

## GRAMMATICAL COHESION ANALYSIS OF NEWS ARTICLES IN *THE NEW YORK TIMES*

Fitri Nurida  
English Literature

[Fitri.nurida@gmail.com](mailto:Fitri.nurida@gmail.com)

### Abstract

in New York Times. The purpose of this study is to find out the types and function of references used in the articles of New York Times newspaper. Cohesion divided into two which are grammatical and lexical cohesion. Then this research focuses on grammatical cohesion especially reference. Moreover, the researcher used qualitative method in this research; the data are in the form of sentence and the data source is the essay taken from articles. The researcher found references as a total number of occurrences in three articles. Where in text 1 entitle “*New Trump Deportation Rules Allow for More Expulsions*” there are some references, while in text 2 entitled “*John Kelly Quickly Moves to Impose Military Discipline on White House.*” appear 85 reference and then in text 3 entitled “*Climate Report Could Force Trump to Choose Between Science and His Base*” there are 48 reference.

**Key words:** Grammatical, Cohesion, Articles, The New York Times

---

### INTRODUCTION

Newspapers are periodicals issued at frequent intervals (daily, weekly, semi-weekly) containing news, editorials, advertisements and other articles of current interest. In other words newspaper is one of examples of communication in the form of written language. It becomes the concern of linguistic for the way information is written or presented to the readers and what meaning of the information can give (Puspita & Pranoto, 2021; Suprayogi, Puspita, et al., 2021).

It means that most newspapers are published daily and have different editions everyday. In newspapers, we can find some of news topics. By reading topic in newspapers, people will know about recent events that happen in many parts of the world (Erya & Pustika, 2021; Gustanti & Ayu, 2021). People can give their comments or criticisms for certain topics. They will know information about issues such as economy, politics, and sport. Views are opinion or way of thinking about something contained in the newspaper (Fadilah & Kuswoyo, 2021; Suryono et al., 2021). In newspaper there are many article that contain much information that. Article is a story, report, or opinion that can be founded in the magazine, journal, internet (Septiyana & Aminatun, 2021; Suprayogi, Samanik, et al., 2021). The form of article is a text, for example recount text and narrative text (Ayu et al., 2021; Kardiansyah, 2021; Mandasari & Wahyudin, 2021).

The word “text” is used in linguistics to refer to any passage, spoken or written, of whether length, that does form unified whole (Afrianto et al., 2021; Kuswoyo & Susardi, 2016; Mandasari & Wahyudin, 2019). In other words, a text is the structure of syntactic unit such as words, sentence, and clauses and textual units that is marked by both coherence among the elements and completion in spoken or writing form. It means that a text consists of sentences and paragraphs that have to be linked to each other to develop

the unity and coherence of the text (Gulö & Nainggolan, 2021; Kardiansyah & Salam, 2020; Puspita, 2021). Besides the uses of the controlling ideas and paragraph patterns, the uses of cohesive devices can link the sentences and paragraph to unify the text (Ayu & Zuraida, 2020; K. Sari & Pranoto, 2021; Suprayogi, Pranoto, et al., 2021).

Cohesion is thus one of the text properties that contribute to the organization of discourse (Afrianto, 2017; Agustin & Ayu, 2021; Oktavia & Suprayogi, 2021). The term cohesion means a property or an element that creates the connectedness of the surface elements in the text. The elements that create the relation inside the text then make a text well organized and coherent. The writer intends to analyze the cohesion as a necessary condition to create a text (Aminatun & Oktaviani, 2019; Puspita et al., 2021; Reranta & Gulö, n.d.). Cohesion can be divided into two types: grammatical cohesion and lexical cohesion. Grammatical cohesion refers to a combination of items between sentences that form a grammatical aspect (Alita et al., 2021; Mulyah et al., 2020; Setri & Setiawan, 2020). While lexical cohesion refers to a combination of terms between sentences that form lexical cohesion (Pranoto & Afrilita, 2019; Tanenhaus et al., 2000).

The writer that increases cohesion, up to a certain point, may make a text clearer and less ambiguous. In other words, it is important for people to know the relationship between sentences before they can understand the text, which is in this case, the article in a newspaper (Adelina & Suprayogi, 2020; Suprayogi & Pranoto, 2020; Yuliansyah & Ayu, 2021). When we read we need to be helped by the cohesive relation between the sentences which appear in the text (Chavez, 2000; Pratiwi et al., 2020; Puspita et al., 2020). The relation in grammatical cohesion is when we read the article we need to comprehend the text and for that, we need to be helped by cohesive relation between sentences which appear in the text. The relations lay in grammatical cohesion namely reference, substitution, ellipsis and conjunction (Kuswoyo et al., 2020; Samanik, 2019).

