



Analysis of Grammatical Cohesion Errors in Explanatory Texts 11th Grade Students of SMA Santo Petrus Medan

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ABSTRACT

This study aims to describe the grammatical errors found in explanatory texts written by eleventh-grade students of SMA Santo Petrus Medan in the 2024/2025 academic year. The research was conducted during the even semester, from January to June 2025. The population included all eleventh-grade students, with a sample of 90 texts selected from class XI using purposive sampling. Data collection instruments included written tests, documentation, and observation. The data analysis technique employed the distributional method (metode agih) by Sudaryanto, utilizing the basic technique of Immediate Constituent Analysis (BUL) along with advanced techniques such as deletion and substitution. The results show that the most dominant grammatical errors were found in the use of grammatical cohesion, particularly in reference and conjunction. Reference errors include unclear or contextually inappropriate pronouns, while conjunction errors include excessive use, improper choice, or absence of necessary connectors. Data were presented systematically with coded references to clearly identify each error and its context. These findings highlight the need for writing instruction that emphasizes discourse structure and grammatical cohesion to help students produce more coherent and effective texts.

Keywords: grammatical cohesion, language errors, explanatory text

Analisis Kesalahan Kohesi Gramatikal pada Karangan Teks Eksplanasi Siswa Kelas XI SMA Santo Petrus Medan

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bentuk-bentuk kesalahan gramatikal dalam teks eksplanasi yang ditulis oleh siswa kelas XI SMA Santo Petrus Medan Tahun Ajaran 2024/2025. Penelitian dilakukan pada semester genap dengan sampel berupa 90 karangan siswa yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui tes tertulis, dokumentasi, dan observasi, kemudian dianalisis menggunakan metode agih Sudaryanto dengan teknik dasar Bagi Unsur Langsung (BUL) dan teknik lanjutan berupa teknik lesap dan teknik ganti. Hasil analisis menunjukkan bahwa kesalahan gramatikal paling dominan terdapat pada aspek kohesi gramatikal, khususnya referensi dan konjungsi. Tercatat 7 kesalahan referensi yang berkaitan dengan penggunaan kata ganti tanpa rujukan jelas, serta 26 kesalahan konjungsi yang meliputi ketidaktepatan, pengulangan, dan ketiadaan konjungsi yang diperlukan. Sementara itu, tidak ditemukan kesalahan pada aspek substitusi dan elipsis. Temuan ini menunjukkan pentingnya pembelajaran menulis yang berfokus pada penguatan pemahaman struktur wacana dan unsur kohesi gramatikal agar siswa mampu menghasilkan teks yang utuh, padu, dan komunikatif.

Kata Kunci: kesalahan kohesi, gramatikal, teks eksplanasi

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INTRODUCTION

Writing skills are a crucial component of language acquisition, particularly in Indonesian language learning at the high school level. One type of text taught to students is the explanatory text. This text aims to explain processes or phenomena occurring in the natural, social, or cultural environment in a coherent, logical, and factual manner (Kosasih, 2014). In writing explanatory texts, the appropriate use of structure and linguistic elements is crucial for the integration of meaning presented in the text. Therefore, mastery of grammatical aspects, such as cohesion and coherence, is crucial for creating a well-written and communicative text.

Despite the importance of linguistic aspects in explanatory texts, language errors often arise everywhere due to the inherent diversity of language. Language use can be considered correct or incorrect based on the paragraphs in a composition or spoken language. Therefore, issues of language use require in-depth analysis. According to Manalu et al. (2023), error analysis is a technique for identifying, classifying, and interpreting language errors by students using linguistic theories.

Meanwhile, according to Mantasiah (2020:3), in the discussion of language error analysis, there are two interrelated but often challenging to distinguish terms: error and mistake. A language error is a deviation in language use from applicable language rules, while a mistake is also a deviation, but is not considered a language violation. Errors are temporary, individual, unsystematic, and impermanent, so they tend to be overlooked in language error analysis. Meanwhile, according to Simanjuntak & Mubarak (2018), in writing, several common errors occur related to spelling and punctuation techniques. These standard errors relate to capitalization, punctuation, word usage, and phrase writing.

