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Lexical and Grammatical Cohesion in Helmy Yahya Bicara Channel Youtube with Ferry Irwandi

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Abstract

This study aims to (1) describe the form of use of lexical cohesion in the Video Helmy Yahya Bicara Channel Youtube with Ferry Irwandi; (2) describe the form of use of grammatical cohesion in the video; (3) describe the role of lexical and grammatical cohesion in the analysis to realize discourse cohesion. This type of research is qualitative research. The data source is the YouTube video Helmy Yahya Bicara Edition with Ferry Irwandi “Ini Ngomong Apa Sih? Kok Daging Semua?” with a duration of 58 minutes and 34 seconds. The data in this study were analyzed using the matching and distribution methods. The matching method is used to ensure reality or facts in language. Furthermore, the PUP technique is used as a further technique. The distribution method is used to determine lingual units. The BUL technique is used. Furthermore, the conclusions of the analysis are presented as data and then explained and described. The results of study showed that 55 lexical and grammatical cohesion data were found in the video. The data includes grammatical cohesion 28 data consisting of reference 13, substitution, 2, ellipsis 4, and conjunction 9. As for lexical cohesion data, there are 27 data consisting of repetition 11, synonymy 7, antonymy 3, hyponymy 4, collocation 1, and equivalence 1. The elements of grammatical and lexical cohesion in this video play important role to: (1) facilitate understanding: the use of references and conjunctions helps the audience understand the flow of the conversation; (2) emphasize the main idea: repetition, especially epizeuxis, emphasizes important points to be conveyed; (3) form an integration of meaning: synonymy, antonymy, and hyponymy create variation without losing the focus of the theme.

Keywords: cohesion, grammatical, lexical, linguistic, oral discourse

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Abstrak

Penelitian ini bertujuan (1) mendeskripsikan bentuk penggunaan kohesi leksikal pada Video Helmy Yahya Talk YouTube Channel bersama Ferry Irwandi; (2) mendeskripsikan bentuk penggunaan kohesi gramatikal pada video tersebut; (3) mendeskripsikan peran kohesi leksikal dan gramatikal dalam analisis tersebut untuk mewujudkan kepaduan wacana. Jenis penelitian ini adalah penelitian kualitatif. Sumber data adalah video YouTube Helmy Yahya Bicara Edisi bersama Ferry Irwandi “Ini Ngomong Apa Sih? Kok Daging Semua?” berdurasi 58 menit 34 detik. Data dalam penelitian ini dianalisis melalui metode padan dan agih. Metode padan dipakai untuk memastikan realitas atau fakta dalam bahasa. Selanjutnya, digunakan teknik Pilah Unsur Penentu (PUP) sebagai teknik lanjutan. Berikutnya, metode agih dipakai untuk menentukan satuan lingual. Digunakan teknik Bagi Unsur Langsung (BUL). Selanjutnya, simpulan analisis disajikan sebagai data dan kemudian diuraikan dan dideskripsikan. Hasil penelitian menunjukkan, ditemukan 55 data kohesi leksikal dan gramatikal dalam video tersebut. Data tersebut meliputi kohesi gramatikal 28 data yang terdiri dari referensi 13 data, substitusi, 2 data, elipsis 4 data, dan konjungsi 9 data. Adapun data kohesi leksikal terdapat 27 data yang terdiri dari repetisi 11 data, sinonimi 7 data, antonimi 3 data, hiponimi 4 data, kolokasi 1 data, dan ekuivalensi 1 data. Unsur kohesi gramatikal dan leksikal dalam video ini memainkan peran penting untuk: (1) mempermudah pemahaman: penggunaan referensi dan konjungsi membantu audiens memahami alur pembicaraan; (2) menegaskan ide pokok: repetisi, khususnya epizeuksis, menekankan poin-poin penting yang ingin disampaikan; (3) membentuk keterpaduan makna: sinonimi, antonimi, dan hiponimi menciptakan variasi tanpa kehilangan fokus tema.

Kata kunci: gramatikal, kohesi, leksikal, linguistik, wacana lisan

Introduction

Discourse is a unit of language used to communicate in a certain context, either in oral or written form. Discourse is more than just a sentence because it includes the relationship between sentences or utterances to form a complete and structured meaning. In linguistics, discourse is understood as the largest unit of language. Discourse or speech is divided into two types, namely oral discourse and written discourse (Kusuma & Sabardila, 2022). Discourse refers to the use of language in the communication process, whether delivered orally (such as in conversations, lectures, lectures, sermons, etc.), or in writing (such as in scientific papers, dissertations, letters, etc.) (Sumarlam, 2003). Discourse can be considered good if it fulfills several aspects, one of which is that it must contain an element of cohesion in it (Musayyidah et al., 2023).

Cohesion basically refers to formal relationships, meaning that elements in a discourse (such as words or phrases) are connected to each other in a coherent and unified way (Hufyati et al., 2022). Cohesion is an important aspect in creating organized and meaningful text, both in written and spoken form. In text analysis, cohesion consists of two main types, namely lexical cohesion and grammatical cohesion, which play a role in establishing relationships between elements in the text so that the message conveyed is easily understood by the audience. In oral discourse, such as video interviews or discussions, cohesion is essential to keep the flow of conversation logical and coherent, especially in the context of conveying complex or meaningful information.

Cohesion is divided into two, grammatical and lexical cohesion. Grammatical cohesion is the relationship between units in a text that is woven through grammatical elements, such as pronouns, conjunctions, or the use of interconnected sentence structures that create text cohesion, facilitate understanding, and create logical relationships. Grammatical cohesion consists of

references, substitutions, ellipsis and conjunctions. Lexical cohesion is the use of lexical elements such as words that are related to meaning, for example repetition, synonyms, antonyms, hyponyms, or collocations. Lexical cohesion focuses on the selection of related words to strengthen the relationship between ideas in the text, in the form of synonyms, hyponyms, repetition, collocations, and equivalences (Darmawati, 2021). So, grammatical cohesion relies on the structure of language, while lexical cohesion focuses more on the relationship of meaning between words in the text. Both lexical and grammatical cohesion complement each other to create an easy-to-understand text.