Based on the fact that has been mentioned above, the writer is interested in analyzing on the types of grammatical cohesion which is reference and the function of reference in articles *New York Times* entitled “New Trump Deportation Rules Allow Far More Expulsions” on Feb 21, 2017, “Trump's New Travel Ban Blocks Migrants From Nations, Sparing Iraq” on March 06, 2017 and “Trump Supports Plan to Cut Legal Immigration by Half” on Aug 02, 2017 in *The New York Times* newspaper using grammatical cohesion concept. Because the writer wants to have a deeper study about grammatical side. Particularly, the writer chooses political news articles dealing with the condition of the new era of US president. Every news about the new president dealing with political issues gets attention and becomes the most desirable news that the society wants to know.

*The New York Times* is one of the largest newspapers in the United States of America. It is the top three of American newspapers in terms of readership and circulation. (Mondo Code LLC: 2008). As one of the oldest newspapers in the world, *New York Times* has had many achievements in journalism. Moreover, it has national and international versions of news in their newspaper everyday, which means that the readers are not only American but also international society. This means that *The New York Times* can be considered as providing information in more interesting ways and in good structure. Because, it is possible that more than one newspaper reports the same information to the society and yet people are still able to maintain its place in society until now. However, *New York Times* is still able to

maintain its place in society until now. Thus, the writer chooses *The New York Times* as the object of analysis in conducting this research.

## **LITERATURE REVIEW**

### **Discourse Analysis**

There are several researchers using the term discourse and text to different notions. The term of discourse and a text are interchangeable by stating that discourse can be studied by analogy with sentence (Al Falaq & Puspita, 2021; Cahyaningsih & Pranoto, 2021; Eklesia & Rido, 2020). A sentence generally appears in both spoken and written form. It means discourse can be studied in spoken form and written form (text). Discourse study as the study that represents how people use the language in communication process, and looking at its pattern can reveal people's convention and manner in exchanging information. However, to know the pattern of various discourses and what makes them coherence, people should do investigation. The investigation process itself is called discourse analysis.

### **Cohesion**

A text, consisting of many sentences, is a unit of meaning. As a unit of meaning, the sentences in the text must be related to one another. The unit of a text lies in the cohesive relation among sentences in it (Amelia, 2016; Heaverly & EWK, 2020). Thus, cohesion is the relationship between sentences in a text and the cohesive device is the tool. Cohesion device is very important thing within text. In understanding about cohesion, cohesion refers to the linguistic means where by texture is achieved. In other word, cohesion in a text is used as a mean to relate one sentence to the semantically then that it is understood (Kuswoyo & Indonesia, 2021). Cohesion helps the reader to understand the meaning of the context. In this study, the writer applies the theory of cohesion by Halliday and Hasan who divided cohesion into grammatical cohesion and lexical cohesion.

### **Grammatical Cohesion**

Grammatical cohesion refers to the linguistic structure. The highest structural unit in the grammar is the sentence (Purwaningsih & Gulö, 2021; B. N. Sari & Gulö, 2019). The structure determines the order in which grammatical elements occur and the way they are related within a sentence. Cohesive relationships with other sentences create a certain linguistic environment, and the meaning of each sentence depends on it. Various linguistic means help to identify whether a text can function as a single meaningful unit or not.

### **Reference**

Reference uses other signaling items or information (words) is the identity or class of things that is being referred in the text. It requires referential meaning to interpret what signaling items represent. That is why reference is defined as particular type of cohesion which has specific meaning of information that is referred. Reference has similar characteristics as definite article (e.g.: the). It carries specific meaning that can be achieved through context of situation which is found in reference. There are three types of reference. It consists of personal reference, demonstrative reference, and comparative reference (EWK, 2018; Satria & Rahardjo, n.d.)

## **METHOD**

In doing this research, the writer will use qualitative research, since it can be reported by using narrative explanation without numbering or statically analysis. Therefore, this research uses qualitative method. Qualitative method as exploratory in which its purpose is to discover new ideas insights, or even to generate new theories (Choirunnisa & Sari, 2021; F. M. Sari & Oktaviani, 2021). The data is obtained from a news articles in *The New York Times* and the writer analyze it rely Halliday and Hasan theory. It the problem is about the reference as seen in a news articles.