One of the leading indicators of text cohesion is grammatical cohesion, which includes references, substitutions, ellipsis, and conjunctions (Halliday & Hasan, 1976). According to Hasibuan,

grammatical cohesion is an aspect that links sentences together to form a coherent whole using grammatical rules (Hasibuan, 2024).

If cohesion is not used appropriately, the relationship between sentences becomes unclear and the text loses its logical continuity (Simanjuntak, 2024). Furthermore, coherence, as a constituent element of integrated meaning, also plays a crucial role. Coherence reflects the logical and systematic connection between ideas in a text, both through linguistic markers (marked coherence) and contextual meaning (unmarked coherence) (Sumadi et al., 2018; Telaumbanua et al., 2019). Mistakes in the application of these grammatical elements, especially in student writing, often result in disorganized and difficult-to-understand information presentation.

Initial observations at SMA Menengah Atas Santo Petrus, Medan, indicate that eleventh-grade students still experience difficulties in composing effective explanatory texts. Grammatical errors such as inappropriate conjunction use, ambiguous word references, and illogical sentence structure were found in several student compositions. These errors impact the failure to convey complete meaning, making further analysis essential to identify the types of grammatical errors in student writing. Based on this, the research problem is formulated as follows: What are the types of grammatical errors found in the explanatory texts of eleventh-grade students at Santo Petrus High School, Medan?

In line with this research problem, this study aims to identify and describe the types of grammatical errors in the explanatory texts of eleventh-grade students at SMA Menengah Atas Santo Petrus, Medan. This research is expected to provide benefits in various fields. For teachers, the results serve as a basis for designing writing learning strategies that emphasize the correct use of grammatical elements. For students, this research serves as a learning resource to improve their understanding of grammatical errors and how to correct them. For other researchers, this research can serve as a reference for further studies in the



field of language errors in the context of explanatory texts. For schools, this research can be used as evaluation material to improve the quality of Indonesian language learning. Meanwhile, for the development of applied linguistics, the results of this study enrich the study of grammatical errors in student-written texts.

Theoretically, this study refers to the concepts of cohesion and coherence as the grammatical foundation for building text cohesion. (Halliday & Hasan, 1976) Distinguish between two types of cohesion: grammatical cohesion and lexical cohesion. Grammatical cohesion includes reference, substitution, ellipsis, and conjunctions. At the same time, coherence concerns the meaningful connection between parts of a discourse (Sumadi, 1998). According to Fadly (2022), grammatical errors in text writing can affect syntactic structure and the integrity of meaning. Therefore, analyzing these errors is important to understand how these elements are used or misused by students in writing practice. Meanwhile, according to Hasibuan (2024), grammatical cohesion is the unity of form in discourse achieved through the use of grammatical systems and elements.

This research also refers to several relevant previous studies. (Sumadi et al., 2018), examined cohesion and coherence errors in descriptive essays of vocational high school students and found various forms of errors that affect discourse cohesion. (Permatasari et al., 2021). identified forms of cohesion and coherence in students' explanatory texts, as well as their implications for writing learning. (Telaumbanua et al., 2019). also examined the use of cohesion and coherence in students' explanatory texts and found that the ability to apply grammatical elements significantly influenced the regularity of idea delivery. These three articles serve as important references that strengthen this research's position in addressing the issue of students' grammatical errors in the context of learning to write explanatory texts.

METHOD

This study used a qualitative approach with a descriptive method that aims to systematically and in-depth describe the forms of grammatical errors, particularly cohesion and coherence, in the explanatory texts of 11th-grade students. By Sugiyono's (2019) view, this approach positions the researcher as the primary instrument and emphasizes process and meaning.

The research procedure consists of five stages: (1) preparation, such as preparing proposals and obtaining permits; (2) data collection through explanatory text writing assignments; (3) data classification based on grammatical errors; (4) analysis and verification of results; and (5) reporting in the form of a scientific narrative.

The research was conducted at St. Peter Catholic High School, Medan, in the even semester of the 2024/2025 academic year, specifically from January to June 2025.