Helmy Yahya's video with Ferry Irwandi is an example of an interesting oral discourse to analyze from a cohesion perspective. This video presents a dynamic discussion with diverse and information-dense topics, so that the use of lexical and grammatical cohesion is key in creating relationships between parts of the conversation, constructing arguments, and keeping the audience focused on the topic. In this video, the discussion covers the life journey of Ferry Irwandi, Helmy Yahya's inspiring guest star, including his background, education, and movement initiatives in the digital world. As is known, Ferry Irwandi is an alumnus of STAN who eventually crossed fields, voicing his critical thoughts and ideas through YouTube and social media. He consistently shares educational and inspirational content that is "meaningfull." In this episode, Ferry tells how close he is to people at the Ministry of Finance and the reasons he left the civil service. His appearance on the *Helmy Yahya Bicara* show broadens his influence and provides a new perspective for the audience.

The reason Helmy Yahya Bicara YouTube channel was chosen as the object of research is because in his videos, Helmy uses rich or innovative lexical choices, such as the use of varied synonyms or repetitions that strengthen the main idea. Then in terms of grammar, Helmy Yahya has an attraction from the way he uses logical connectors or ellipsis to simplify sentences without sacrificing meaning. So, in his videos Helmy uses cohesion that reflects good rhetorical skills, attracts the attention of listeners, and creates a deep impression.

Relevant research related to lexical cohesion is research (Ndruru & Johan, 2024; Nuraini et al., 2024; Sagala & Mubarak, 2024; Nendriyani & Atiqa Sabardilla, 2023). The studies have similarities in the methods of data collection techniques and types of objects studied, because they both study oral discourse from YouTube videos. However, the study is still limited to the study of lexical cohesion only and does not include grammatical cohesion. For this reason, this study will present novelty in the form of a study of lexical and grammatical cohesion in oral discourse. Both lexical and grammatical cohesion complement each other to create texts that are easy to understand. The cohesion system applies not only to certain texts but also to all texts to create meaning (Purnama et al., 2024). Relevant research related to grammatical cohesion is (Puteri, 2023); (Ramadhan & Maulana, 2024); (Ni'mah & Rosyidah, 2023); (Mantiri & Rudianto, 2024); (S. A. Putri & Simatupang, 2024). Research related to lexical and grammatical cohesion is research (Istikawati & Sulistyono, 2024). In addition, in oral discourse there is also research (Putri & Sabardila, 2024); (Rimbawati et al., 2024); (Latifah, 2023); (Rosidah & Wibawa, 2020). The research has the same focus of study, namely lexical and grammatical cohesion. Unlike previous research, the research examines novels that include written discourse, while this research uses oral discourse from Ferry Irwandi and Helmy Yahya's discussion.

Research on lexical and grammatical cohesion in discourse is dominated by written discourse such as novels, news texts, short stories, and so on. Meanwhile, research on oral discourse cohesion, including discussions on the YouTube platform, is still relatively limited. Based on these limitations, this study will examine the cohesion contained in this video's oral discourse.

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This study aims to (1) identify the forms of lexical cohesion in the Video Helmy Yahya Bicara Channel Youtube with Ferry Irwandi; (2) identify the forms of grammatical cohesion in the video; (3) describe the role of lexical and grammatical cohesion in the analysis to realize discourse cohesion.

This research is expected to be useful for analyzing the ways of connecting information in oral conversations that take place in the context of media, such as video talk shows. Effective grammatical and lexical cohesion can improve the quality of audience understanding, as well as create strong integration in discussions that are not always formally structured. In addition, this research is also useful for providing insight into the elements of cohesion that can be used to build a certain impression or influence on the audience. By understanding the use of cohesion in oral discourse, especially in formats such as talk shows or podcasts, the flow of communication can be better maintained, effective, directed, and easily understood by the audience. Indirectly, related to its relevance to language learning, this research can also contribute to improving speaking skills competence, through effective talk show or discussion practices in the classroom where oral discourse contains cohesion.

Method

This research is a qualitative descriptive study. The data source for this study is the Video "Helmy Yahya Bicara" Edition "@ferryirwandi Ini Bicara Apa Sih? Kok Semua Daging?" Helmy Yahya Bicara YouTube Channel uploaded on YouTube on February 13, 2023 with duration 58 minutes 34 second. Data was collected using the listening technique, by watching the video in full and listening to the conversation between Helmy Yahya and Ferry Irwandi. By watching the video in full, researchers will capture information from the conversation that occurred between them. Listening is not just listening, but also noting important elements related to cohesion, such as pronouns, conjunctions, or repetitions used in the conversation. This is followed by transcription (compiling a transcript of the conversation in the video). This process is important to ensure that the recorded conversation data can be analyzed further. In this case, the transcription must be accurate to ensure that all existing cohesive elements are recorded properly. Documentation is also carried out by saving the video and transcript as the main data in the study. Data analysis in this study uses the matching and distribution method. The matching method is implemented to ensure reality or facts in language. This matching method focuses on language accuracy, identifying how elements such as conjunctions, references, or synonyms work to connect sentences and maintain a logical flow of conversation. Next, as an advanced technique, the Determining Elements (PUP) technique is used. This technique is used to mark elements that are determinants in sentences or discourse, such as pronouns or conjunctions that connect ideas between parts of the conversation. Determining Elements will help identify elements that function to connect different parts of the discourse. Next, the distribution method is used to determine lingual units. This method is used to divide discourse into smaller linguistic units. The distribution method is useful for identifying language units that form cohesion in spoken discourse. These units can be sentences, phrases, or even words that connect ideas grammatically or lexically. The basic technique used is the Direct Elements (BUL) technique. This technique is used to analyze how elements in conversation are broken down into smaller parts without changing the overall meaning of the discourse. This technique will help researchers in separating grammatical or lexical elements that function to form cohesion between sentences. Furthermore, the conclusions of the analysis are presented as data and then explained and described.