## RESULTS AND DISCUSSION

This chapter is divided into two parts, finding and discussion reference devices. The first is finding all of references devices that are applied in the articles of *The New York Times*. The second is discussion the function of reference devices. in this part, the writer focuses on three articles which different date to analyze the data. The data to be analyze based on types of references they are personal reference, demonstrative reference and comparative reference. it makes the writer able to answer statement of problems in this study. The results of analysis are presented in the following tables that contain the figure obtained for the categories as well as subcategories of reference. Then the writer also calculates the number of each subcategories of reference.

### 4.1 Personal reference

In the articles of *The New York Times*, the writer found several personal reference in each article, such as: i, me, you, we, our, he, his, him, she, her, they, their, them. This is an example of reference in articles of *The New York Times*.

#### 1. I

Text 2 line 28 – 29

“He’d basically look at me and say, ‘I think that proposal is four-letter-word nuts,’” said Leon E. Panetta, who as defense secretary made Mr. Kelly his chief military aide. From the underlined word, the word “I” in the text above is refers to the speaker. And the speaker in the text above is “Leon E.Parannetta”. the word I show the speaker tell his argument. There is no confusion about an exophoric, it belong to speaker and a node participants its cohesive role is to introduce “Leon E.Parannetta”. point of view and link it with futher discussions of to establish between argumentsat different stages in a text. The word I categorize as personal reference. and based on the text above, the word I functions as subject and indicates the first speaker. The word I always wonder is to introduced to pay attention individual opinion.

This chapter is divided into two parts, finding and discussion reference devices. The first is finding all of references devices that are applied in the articles of *The New York Times*. The second is discussion the function of reference devices. in this part, the writer focuses on three articles which different date to analyze the data. The data to be analyze based on types of references they are personal reference, demonstrative reference and comparative reference. it makes the writer able to answer statement of problems in this study. The results of analysis are presented in the following tables that contain the figure obtained for the categories as well as subcategories of reference. Then the writer also calculates the number of each subcategories of reference.

### 4.1 Personal reference

In the articles of *The New York Times*, the writer found several personal reference in each article, such as: i, me, you, we, our, he, his, him, she, her, they, their, them. This is an example of reference in articles of *The New York Times*.

1. I

Text 2 line 28 – 29

“He’d basically look at me and say, ‘I think that proposal is four-letter-word nuts,’” said Leon E. Panetta, who as defense secretary made Mr. Kelly his chief military aide. From the underlined word, the word “I” in the text above is refers to the speaker. And the speaker in the text above is “Leon E.Parannetta”. the word I show the speaker tell his argument. There is no confusion about an exophoric, it belong to speaker and a node participants its cohesive role is to introduce “Leon E.Parannetta”. point of view and link it with futher discussions of to establish between argumentsat different stages in a text. The word I categorize as personal reference. and based on the text above, the word I functions as subject and indicates the first speaker. The word I always wonder is to introduced to pay attention individual opinion.

This chapter is divided into two parts, finding and discussion reference devices. The first is finding all of references devices that are applied in the articles of The New York Times. The second is discussion the function of reference devices. in this part, the writer focuses on three articles which different date to analyze the data. The data to be analyze based on types of references they are personal reference, demonstrative reference and comparative reference. it makes the writer able to answer statement of problems in this study.

The results of analysis are presented in the following tables that contain the figure obtained for the categories as well as subcategories of reference. Then the writer also calculates the number of each subcategories of reference.

#### 4.1 Personal reference

In the articles of The New York Times, the writer found several personal reference in each article, such as: i, me, you, we, our, he, his, him, she, her, they, their, them. This is an example of reference in articles of The New York Times.

1. I

Text 2 line 28 – 29

“He’d basically look at me and say, ‘I think that proposal is four-letter-word nuts,’” said Leon E. Panetta, who as defense secretary made Mr. Kelly his chief military aide. From the underlined word, the word “I” in the text above is refers to the speaker. And the speaker in the text above is “Leon E.Parannetta”. the word I show the speaker tell his argument. There is no confusion about an exophoric, it belong to speaker and a node participants its cohesive role is to introduce “Leon E.Parannetta”. point of view and link it with futher discussions of to establish between argumentsat different stages in a text. The word I categorize as personal reference. and based on the text above, the word I functions as subject and indicates the first speaker. The word I always wonder is to introduced to pay attention individual opinion.