Data collection was carried out using three techniques: observation and documentation. Observations were conducted to observe the learning process, documentation in the form of collecting student essays, and a written test in the form of an explanatory text writing assignment as the primary data source.

The research sample was determined using a purposive sampling approach (Sugiyono, 2019). Ninety explanatory texts from grade XI-1 students were selected because they had studied the relevant material, were sufficient in number, and received full support from their subject teachers.

Data were analyzed using the distribution method, a linguistic method whose determining tools are derived from the language itself (Sudaryanto, 2015). Analysis was conducted by separating paragraphs, identifying sentences containing errors, and coding them. The basic technique used was the Direct Elements Division (BUL) technique, along with two advanced techniques: the *lesap* technique and the change technique. These techniques were used to analyze sentence structure errors and assess their conformity to Indonesian discourse rules.



To support readers' understanding of the data, the findings were presented systematically and coded. This presentation allows readers to easily understand the type of error, the context in which it occurs, and how to correct it in a clear and structured manner. Code: 01.KR.P1.K1 (01: Sample Sequence Number; KR: Repetition Error P1: Paragraph 1; K1: Sentence 1).

Data were analyzed based on the main category: grammatical cohesion. The findings of this study indicate that students' ability to compose complete and coherent explanatory texts is still suboptimal, particularly in terms of the interconnections between sentences and ideas within a text unit. The most dominant errors found were errors in references and conjunctions.

RESULT

1. Referencing Errors

The following data shows the incorrect use of references in explanatory texts written by eleventh-grade students at Santo Petrus High School, Medan. There were seven such errors.

Data [1]* Namun, yang jelas, jika narkoba ini disalahgunakan serta **dikerjakan* oleh orang yang tidak memiliki wewenang maka akan menyebabkan dampak negatif.

[1] Namun, yang jelas, jika narkoba ini disalahgunakan serta *diedarkan* oleh orang yang tidak memiliki wewenang maka akan menyebabkan dampak negatif. (03.KR.P1.K3)

On the data [1]* Ditemukan kesalahan "dikerjakan". Grammatically, the word is incorrectly used to refer to drugs, because drugs are not something that can be "worked with." The use of this verb creates a misalignment between the referent and the action pronoun. In this case, the word "worked" is replaced with a more relevant word, such as "distributed," which semantically corresponds to the illegal action of dealing with drugs. This correction demonstrates the effectiveness of the replacement technique in addressing the inaccurate reference by replacing

the inappropriate element to create a coherent and meaningful sentence.

Data [2]* Ia bisa bereinkarnasi menjadi pribadi yang lebih baik.

[2] Seseorang bisa bereinkarnasi menjadi pribadi yang lebih baik. (13.KR.P1.K11)

On the data [2]* ditemukan kesalahan "ia" The sentence contains a grammatical cohesion error in the reference aspect, because the pronoun "ia" does not have a clear reference in the previous sentence or context. In discourse, the use of pronouns such as "ia" must refer to an entity that has been previously mentioned so that the reader understands who is meant. This ambiguity causes the sentence to stand alone without clear meaning, making its meaning ambiguous. In a general context, "ia" can be replaced with a phrase such as "someone," so that the sentence becomes clear and contains a reference, thus, the relationship between elements in the discourse becomes harmonious and cohesive.

Data [3]* Sampah yang terus diabaikan dan menumpuk bisa menimbulkan **yang tidak enak* sehingga udara di sekitarnya akan tercemar dan menimbulkan berbagai jenis penyakit kronis seperti DBD dan muntaber.

[3] Sampah yang terus diabaikan dan menumpuk bisa menimbulkan aroma *yang menyengat* sehingga udara di sekitarnya akan tercemar dan menimbulkan berbagai jenis penyakit kronis seperti DBD dan muntaber. (16.KR.P2.K1)

On the data [3]* Ditemukan kesalahan "yang tidak enak" This sentence suffers from a grammatical cohesion error in the reference section. The phrase "yang tidak enak" should refer to a concrete object, for example, "aroma," but it is not explicitly mentioned earlier in the sentence. Therefore, the reference form is incomplete and unclear what is meant. This sentence fails to connect meaning coherently because the reference does not refer to a specific object. To correct this, the substitution technique is used, namely by



replacing the inappropriate reference with a clearer lexical form, for example, "aroma yang pungent." By using the substitution technique, the reference becomes explicit and clarifies the meaning relationship between the parts of the sentence.