Result and Discussion

Cohesion is the relationship between parts in a text which is characterized by the use of language elements as a binder (Hardiaz et al., 2020). The coherence of these sentences will make a discourse clear and not deviate from the idea you want to convey so that it is easy to understand (Musayyidah et al., 2023). Cohesion ensures that parts of the discourse are not disjointed, but support each other so that the message conveyed is clear and easy to understand. Cohesion is divided into two types, lexical and grammatical cohesion. In the video, cohesion can be identified in the form of 28 lexical cohesions and 27 grammatical cohesions, as follows.

Table 1. Lexical and Grammatical Cohesion in Videos

No	Cohesion	Total
Grammatical Cohesion		
1	References	13
2	Elipsis	4
3	Subtitution	2
4	Conjunction	9
Lexical Cohesion		
5	Repetition	11
6	Synonymi	7
7	Antonymy	3
8	Hyponymy	4
9	Collocation	1
10	Equivalence	1
Total		55

Based on table 1, lexical and grammatical cohesion can be further detailed. Grammatical cohesion was found in 28 data consisting of 13 data references, 2 data substitutions, 4 data ellipsis, and 9 data conjunctions. In it, it can be dissected again so that the references consist of 11 person references and 2 demonstrative references. Conjunctions consist of 2 causal conjunctions, 3 affirmative conjunctions, 3 oppositional conjunctions, and 1 additional conjunction. As for the form of lexical cohesion, there are 27 data consisting of 11 data repetitions, 7 data synonyms, 3 data antonyms, 4 data hyponyms, 1 data collocation, and 1 data equivalence. Repetition is still further detailed consisting of 11 epizeuxis repetitions. A full explanation will be discussed as follows.

Forms of Grammatical Cohesion

Grammatical cohesion refers to the semantic relationship between elements in a discourse that is marked or marked by grammatical elements, such as pronouns, conjunctions, or references. These elements function to connect sentences or clauses to form a complete and coherent discourse structure (Nirwana & Ratna, 2023). There are 14 references, 4 ellipses, 2 substitutions and 1

conjunction.

Reference

Reference or allusion refers to the use of a word or group of words to refer to another word or group of words related to the reference (Putri & Sabardila, 2024). According to Sumarlam in (Sari & Markhamah, 2024), reference is a form of grammatical cohesion that involves certain language units that refer to other language units (or references) that appear before or after them. References can consist of personal, demonstrative, and comparative references (Nurkholifah et al., 2021). In this video, 13 references were found, consisting of 11 person references and 2 demonstrative references, as follows.

Persona Reference

Personal reference is a type of pronoun used to refer to a person or thing that has been mentioned previously in a conversation or text. There are three main categories in personal reference, namely first, second, and third person, which include both singular and plural forms (Suryana et al., 2020). The main function of personal references is to avoid repeating the same noun, and to facilitate the flow of conversation or discourse by still referring to the relevant person or thing. Personal references are shown in the following data.

Data 1:

*Ferry Irwandi: “Dan ketika dia melihat channel kayak **channel guru gembul, channel e... Pak Indrawan, channel saya**, yang waktu itu naiknya tuh bareng tuh pak. **Kami** bertiga itu,*

[Ferry Irwandi: “And when he saw channels like the guru gembul channel, channel e... Pak Indrawan, my channel, which at that time went up together, sir. The three of us,]

Data 2:

*Ferry: “Karena ini, ya mungkin Abang tahulah karakter **anak STAN** ya. Mostly **kita***

[Ferry: “Because of this, maybe you know the character of STAN students. Mostly we]

Data 3:

*Helmi: ... lya ada **dosen pokoknya paling tinggi tuh C**. ... **Dia** ngajar ilmu yang ada ngitung-ngitung, **dia** aku pikir, **dia** enggak koreksi itu Fer.”*

Helmi: ... yes, there **is a lecturer, the highest is C**. ... **He** teaches science that involves calculations, I think **he** doesn't correct that Fer.”]

Data 4:

*Ferry Irwandi: ... **Putin** itu orang yang suka nulis. Sangat suka nulis. **Dia** sangat suka bikin esai.”*

[Ferry Irwandi: ... **Putin** is a person who likes to write. Really likes to write. **He** really likes to make essays.”]

Data 5:

*Helmy Yahya: “Pamit dengan Ibu, **Ibu SMI?**.”*

*Ferry Irwandi: “Karena saya merasa ya **dia** sosok yang sangat saya Idolakan... dan **dia** sangat...”*

[Helmy Yahya: “Saying goodbye to Mom, **Mrs. SMI?**”

*Ferry Irwandi: “Because I feel like **she** is someone I really idolize... and **she** really...]*

In data (1) the first person plural pronoun is used we ‘kami’ because the dialogue refers to the word ‘channel guru gembul, channel e... Pak Indrawan, channel saya’ (Guru Gembul’s Channel, Mr. Indrawan’s Channel, my channel). Ferry Irwandi mentioned the channels "Guru Gembul," "Mr. Indrawan," and himself. Then in data (2), using the first person plural pronoun, “Abang tahulah karakter **anak STAN** ya. Mostly **kita**” [“You know the character of STAN

students, right? Mostly we"]. In data (2), the word 'kita' we refers to STAN students as expressed by Ferry Irwandi. Next, in data (3), there is a third person singular pronoun, where in the dialogue there is the word 'dia' "he" which refers to the previous word, namely the lecturer when Helmy Yahya was at college who was known to be a killer and stingy with marks. This referential cohesion occurs when a noun, pronoun or noun phrase refers to another constituent in the text. In data (4), there is the use of the word 'Dia' (third singular plural) to refer to the previous word, namely Putin. The use of the third singular plural person reference is also found in data (5) which mentions dia to refer to the figure of Mrs. SMI or Sri Mulyani, as Minister of Finance and Ferry's superior in his previous career at the Ministry of Finance. In the previous article conducted by (Rohmah et al., 2023), shows the existence of data that refers to the persona reference, namely: (1) first person I, me, we and us (2) second person you, you and you guys (3) third person he, she and they (Baam & Sanda, 2021).