2. Me

Text 2 line 28- 30

“He’d basically look at **me** and say, ‘I think that proposal is four-letter-word nuts,’” said Leon E. Panetta, who as defense secretary made Mr. Kelly his chief military aide.

The word me in the text above show that *Mr. Kelly* to emphasize his point of view and feelings. And the word “me” refers to *Mr. Kelly*. And the function of me is personal pronoun in first speaker. Me occurs in every other position.

### 3. You

Text 1 line 71- 73

“When **you** tell state and local police that their job is to do immigration enforcement,” said Omar Jadwat, director of the American Civil Liberties Union’s Immigrants’ Rights Project.

The instance of you is used to mean an individual reader. In most cases, there are some clauses in the texts that help to interpret the meaning of the second person pronoun. And the function of you is as personal pronoun.

Text 2 line 135- 136

Mr. Gates would tell Mr. Kelly what he was planning to do and Mr. Kelly would say, “**You** could do it that way.”

The word you in the second line refer to Mr. Kelly she just tells Mr.Gates that he can do it with that way. And the function of you in the text above is personal reference. And you categorize as subjective case and the word you usually appear before verb. So we can see in the text you is appear before could. from the data above, it is so clear that this sentence contains cohesion that is characteristic of endophoric reference especially included in cataphoric part. It can be seen by the word you deal with Mr. Kelly.

### 4. We

Text 1 line 118- 120

In New York, Mayor Bill de Blasio in a statement on Tuesday pledged the city’s cooperation in cases involving “proven public safety threats,” but vowed that “what **we** will not do is turn our N.Y.P.D. officers into immigration agents.”

As we know from the previous verses that the word "we" includes personal pronoun. It is Exophoric reference, because it retrieves from the immediate context of situation. And the word we categorize as personal pronoun and the function of “we” is subject .

Text 3 line 22-24

**We**’ll be watching the administration very carefully on this,” said Kassie Siegel of the Center for Biological Diversity, [which sued](#) President George W. Bush.

From the text above we is personal reference that has a function as subject and the word we categorize as subject. And we in the text is Exoporic reference because it retrieves from immediate context of situation. And we in the text above refers to Kassie Siegel and her staff that she want sued President George W. Bush.

### 5. Our

Text 1 line 30 - 33

“The faithful execution of **our** immigration laws is best achieved by using all these statutory authorities to the greatest extent practicable,” John F. Kelly, the secretary of homeland security, wrote in one of two memorandums released on Tuesday.

From the paragraph above categorize as personal reference the word *our* is includes endophoric reference because it retrieves within the text itself. It refers to John F.Kelly and readers. And the function of “our” is as possessive pronoun.

Text 1 line 77- 78

6. He

Text 1 line 46 - 47

Mr. Trump has not yet said where **he** will get the billions of dollars needed to pay for thousands of new border control agents.

The word *he* is endophora reference because identity or someone mentioned in the sentence. The words *he* in the first line is personal pronoun that related to the word Mr. Trump .And he categorize as personal reference. The function of word *he* is homophoric reference that refers to Mr. Trump.

7. His

Text 1 line 1 – 3

WASHINGTON – President Trump has directed **his** administration to enforce the nation’s immigration laws aggressively, unleashing the full force of the federal government to find arrest.

The word *his* categorize as personal reference because represents person by specifying its role in the speech situation. The word *his* is anaphoric reference because the identity or someone (President Trump) mentioned at the beginning in the sentence. The words *his* in the first line is possessive pronoun that related to President Trump. The word *his* is determiner reference that refers to President Trump. And the function of *his* is Possessive adjective.

8. Him

Text 2 line 13 – 15

Mr. Trump’s family, including his daughter Ivanka Trump and son-in-law, Jared Kushner, check with **him** if they want face time with the president.

The word *him* is personal reference which includes endophoric reference, it refers to Mr. Trump. The word "him" reinforces "he" in the preceding sentence. the function of *him* is as pronoun or object in this sentence.

9. She

Text 3 line 75 – 77

Ms. Sanders said the issue was still under consideration inside the administration and **she** criticized The New York Times for writing about a draft that was not yet complete.