Data [4]* Tari *ini* sudah dilestarikan sejak zaman dahulu

[4] Tari gantar sudah dilestarikan sejak zaman dahulu. (25.KR.P1.K2)

On the data [4]* Ditemukan kesalahan kohesi gramatikal bagian referensi, karena kata "ini" does not have an explicit reference in the previous sentence. In good discourse, the use of the word "ini" must clearly refer to a specific unit that has been mentioned previously. Without prior context, the reader does not know exactly what dance is meant, resulting in referential ambiguity. To correct this, the substitution technique is used, namely replacing the word "ini" with an explicit lexical explanation so that the meaning of the sentence is clear. For example, "gantar" By applying the substitution technique, the reference becomes clearer and strengthens the cohesion between sentences in the discourse.

Data [5]* *Proses ini* dimulai ketika panas matahari air dilaut, Sungai, dan danau sehingga air menguap menjadi uap air.

[5] *Proses penguapan air* dimulai ketika panas matahari menyinari laut, sungai, dan danau sehingga air menguap menjadi uap air. (40.RK.P1.K2)

On the data [5] This sentence contains a referential error, particularly in the use of "proses ini" at the beginning of the sentence. The word "ini" should refer to a previously mentioned process. However, in this context, no such process is mentioned, making the reference unclear and confusing for the reader. To correct this, the substitution technique is used, namely replacing the phrase "proses ini" with an explicit description of the process in question, for example, "proses penguapan ini." By using the substitution

technique, the unclear reference is replaced with a more explicit linguistic unit, making the meaning relationship clearer and the sentence cohesive.

Data [6]* Berada di bawah standar hidup mayoritas masyarakat.

[6] Kemiskinan berada di bawah standar hidup mayoritas masyarakat. (76.RK.P1.K2)

On the data [7]* The sentence contains a grammatical cohesion error in the reference section. The phrase "berada di bawah standar hidup mayoritas masyarakat" does not have a clear referent (word referred to) before it. Because there is no subject or object marker that "berada" refers to, readers will have difficulty understanding what is meant. To correct this error, the substitution technique is used by adding an explicit referent. This addition provides clarity about who or what is meant to be below the standard of living of society. The application of the substitution technique adds the word "kemiskinan" as an explicit referent. The application of this technique improves the referential relationship in the sentence and increases the cohesive and grammatical connection between elements.

Data [7]* Ketika cahaya ini masuk ke tetesan air, ia dibiaskan (dibengkokkan) dan terurai menjadi spektrum warnanya.

[7] "Ketika cahaya ini masuk ke tetesan air, cahaya dibiaskan (dibengkokkan) dan terurai menjadi spektrum warnanya." (66.KR.P1.K2)

On the data [7]* The sentence contains a grammatical cohesion error in the reference section. The word "ia" is used to refer to "this light," but its use as a subject in a scientific sentence creates ambiguity. The referent "ia" is not clear enough and is not commonly used for inanimate objects such as light, so it can interfere with the reader's understanding of the relationship between sentences. Sentence Improvement after correction: [7] "Ketika cahaya ini masuk ke tetesan air, cahaya dibiaskan (dibengkokkan) dan terurai menjadi spektrum warnanya." The application of

this technique improves the referential relationship in the sentence and increases the cohesive and grammatical connection between elements.

2. Conjunction Error

The following is data on the use of inappropriate conjunctions in explanatory texts in essays by 11th-grade students of SMA Santo Petrus Medan. There were 26 conjunction errors and they were analyzed using the *lesap* technique and the Agih method from Sudaryanto.