Demonstrative References

Demonstrative references are a type of pronoun that is used to point to or refer to something (a particular object, place, or time). Some examples of demonstrative words in Indonesian include "this, that" (Suryana et al., 2020).

Data 6:

Helmi Yahya: "Udah pernah **branding dirut TVRI yang dipecat** ah ah udah banyak sekali Fer".

Ferry Irwandi: "Tapi banyak orang yang sedih Bang, ketika **Bang Helmi dipecat** dari... dan sampai sekarang mempertanyakan Kenapa dipecat ya? kita mungkin ada cerita di balik...."

Helmi Yahya: "Enggak usah dibahas lagi."

Ferry Irwandi: "Enggak usah dibahas, cuman **waktu itu** kayak TVRI yang udah mati...."

[Helmi Yahya: "There have been brandings of **TVRI CEOs who were fired**, ah, there have been so many Fer".

Ferry Irwandi: "But many people were sad, Bang, when **Bang Helmi was fired** from... and until now they are asking why he was fired, huh? We might have a story behind it..."

Helmi Yahya: "No need to discuss it anymore."

Ferry Irwandi: "No need to discuss it anymore, it was just that **at that time** it was like TVRI had died....]

Data 7:

Ferry Irwandi: "Iya dari sungai itu Pak. jadi Belarus ee **Ukraina sama Rusia**, Ukraina sempat masuk ke Rusia, terus keluar. Terus ternyata saya melihat. Oke **ini serangan** pasti terjadi."

[Ferry Irwandi: "Yes, from that river, Sir. So Belarus, ee Ukraine and Russia, Ukraine entered Russia, then left. Then it turned out I saw it. Okay, this attack must have happened."]

In data (6) there is a reference to a time demonstrative, there is the word "that time" [*waktu itu*] which refers to the time when TVRI was not yet led by Helmy Yahya. Next, data (7) "this is an attack" [*ini serangan*] which refers to the Ukrainian and Russian war incident, which was said by Irwan Effendy in the previous sentence or anaphorically.

Ellipsis

Ellipsis is the omission of part of a phrase or clause in a sentence that does not affect the meaning of the sentence as a whole (Muhyidin, 2021). The main purpose of ellipsis is to avoid repeating words that are clear or unnecessary, thus shortening the sentence and making it more efficient. By removing parts that are already understood from the previous context, ellipsis maintains the flow of communication without reducing the clarity of information. In this study, 4

ellipses were found as follows.

Data 8

Ferry: “*lya. Karena manusia kan Bang?*”

Helmi: “*Ya Ø tempatnya salah.*”

[Ferry: “Yes. Because it’s **human**, right Bang?”

Helmi: “Yes, Ø the place is wrong.”]

Data 9

Helmy Yahya: “*Itu kafemu ya?*”

Ferry Irwandi: “*lya*”

Helmy Yahya: “*Ø Di Bintaro?*”

Ferry Irwandi: “*(Ø) Di Rawamangun*”

[Helmy Yahya: “Is that **your cafe?**”

Ferry Irwandi: “Yes”

Helmy Yahya: “*Ø In Bintaro?*”

Ferry Irwandi: “*(Ø) In Rawamangun*”]

Data 10

Helmy Yahya: “*Ya, kita setuju. Anak-anak muda jangan apatis lah ya.*”

Ferry Irwandi: “*Ya, kalau bisa sih jangan Ø. Untuk membuat anak muda tidak*”

[Helmy Yahya: “Yes, we agree. Young people shouldn’t be **apathetic**, okay?”

Ferry Irwandi: “Yes, if possible, don’t Ø. To prevent young people from”]

Data (8), ellipsis on words “human” [*manusia*], where the context of the object is a human being who is being talked about as a human being in the wrong place. When the discussion clearly refers to the subject of a human being, the word “manusia” is not used to avoid unnecessary repetition. In data (8), Ferry Irwandi talks about himself and Helmy Yahya. This context is strong enough to understand that they are humans without needing to mention it. Data (9), ellipsis on the word “cafe” [*kafe*] before the sentence 'In Bintaro. This ellipsis process occurs when the word "cafe" is omitted but its meaning can still be understood from the context of the previous sentence. Likewise, data (10) states that there was a deletion of the word "apathy" [*apatis*] but it still does not reduce the meaning of the sentence. The words “human” [*manusia*], “cafe” [*kafe*], “apathy” [*apatis*], and “Bang Helmy” were deleted because their implicit nature was already understood by the listener, so they were not needed explicitly to maintain efficiency and smooth communication. As previous research (Nurkholifah et al., 2021), constituent Ø in the form Prohibition Ø intended to prevent the spread of the virus when going home and the effectiveness of the Covid-19 vaccination [*pelarangan Ø dimaksudkan untuk mencegah penyebaran virus ketika mudik serta efektivitas vaksinasi Covid-19*] is the omission of an element in the form of the phrase “mudik” [*mudik*]. The omission of the phrase "mudik" which does not change the meaning of the sentence makes the sentence feel more concise and still avoids boredom (Nurkholifah et al., 2021).