The word *she* is endophora reference because identity or someone mentioned in the sentence. The words *she* in the first line is personal pronoun that related to Ms. Sanders. And she categorize as personal reference. , the word "she" is personal reference which show singular feminine. The function of word **she** is homophoric reference that refers to Ms. Sanders.

#### 10. Her

Text 3 line 25– 27

Ms. Siegel said **her** group would be “assessing all legal options, and returning to court at the earliest possible time to ensure that this essential report is released as required.”

The word *her* categorize as personal reference because represents person by specifying its role in the speech situation. The word *her* is anaphoric reference because the identity or someone (Mr. Siegel) mentioned at the beginning in the sentence. The words *her* in the first line is possessive pronoun that related to Mr. Siegel. The function of word *her* is determiner reference that refers Mr. Siegel.

#### 6. They

Text 1 line 39 – 42

Administration officials said some of the new policies — like one seeking to send unauthorized border crossers from Central America to Mexico while **they** await deportation hearings — could take months to put in effect and might be limited in scope.

The word *they* is personal pronoun which refers to Administration Officials. *They* is a personal pronoun group of people. the word *they* has a function as a subject in the sentence.

#### 7. Them

Text 1 line 111 – 113

The directives would also revive a program that recruits local police officers and sheriff’s deputies to help with deportation, effectively making **them** de facto immigration agents.

The word *them* in the text above include endophoric reference. *them* is refers to police officers and sheriff. The word *them* reinforces "they" in the two preceding sentence. The function of *them* is as pronoun or object in the sentence above.

#### 8. Their

Text 1 line 25 – 27

But taken together, the new policies are a rejection of the sometimes more restrained efforts by former Presidents Barack Obama and George W. Bush and **their** predecessors.



The word “their” is categorized as personal reference because it represents a person by specifying its role in the speech situation. The word *their* is anaphoric reference because the identity of someone (predecessors) mentioned at the beginning in the sentence. The words *their* in the first line is a possessive pronoun that is related to predecessors. And “their” is categorized as personal reference. The function of the word *their* is determiner reference as an object that refers to *Presidents Barack Obama and George W. Bush*.

#### 4.2 Demonstrative reference

The second type of reference is demonstrative reference. Demonstrative reference means the speaker can identify the referent by locating it. In this article, the researcher found some sentences that contain demonstrative reference. The reference has some function, like the word “this” is showing the near location and referring to singular something or someone. While the word “those” is showing the far location and referring to plural something or someone. Here is a sample of the sentence that contains demonstrative reference.

##### 1. This

Text 1 line 85 – 87

“Under **this** executive order, ICE will not exempt classes or categories of removal aliens from potential enforcement.

The word *this* is cataphoric reference, because the reference will be provided subsequently. It refers to executive order. Function of using demonstrative reference in the sentence. Besides, it has a function to show near location in the sentence.

##### 2. These.

Text 1 line 28

“Accordingly, department personnel shall make full use of **these** authorities.”

The word *these* in the first line is demonstrative reference, this word refers to “week” the use of demonstrative reference has a function to show and explain the near location. The word “authorities” is plural and the use of *these* is appropriate with the theory and the function of using demonstrative reference in the sentence. Besides, it has a function to show near location in the sentence.

##### 3. Now

Text 1 line 43 - 45

For **now**, so-called Dreamers, who were brought to the United States as young children, will not be targeted unless they commit crimes, officials said on Tuesday.

The word *now* included adverbial demonstrative reference, *now* deals with time.

##### 4. That

Text 1 80- 83

In fact, **that** was already the policy under the Obama administration, which instructed agents that undocumented immigrants convicted of serious crimes were the priority for deportation.

The word that is demonstrative reference that refers to the “white house” The word "white house" is singular and the using of this is appropriate with the theory and the function of using demonstrative reference in the sentence. Beside has a function to show far location in the sentence.

#### 5. Those

Text 1 line 17 – 18

Despite **those** assertions in the new documents, research shows lower levels of crime among immigrants than among native-born Americans.

From the paragraph above the word those is demonstrative reference, this word refers to "assertions". Those has a function to show the far location in the sentence. Beside assertions is a plural thing and the using of "those" as a demonstrative reference is appropriate with the theory.

### CONCLUSION

After analyzing the data in three articles taken from The New York Times newspaper and based on discussion in previous chapter, the researcher found 175 References a total occurrence.

