS.
20. Sudaryanto. 1993. Metode dan Aneka Teknik Analisis Bahasa. Yogyakarta: Duta Wacana University Press.
21. Suryasa, W., Mendoza, J.R.Z., Mera, J.T.M., Martinez, M.E.M., Gamez, M.R. (2020). Mobile devices on teaching-learning process for high school level. *International Journal of Psychosocial Rehabilitation*, 20(4), 331-340. <https://doi.org/10.37200/ijpr/v24i4/pr201012>
22. Suwitri, N. P. E., & Sidiartha, I. G. L. (2018). Omega-6 and omega-3 fatty acid content and ratio of commercial complementary foods. *International Journal of Health Sciences*, 2(1), 21-28. <https://doi.org/10.29332/ijhs.v2n1.90>

23. Wijana, I Dewa Putu dan Muhammad Rohmadi. 2009. Analisis Wacana Pragmatik: Kajian Teori dan Analisis. Surakarta: Yuma Pressindo.
24. Zonyfar, C., Baihaqi, K.A., Pertiwi, A.B. (2020). Pixel value differencing and modulus function method for embedded message in digital images. **International Journal of Psychosocial Rehabilitation**, 24(7), 3379-3385.