Substitution

Substitution is an element of grammatical cohesion marker that involves replacing a word or group of words with another word or group of words to clarify the meaning (Darmawati, 2021). Substitution is also known as substitution, which is the replacement of certain language units (which have been mentioned previously) with other language units in discourse with the aim of obtaining differentiating elements (Ardiyanti & Setyorini, 2019). According to Al-Thunebat et al., (2024), substitution is a process that occurs in a text that involves replacing one element with another element. 2 substitutions were found in this study, as follows.

Data 11:

Helmy Yahya: Wow, itu itu untuk saya. Membekas banget. Jadi, saya pun kalau saya tidak ada. Kan orang tetap kenal saya Raja Kuis padahal sudah, udah kalah dengan Pak Jokowi."

[Helmy Yahya: Wow, that was it for me. It really left an impression. So, even if I wasn't here, people would still know me as the King of Quizzes even though I've already lost to Mr. Jokowi."]

Data 12:

Helmi Yahya: ... ada film dulu Beautiful Mind, mungkin Ferry udah pernah nonton. Ada seorang **schizofrenik jenius**. Namanya **Jonathan Nash**, memenangkan Nobel untuk matematika ekonomi.

[Helmi Yahya: ... there was a film called Beautiful Mind, maybe Ferry has seen it. There was a genius schizophrenic. His name was **Jonathan Nash**, he won the Nobel Prize for mathematical economics.]

Data (11) found the substitution of "King of Quizzes" [*Raja Kuis*], replacing the word 'I' [*saya*] in the previous sentence. As understood in the context, 'I' or the speaker, namely Helmy Yahya, is a famous former presenter of a quiz program.. In data (11) the substitution at the front occurs when the element being replaced (I) appears before the replacing element (King of Quizzes). This is done to suppress direct repetition that Helmy Yahya was the King of Quizzes in his era. In contrast to data (11), in data (12) there is also a substitution of 'schizophrenic genius' to refer to 'Jonathan Nash', where the substitution/replacement is actually at the front, namely 'schizophrenic genius' to refer to Jonathan Nash. Research conducted by (Kushartanti & Djenar, 2023), found the substitution of "good child" [*anak baik*] to refer to 'Didi'.

Conjunction

Conjunction or conjunction is connecting sentences, clauses, or parts in a text so that the flow is logical and clear (Halawa & Lase, 2022). There are 9 conjunctions which include "and", "moreover", "because", and "but" [*dan, apalagi, karena, dan tapi*].

Causal Conjunction

Data 13:

Ferry : Kita Survival at finance kan karena kan emang kita berangkat dari perjuangan ya,

[Ferry: We survive in finance **because** we started from a struggle, right? ...]

Data (13) contains the conjunction 'because' which states cause and effect.

Affirmative Conjunctions

Data 14:

Helmy Yahya: ... sekecil apapun, let's do something untuk kebaikan NKRI. Apalagi kita sudah makan uang negara banyak, Fer.

[Helmy Yahya: ... no matter how small, let's do something for the good of the Republic of Indonesia. **Moreover**, we have already eaten up a lot of state money, Fer.]

Data (14) contains the conjunction 'moreover' which indicates affirmation. In the data there is a conjunction which emphasizes the part of the sentence which is in the previous sentence.

Conjunction of Opposition

Data 15

Helmi Yahya: Semoga bukan karena saya mau keluar Fer, tapi kalau iya juga enggak apa-

apa gitu...

[Helmi Yahya: Hopefully it's not because I want to leave Fer, **but** if it is, that's fine too...]

Data (15) contains the conjunction 'but'. The conjunction is found in the second sentence, which functions to refute the statement in the previous sentence.

Addition Conjunction

Data 16:

*Ferry Irwandi: Harus bisa apa aja **dan** kita harus belajar apapun. Di YouTube pun saya enggak mau dianggap ahli sesuatu gitu.*

[Ferry Irwandi: We have to be able to do anything **and** we have to learn anything. Even on YouTube, I don't want to be considered an expert at anything.]

Data 16 contains an additional conjunction marked by the word 'and'. In data (16) there is an additional conjunction 'and' which shows that the conjunction connects two identical clauses to form one cohesive sentence.

Forms of Lexical Cohesion

Lexical cohesion can take the form of repetition, synonymy or word equivalents, collocation or word comparisons, hyponymy or top-bottom relationships, antonymy or opposite words, and equivalence or equality or fit (Dewi & Sabardila, 2023). Lexical cohesion in this video consists of repetition, synonymy, antonymy, hyponymy, collocation, and equivalence.

Repetition

Repetition, or what is often called repetition, is the act of repeating words, phrases, or sentences with the aim of strengthening the meaning and providing emphasis. (Butar-Butar et al., 2024); (Aprilyana & Sulistyono, 2022). Repetition can be divided into several types, one of which is epizeuxis. Epizeuxis repetition is the repetition of words that are considered important in sequence several times to provide emphasis (Aprilia et al., 2023). This repetition aims to emphasize the importance of the repeated phrases and words.

In this YouTube video Helmy Yahya Bicara, 12 epizeuxis repetition data can be identified, one of which is as follows.

Data 17:

*Ferry Irwandi: semua orang itu berhak dengan produk politik yang baik, Pak. **Bukan lagi soal politik identitas. Bukan lagi soal biner. Bukan lagi soal setan dan malaikat yang dipertemukan***

[Ferry Irwandi: everyone has the right to good political products, Sir. **It's no longer** about identity politics. **It's no longer** about binary. **It's no longer** about devils and angels being brought together....]