In the text 1 entitled “New Trump Deportation Rules Allow Far More Expulsions” there are 53 references, where demonstrative reference become the most category appeared among all the type of cohesive, it appears 32 times in text 1, while in category of personal reference appear 21 times, then in text 1 the author did not used comparative reference.

Meanwhile in text 2 with the title “John Kelly Quickly Move to Impose Military Discipline on White House” the author used 98 references, where personal reference is the most frequent number of occurrence, it appears 74 times in the text, while in category of demonstrative reference appear 20 times, and comparative reference appear 4 times.

Then in text 3 entitled “Climate Report Could Force Trump to Choose between Science and His Base”, the most occurrence number of reference is personal referencee, where it occur 29 times in the text, and category of demonstrative reference occur 15 text. Then in text 3 the researcher found 4 comparative references.

From the number of occurring type of reference that appear in those 3 articles the most cohesive devices that used by the author is personal reference. And from the finding above, it can be concluded that the author of three articles use many references in their articles. There are many functions use cohesive devices in the text which are possessive adjective, possessive pronoun. As for subcategories of personal reference, personal pronoun is the most frequent than possessive adjective and possessive pronoun. Most of verses in The New York Times show personal reference using word, he, his and they.

### REFERENCES

- Adelina, C., & Suprayogi, S. (2020). Contrastive Analysis of English and Indonesian Idioms of Human Body. *Linguistics and Literature Journal*, 1(1), 20–27.
- Afrianto, A. (2017). GRAMMATICAL COHESION IN STUDENTS’ WRITING: A CASE AT UNIVERSITAS TEKNOKRAT INDONESIA. *LEKSEMA: Jurnal Bahasa Dan*

- Sastra*, 2(2), 97–112.
- Afrianto, Sujatna, E. T. S., Darmayanti, N., & Ariyani, F. (2021). Configuration of Lampung Mental Clause: a Functional Grammar Investigation. *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)*, 539(Icla 2020), 222–226. <https://doi.org/10.2991/assehr.k.210325.039>
- Agustin, R. W., & Ayu, M. (2021). THE IMPACT OF USING INSTAGRAM FOR INCREASING VOCABULARY AND LISTENING SKILL. *Journal of English Language Teaching and Learning*, 2(1), 1–7.
- Al Falaq, J. S., & Puspita, D. (2021). CRITICAL DISCOURSE ANALYSIS: REVEALING MASCULINITY THROUGH L-MEN ADVERTISEMENT. *Linguistics and Literature Journal*, 2(1), 62–68.
- Alita, D., Sari, I., Isnain, A. R., & Styawati, S. (2021). Penerapan Naïve Bayes Classifier Untuk Pendukung Keputusan Penerima Beasiswa. *Jurnal Data Mining Dan Sistem Informasi*, 2(1), 17–23.
- Amelia, D. (2016). Indonesian literature's position in world literature. *Teknosastik*, 14(2), 1–5.
- Aminatun, D., & Oktaviani, L. (2019). USING “MEMRISE” TO BOOST ENGLISH FOR BUSINESS VOCABULARY MASTERY: STUDENTS' VIEWPOINT. *PROCEEDINGS UNIVERSITAS PAMULANG*, 1(1).
- Ayu, M., Sari, F. M., & Muhaqiqin, M. (2021). Pelatihan Guru dalam Penggunaan Website Grammar Sebagai Media Pembelajaran selama Pandemi. *Al-Mu'awanah: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 49–55.
- Ayu, M., & Zuraida, Z. (2020). ENHANCING DESCRIPTIVE PARAGRAPH WRITING OF SECONDARY STUDENTS THROUGH SHARED WRITING. *Journal of Research on Language Education*, 1(1).
- Cahyaningsih, O., & Pranoto, B. E. (2021). A CRITICAL DISCOURSE ANALYSIS : THE REPRESENTATION OF DONALD TRUMP IN THE REUTERS AND THE NEW YORK TIMES TOWARDS THE ISSUE OF # BLACKLIVESMATTER. 2(2), 75–83.
- Chavez, M. (2000). Teacher and student gender and peer group gender composition in German foreign language classroom discourse: An exploratory study. *Journal of Pragmatics*, 32(7), 1019–1058.
- Choirunnisa, M. R., & Sari, F. M. (2021). TED Talks Use in Speaking Class for Undergraduate Students. *Jambura Journal of English Teaching and Literature*, 2(1), 35–40. <https://doi.org/10.37905/jetl.v2i1.7319>
- Ekleisia, G., & Rido, A. (2020). Representation of People with HIV/AIDS in The Jakarta Post and Jakarta Globe: A Critical Discourse Analysis. *TEKNOSASTIK*, 18(2), 120–133.
- Erya, W. I., & Pustika, R. (2021). STUDENTS' PERCEPTION TOWARDS THE USE OF WEBTOON TO IMPROVE READING COMPREHENSION SKILL. *Journal of English Language Teaching and Learning*, 2(1), 51–56.
- EWK, E. N. (2018). Redefining Hybridity of Chicano Literature in Jimenez's Fictions. *The Center for Asia and Diaspora*, 8(2), 293–319. <https://doi.org/10.15519/dcc.2018.06.8.2.293>
- Fadilah, R., & Kuswoyo, H. (2021). Transitivity Analysis of News Reports on Covid-19 of Jakarta Post Press. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Gulö, I., & Nainggolan, T. (2021). The Functions of Nias Personal Pronouns. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Gustanti, Y., & Ayu, M. (2021). THE CORRELATION BETWEEN COGNITIVE