Data 18:

*Ferry Irwandi: ...Ini siapa yang buat. **Siapa** yang modalin. **Siapa** yang...**siapa** yang bikin acara sampai bisa ngundang orang-orang kayak gini datang. **Siapa** sponsornya."*

[Ferry Irwandi: ...**Who** made this. Who funded it. **Who...who** made the event so they could invite people like this to come. **Who** was the sponsor?"]

Data 19:

*Helmy Yahya: ... Saya dulu marah sama bapak saya saya itu kan juara terus, SD SMP SMA. **Enggak pernah muji. Enggak pernah muji. Enggak pernah muji** saya. Saya juara umum, dia **enggak pernah muji**. Dia biasa aja gitu....*

[Helmy Yahya: ... I used to be angry with my father, I was always the champion, in elementary school, middle school, high school. He **never praised me**. He **never praised me**. I was the

overall champion, he **never praised me**. He was just like that...]

Through his speech, Ferry Irwandi repeatedly repeats phrases such as in data (17) which repeats the word 'no longer' [*bukan lagi*] in three consecutive sentences which indicates that Ferry is firm about it, in the context of which he emphasizes that everyone has the right to receive good political products, not identity politics, not binary, and not devil-angel politics. In data (18), there is a repetition of the word 'who' [*siapa*] up to four times which shows that there are many who 'highlight' [*menyoroti*] or question who (in the context of wondering who is the 'driving force' [*penggerak*] of Ferry Irwandi or who is the person behind Ferry Irwandi. As has also been found in research (Sapna & Astuti, 2022), there is a repetition of lingual units “who” [*siapa*] in the first line which is then repeated again at the beginning of the second line. Furthermore, data (19) contains a repetition of the sentence “never praise” [*enggak pernah muji*] up to four times in a row. In this context, Helmy Yahya uses repetition to emphasize that he was never praised (by his father) when he received various achievements. Repetition (either syllables, words, or sentences) is considered important to emphasize meaning in the appropriate context (Ampa & Basri, 2019).

Synonymy

Synonymy means similarity or similarity in meaning (Amalia & Sholikhati, 2023), serves to build a relationship of similar meaning between one lingual unit and another lingual unit.

Data 20:

*Ferry Irwandi: Minum **bayar**, saya **enggak gratisin**. Biar kaya saya. Jadi kayak.*

[Ferry Irwandi: You have to **pay** for drinks, I **won't give them for free**. So that it's like me. So that it's like me.]

Data 21:

*Ferry Irwandi: “Yang dalam dalam **path** itu, dalam **way** itu kan bukan cuma saya sendiri Pak.”*

[Ferry Irwandi: "The one who is deep in that path, in that way, is not just me, sir."]

Data 22:

*Ferry Irwandi: “...jauh lebih **brilian**, jauh lebih **pintar**....*

[Ferry Irwandi: “...much more brilliant, much smarter....”]

Data 23:

*Ferry Irwandi: “... bukan karena persona saya tapi **idea** saya, **pemikiran** saya*

[Ferry Irwandi: “... not because of my persona but my ideas, my thoughts....”]

Data 24:

*Helmy Yahya: “Feri lebih **senang** untuk ... belum tentu yang **disukai**?”*

[Helmy Yahya: “Feri prefers to... not necessarily what he likes?”]

Data 25:

*Ferry Irwandi: “...kalian punya semua **power**, punya semua **kekuatan** untuk....”*

[Ferry Irwandi: “...you have all the power, all the strength to...”]

In data (20) there are synonyms, namely the words “pay” [*bayar*] and won't give them for free [*gratis*]. Next data (21), synonyms are shown in the word *path* dengan *way*. Although derived from different roots (way from Old English weg and path from Old English pæth), both evolved in modern English to describe the idea of a "path" or "route." *Way and path are synonymous because they both refer to the core idea of a “path” or “way to get to something.”* Next on data (22) “brilliant” [*brilian*] and “smart” [*pintar*] is same. Both are synonymous in describing intelligence, only brilliant usually refers more to extraordinary brilliance while smart is more

general. Next, data (23) between *idea* and “thinking” [*pemikiran*] are synonymous with each other or have the same meaning. Ideas and thoughts both refer to a concept or idea that appears in a person's mind. Next, data (24) contains synonyms, namely the words “prefers” [*senang*] and “like” [*suka*]. At the beginning of the sentence, Helmy Yahya spoke to Ferry using the word prefers, but in the next sentence, Helmy used the word like. The words “like” and “prefers” are synonymous because they both refer to positive feelings or states towards something. Data (25) contains synonyms for power and strength [*kekuatan*]. Both refer to the ability or power to control or influence something, whether in a physical, social, political, or symbolic context.

Antonymy

Antonymy are a type of word that has an opposite or different meaning. Antonyms are also known as opposites or oppositions (Baiyah, 2024).

Data 26:

*Helmy Yahya: “Helmi: Itu penting. Aku tadi waktu Feri ngomong, aku mau Feri ngomong gini nih aku mau setelah aku **tidak ada** pun bahwa aku **masih ada**”.*

[Helmy Yahya: “Helmi: That's important. Earlier when Feri was talking, I wanted Feri to say this, I want him to say that even after **I'm gone**, that **I'm still around**.”]

Data 27:

*Helmy Yahya: “Baru itu baru itu dahsyat itu, akunya enggak nyampai ilmu ke sana. Jadi kalau aku pun sudah **tidak ada** dipanggil oleh yang kuasa tapi jasadku boleh tidak ada. Tetapi apa pemikiran karya **tetap ada** itu ya?”*

[Helmy Yahya: "That's new, that's powerful, I don't have knowledge there. So even if I'm **no longer there**, I'm called by the powers that be, but my body may not be there. But is there any idea that the work will **still exist**?"]

Data 28:

*Ferry Irwandi: “Eh simpelnya **proposional terbuka** kita milih langsung. Namanya, nama calegnya dalam sistem, nama orangnya langsung. **Proporsional tertutup**, kita milih partai yang partainya nentuin nanti orang siapa.”*

[Ferry Irwandi: "Eh, in simple terms, with **open proportionality**, we vote directly. The name, the name of the legislative candidate in the system, the person's name directly. With **closed proportionality**, we vote for a party whose party determines who the person will be."]

In data (26) there are the antonyms of the words “gone” [*tidak ada*] and “still around” [*masih ada*]. In data (27) there is also the data “no longer there” [*tidak ada*] and “still exist” [*tetap ada*]. In data (28) there are the antonyms of “open propositional” [*proposional terbuka*] phrases and “closed propositional” [*proposional tertutup*] phrases which indicate the existence of opposite things.

Hiponymy

Hiponymy can be explained as the relationship between a more general (generic) word and a more specific word. Hyponyms are words that have a narrower meaning or are more focused on something more detailed (Paino et al., 2021). Semantically, the creation of such hyponyms is possible not only because the measure verb contains a variable (Togano, 2024).

Data 29:

*Helmy Yahya: Tapi kamu **art** banget ya. Bisa **nyanyi**, bisa **ngerap**, bisa **main gitar**. Ini anak apa sebenarnya.*

[Helmy Yahya: But you're really **artistic**. You can **sing**, you can **rap**, you can **play the guitar**.

What kind of kid is this really?]

Data 30:

Ferry: “... Termasuk kalau orang kan kadang bicara apa **passionmu**. Oh passion saya di **ekonomi** atau passion saya di **filsafat** atau passion saya di **musik**...”

[Ferry: “... Including when people sometimes talk about what your **passion** is. Oh, my passion is in economics or my passion is in **philosophy** or my passion is in **music**...”]

Data 31:

Ferry: Dan ketika dia melihat **Channel** kayak **channel guru gembul**, **channel e... Pak Indrawan**, **channel saya**, yang waktu itu naiknya tuh bareng tuh pak.

[Ferry: And when he saw **channels** like the **Guru Gembul’s channel**, **Mr Indrawan’s channel**, **my channel**, which at that time went up together with you, Sir.]

Data 32:

Helmi: Tapi aku tidak berkarir di dalam dunia yang seharusnya anak-anak STAN. Iya. aku keluar tuh iya kan? Kan anak STAN tuh, kalau enggak di **pajak, BPK, BPKP, KPK, inspektorat jenderal, kementerian keuangan** that's it aku keluar.

[Helmi: But I didn't have a **career in the world that STAN students should have**. Yeah. I quit, right? Because STAN students, if not **in tax, BPK, BPKP, KPK, Inspectorate General, Ministry of Finance**, that's where I quit.]

In data (29) there is a hypernym or superordinate, namely 'art', and its hyponyms are singing, rapping, playing guitar. In data (30) the hypernym is passion, and the hyponyms are economics, philosophy, and music. Next in data (31), the hypernym is channel (YouTube), and the hypernyms are Guru Gembul’s Channel, Mr. Indrawan’s Channels, my channel. Next in data (32) there is a hypernym of the career world of STAN students and the hypernyms are tax, BPK, BPKP, KPK, inspectorate general, ministry of finance. The career world of STAN students is a hypernym that includes various career choices that are relevant to tax, BPK, BPKP, KPK, Inspectorate General, and the Ministry of Finance, all of which are institutions or sectors that are usually career destinations for STAN graduates who work in the fields of finance, accounting, auditing, or state financial supervision.

Collocations

Collocations are also known as matching words (Suhendra & Patriani R, 2021). Collocation rules are applied to understand the meaning of words based on their use together with other words, while focus word and key word rules are used to identify the relationship between meaning concepts and words in the domain being studied (Bakar et al., 2024). Collocated words are words that are often used together in a particular context or domain. In this video there are the following collocations.

Data 33:

Ferry Irwandi: Enggak sih ke dibilang **berminat masuk politik**, gimana **masuk politik**. Bukankah semua orang **berpolitik**. Ya Semua orang punya **perspektif**. Semua orang punya **ideologi** yang dia pegang dan tujuan yang mau dia lakukan gitu walaupun tidak Praktis jadi **caleg** atau jadi **capres** atau lain sebagainya. Kalau untuk **jadi caleg, jadi capres** atau nyalon **Walikota** kayak tadi saya bilang itu.

[Ferry Irwandi: No, it's not like he said he was **interested in entering politics**, how do you **enter politics**? Isn't everyone **involved in politics**? Yes, **everyone has a perspective**. **Everyone has an ideology** that they hold and goals that they want to achieve, even if it's not

practical to become a **legislative candidate** or a **presidential candidate** or whatever. If it's to become a **legislative candidate**, a **presidential candidate** or a **mayoral candidate** like I said earlier.]

In data (33) there is a related collocation, namely the collocation contained in the excerpt is related to the world of politics, where words such as "interested in entering politics", "have a perspective", "have an ideology", "become a legislative candidate", "become a presidential candidate", and "run for mayor" are pairs of words that are often used together in the context of political discussions or political processes and refer to the word politics. Research findings (Nakajima et al., 2023), shows that there are nouns that are often collocated with Covid-19, namely vaccine, health, economy, time, rights, and country.

Equivalence

Equivalence is the use of very similar meanings due to the use of the same basic words (Rohiyana, 2021).

Data 34:

*Helmy Yahya: dan Feri mau **menggerakkan** itu?*

*Ferry Irwandi: Tidak pernah terpikir untuk **menggerakkan** apa-apa Pak. Yang saya pikirkan hanyalah saya **bergerak**.*

[Helmy Yahya: And Ferry wants to **move** that?