- READING STRATEGIES AND STUDENTS' ENGLISH PROFICIENCY TEST*. 2(2), 95–100.
- Heaverly, A., & EWK, E. N. (2020). Jane Austen's View on the Industrial Revolution in *Pride and Prejudice*. *Linguistics and Literature Journal*, 1(1), 1–6. <https://doi.org/10.33365/lj.v1i1.216>
- Kardiansyah, M. Y. (2021). Pelatihan Guru dalam Penggunaan Website Grammar Sebagai Media Pembelajaran selama Pandemi. *English Language and Literature International Conference (ELLiC) Proceedings*, 3, 419–426.
- Kardiansyah, M. Y., & Salam, A. (2020). Literary Translation Agents in the Space of Mediation. *International Joint Conference on Arts and Humanities (IJCAH 2020)*, 592–598.
- Kuswoyo, H., & Indonesia, U. T. (2021). *TRANSITIVITY ANALYSIS OF PRESIDENTIAL DEBATE BETWEEN TRUMP AND TRANSITIVITY ANALYSIS OF PRESIDENTIAL DEBATE BETWEEN TRUMP AND BIDEN IN 2020*. December. <https://doi.org/10.33365/lj.v2i2>
- Kuswoyo, H., Sujatna, E. T. S., Indrayani, L. M., & Rido, A. (2020). Cohesive Conjunctions and and so as Discourse Strategies in English Native and Non-Native Engineering Lecturers: A Corpus-Based Study. *International Journal of Advanced Science and Technology*, 29(7), 2322–2335.
- Kuswoyo, H., & Susardi, S. (2016). Thematic progression in EFL students' academic writings: A systemic functional grammar study. *Teknosastik*, 14(2), 39–45.
- Mandasari, B., & Wahyudin, A. Y. (2019). Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class Corresponding Email Article's History Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar C. *Ethical Lingua*, 8(1), 2021.
- Mandasari, B., & Wahyudin, A. Y. (2021). Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(1), 150–158.
- Muliyah, P., Rekha, A., & Aminatun, D. (2020). Learning from Mistakes: Students' Perception towards Teacher's Attitude in Writing Correction. *Lexeme: Journal of Linguistics and Applied Linguistics*, 2(1), 44–52.
- Oktavia, W. R., & Suprayogi, S. (2021). GRAMMATICAL COHESION IN BORIS JOHNSON'S SPEECH ENTITLED CORONAVIRUS SPREAD IN UK. *Linguistics and Literature Journal*, 2(1), 8–16.
- Pranoto, B. E., & Afrilita, L. K. (2019). The organization of words in mental lexicon: evidence from word association test. *Teknosastik*, 16(1), 26–33.
- Pratiwi, D. I., Putri, J., & Suhadi, A. (2020). SHORT STORY AS A MEDIA FOR MOTIVATING STUDENTS'IMPROVEMENT IN READING. *Premise: Journal of English Education and Applied Linguistics*, 9(1), 30–41.
- Purwaningsih, N., & Gulö, I. (2021). REPRESENTATION OF REYNHARD SINAGA IN BBC NEWS AND THE JAKARTA POST. *Linguistics and Literature Journal*, 2(1), 50–61.
- Puspita, D. (2021). *Journal of Literature , Linguistics and*. 10(2), 42–50.
- Puspita, D., Nuansa, S., & Mentari, A. T. (2021). Students' Perception toward the Use of Google Site as English Academic Diary. *Community Development Journal : Jurnal Pengabdian Masyarakat*, 2(2), 494–498. <https://doi.org/10.31004/cdj.v2i2.1980>
- Puspita, D., & Pranoto, B. E. (2021). The attitude of Japanese newspapers in narrating disaster events: Appraisal in critical discourse study. *Studies in English Language and*