Ferry Irwandi: I never thought about **moving** anything, Sir. All I thought about was **moving**.]

The equivalence in data (34) occurs because even though the words used are structurally different “move vs moving vs moving” [*menggerakkan vs menggerakkan vs bergerak*], all three have the same basic origin and very similar meanings, namely related to action or movement. So, in this conversation, the two words create a very close relationship in meaning.

The Role of Lexical and Grammatical Cohesion in Realizing Discourse Coherence

Cohesion is a key element in discourse analysis that functions to connect parts of a text to form a cohesive whole. In this case, cohesion can be divided into two main types, lexical cohesion and grammatical cohesion. Both play an important role in realizing discourse cohesion, namely the unity of meaning in the text that allows readers or listeners to understand the message well. The elements of grammatical and lexical cohesion in this video play an important role in: (1) facilitating understanding: the use of references and conjunctions helps the audience understand the flow of the conversation; (2) emphasizing the main idea: repetition, especially epizeuxis, emphasizes important points to be conveyed; (3) forming a cohesive meaning: synonymy, antonymy, and hyponymy create variation without losing the focus of the theme. A more complete explanation is as follows.

1) Facilitates understanding

The use of references and conjunctions helps the audience understand the flow of the conversation, as in the following examples.

Data 35:

*Ferry Irwandi: Harus bisa apa aja **dan** kita harus belajar apapun. Di YouTube pun saya enggak mau dianggap ahli sesuatu gitu.*

[Ferry Irwandi: We have to be able to do anything **and** we have to learn anything. Even on YouTube, I don't want to be considered an expert at anything.]

The use of the conjunction and plays a role in ensuring that the story flows smoothly and the

information is consistent (Wulandari & Sabardila, 2023). YouTube viewers can then understand the storyline told by Ferry Irwandi. In addition to the use of conjunctions, the use of references also serves to facilitate understanding and increase the cohesion of a discourse, as in the following example.

Data 36

Ferry Irwandi: “Dan ketika dia melihat *channel* kayak **channel guru gembul, channel e... Pak Indrawan, channel saya**, yang waktu itu naiknya tuh bareng tuh pak. **Kami** bertiga itu,... [Ferry Irwandi: “And when he saw channels like the **Guru Gembul’s Channel, the e... Mr. Indrawan’s Channel, my channel**, which at that time went up together, sir. The three of us,...]

The word "we" [*kami*] in the phrase "We are the three of us" [*kami bertiga*] refers to Ferry Irwandi, Guru Gembul, and Mr. Indrawan, which strengthens the identification of the group. So, this reference becomes a clear reference to the person or group being discussed. Thus, it will help the audience in understanding the relationship between the ideas conveyed in the discourse.

2) Emphasize the main idea

The use of lexical cohesion involves repeating the same words, phrases, or ideas to emphasize or clarify meaning in discourse.

Data 37:

Ferry Irwandi: ...*Ini siapa yang buat. Siapa yang modalin. Siapa yang...siapa yang bikin acara sampai bisa mengundang orang-orang kayak gini datang. Siapa sponsornya.*”

[Ferry Irwandi: ...**Who** made this. **Who** funded it. **Who...who** made the event so they could invite people like this to come. **Who** was the sponsor.”]

The repetition of epizeuxis in this quote helps emphasize the main idea, which is to question the role and contribution of various parties in the implementation of the event. By repeating the phrase "who", Ferry Irwandi emphasizes the importance of understanding who is behind the success of the event. The use of epizeuxis clarifies the discourse structure and draws the audience's attention to the core of the discussion. The main idea of the speech, questioning who is the figure who supports Ferry Irwandi, becomes stronger with the use of this repetition of who.

3) Forming a unified meaning

Synonyms, antonyms, collocations, equivalences, and hyponyms create variation without losing the focus of the theme. Synonyms, for example. Synonyms have a very important role in forming the integration of meaning in discourse. The integration of meaning refers to the unity and consistency of ideas conveyed in a text or conversation. By using synonyms effectively, discourse can still maintain the focus of the theme or main idea, while creating variations that make the text more dynamic and easier to understand.

Data 38:

Ferry Irwandi: *Minum bayar, saya enggak gratisin. Biar kaya saya. Jadi kayak..*

[Ferry Irwandi: You have to **pay** for drinks, I **won't give them for free**. So that you'll be rich. So that you'll be like...]

The words "pay" [*bayar*] and "not free" [*enggak gratisin*] have similar meanings, referring to the act of paying. The use of these two words provides variation without obscuring the core message, which is the need to pay for a drink.

Conclusion

It can be concluded that 55 forms of lexical and grammatical cohesion were found in Helmy

Yahya's video. The data includes grammatical cohesion 28 data consisting of references 13 data, substitution, 2 data, ellipsis 4 data, and conjunctions 9 data. In it can be dissected again so that the references consist of 11 person references and 2 demonstrative references. Conjunctions consist of 2 causal conjunctions, 3 affirmative conjunctions, 3 opposition conjunctions, and 1 additional conjunction. As for the form of lexical cohesion there are 27 data consisting of repetition 11 data, synonymy 7 data, antonymy 3 data, hyponymy 4 data, collocation 1 data, and equivalence 1 data. Repetition is further detailed consisting of 11 epizeuxis repetitions. The grammatical and lexical cohesion elements in this video play an important role in: (1) facilitating understanding: the use of references and conjunctions helps the audience understand the flow of the conversation; (2) emphasizing the main idea: repetition, especially epizeuxis, emphasizes important points to be conveyed; (3) forming a coherent meaning: synonymy, antonymy, and hyponymy create variation without losing the focus of the theme. By understanding the use of cohesion in oral discourse, especially in formats such as talk shows or podcasts, the flow of communication can be better maintained, effective, focused, and easily understood by the audience.

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