- Education*, 8(2), 796–817.
- Puspito, J., Putra, Y. P., Kurniawan, D., & Setiadi, B. R. (2020). The abilities of vocational high school students in reading of orthogonal projection drawing. *Journal of Physics: Conference Series*, 1700(1), 6–10. <https://doi.org/10.1088/1742-6596/1700/1/012007>
- Reranta, R. C., & Gulö, I. (n.d.). *Short Notices in Bandar Lampung: Errors and Variations*. Samanik. (2019). Fable for Character Building. *Journal Universitas Teknokrat Indonesia*.
- Sari, B. N., & Gulö, I. (2019). Observing Grammatical Collocation in Students' Writings. *Teknosastik*, 17(2), 25–31.
- Sari, F. M., & Oktaviani, L. (2021). Undergraduate Students' Views on the Use of Online Learning Platform during COVID-19 Pandemic. *Teknosastik*, 19(1), 41. <https://doi.org/10.33365/ts.v19i1.896>
- Sari, K., & Pranoto, B. E. (2021). *Representation of Government Concerning the Draft of Criminal Code in The Jakarta Post : A Critical Discourse Analysis*. 11(2), 98–113.
- Satria, M. N. D., & Rahardjo, I. B. (n.d.). *Bentuk Serangan DoS (Denial of Service) dan DDoS (Distributed Denial of Service) pada Jaringan NDN (Named Data Network)*.
- Septiyana, L., & Aminatun, D. (2021). the Correlation Between Efl Learners' Cohesion and Their Reading Comprehension. *Journal of Research on Language Education*, 2(2), 68–74.
- Setri, T. I., & Setiawan, D. B. (2020). Matriarchal Society in The Secret Life of Bees by Sue Monk Kidd. *Linguistics and Literature Journal*, 1(1), 28–33. <https://doi.org/10.33365/llj.v1i1.223>
- Suprayogi, S., & Pranoto, B. E. (2020). VIRTUAL TOURISM EXHIBITION ACTIVITY IN ENGLISH FOR TOURISM CLASS: STUDENTS' PERSPECTIVES. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 7(2), 199–207.
- Suprayogi, S., Pranoto, B. E., Budiman, A., Maulana, B., & Swastika, G. B. (2021). Pengembangan Keterampilan Menulis Siswa SMAN 1 Semaka Melalui Web Sekolah. *Madaniya*, 2(3), 283–294. <https://doi.org/10.53696/27214834.92>
- Suprayogi, S., Puspita, D., Nuansa, S., & Sari, K. (2021). *THE DISCURSIVE CONSTRUCTION OF INDIGENOUS BELIEF ISSUE IN THE JAKARTA POST*. 5(2), 417–430.
- Suprayogi, S., Samanik, S., Novanti, E. A., & Ardesis, Y.-. (2021). EFL Learner's Literary Competence Mapping through Reader-Response Writing Assessed using CCEA GCSE Mark Scheme. *Celt: A Journal of Culture, English Language Teaching & Literature*, 21(1), 2. <http://journal.unika.ac.id/index.php/celt/article/view/2871>
- Suryono, R. R., Budi, I., & Purwandari, B. (2021). Detection of fintech P2P lending issues in Indonesia. *Heliyon*, 7(4), e06782. <https://doi.org/10.1016/j.heliyon.2021.e06782>
- Tanenhans, M. K., Magnuson, J. S., Dahan, D., & Chambers, C. (2000). Eye movements and lexical access in spoken-language comprehension: Evaluating a linking hypothesis between fixations and linguistic processing. *Journal of Psycholinguistic Research*, 29(6), 557–580.
- Yuliansyah, A., & Ayu, M. (2021). The Implementation of Project-Based Assignment in Online Learning during Covid-19. *Journal of English Language Teaching and Learning*, 2(1), 32–38.