Data [8]* Namun, *demikian* hendaknya warga yang ada di sekitar area tersebut selalu berhati-hati saat melewatinya.

[8] Namun, hendaknya warga yang ada di sekitar area tersebut selalu berhati-hati saat melewatinya.
(66.KK.P1.K2)

On the data [8]* The sentence contains a grammatical cohesion error in the conjunction aspect, namely the use of two conjunctions that have similar semantic functions, namely "namun" and "demikian." Both words function as markers of inter-sentence relationships that are contradictory or reinforcing, so that their simultaneous use creates repetition of meaning and disrupts the effectiveness of the discourse. Thus, the technique of eliminating one conjunction that has the same meaning can increase clarity and cohesion in the text.

Data [9]* Tak hanya itu *saja*, lingkungan yang ada di sekitarnya juga bisa memengaruhinya.

[9] Tak hanya itu *....., lingkungan yang ada di sekitarnya juga bisa memengaruhinya.
(01.KK.P2.K6)

On the data [9]* "Tak hanya itu saja, lingkungan yang ada di sekitarnya juga bisa memengaruhinya" contains a grammatical cohesion error in the conjunction aspect, namely the presence of redundant elements. The phrase "tak hanya itu saja" shows a double meaning because the words "tak hanya" and "saja" have the same emphatic function, so one of them can be

removed. This error can be analyzed using the *lesap* technique, namely by removing unnecessary elements to test whether the sentence remains grammatical. After removing these elements, the sentence remains clear, coherent, and effective. Thus, the *lesap* technique proves that the element "saja" is unnecessary because it actually causes repetition that disrupts the integrity of the sentence.

Data [10]* Namun, *yang jelas*, jika narkoba ini disalahgunakan serta dikerjakan oleh orang yang tidak memiliki wewenang maka akan menyebabkan dampak negatif.

[10] Namun, *.... jika narkoba ini disalahgunakan serta diedarkan oleh orang yang tidak memiliki wewenang maka akan menyebabkan dampak negatif." (03.KK.P1.K1)

On the data [10]* This sentence contains a grammatical cohesion error in the conjunction aspect, namely the use of two unnecessary discourse relationship markers, "namun" and "yang jelas." Both function as linking elements between sentences. To correct this, the "lesap" technique is used, which involves removing one of the unnecessary elements.

Data [11]* *Di mana* hanya bayangannya saja yang tampak saat pertunjukan

[11] *Sehingga* hanya bayangannya saja yang tampak saat pertunjukan.
(05.KK.P2.K5)

On the data [11]* This sentence contains a grammatical cohesion error in the conjunction aspect, namely the use of "di mana" which is functionally incorrect. Grammatically, "di mana" functions as a place marker, but in this context it is used to connect ideas or descriptions that do not refer to a place, so the relationship is illogical and does not comply with the rules of inter-sentence cohesion. To correct this, the replacement technique is used, namely by replacing the conjunction "di mana" with a connecting element that is appropriate in meaning and function. This conjunction can be replaced, for example, with "sehingga" if you want to show a relationship of



effect. Thus, the replacement technique in this context is used selectively only on the incorrect conjunction element, so that the sentence structure remains effective and cohesive.

Data [12]* Pelangi muncul karena cahaya membias dan menyimpang menjauhi partikel.

[12] Pelangi muncul karena cahaya membias sehingga menyimpang menjauhi partikel.”(08.KK.P3.K1)

On the data [12]*The sentence contains a grammatical cohesion error in the conjunction aspect, namely in the use of the word "dan" which connects two verbs: "membias" and "menyimpang menjauhi partikel." Although semantically the two processes are interrelated, the use of the conjunction "dan" gives the impression that the two actions occur separately, whereas in a scientific context, refraction and deviation are a series of optical events that are sequential or cause each other. To correct this, the replacement technique is used, namely by replacing the conjunction "dan" with a conjunction that is more appropriate in meaning, so that the relationship between the processes becomes clearer and more logical. In this case, the word "dan" can be replaced with "sehingga" to indicate the sequence or effect of the events. By replacing the inappropriate conjunction, the sentence structure becomes more coherent and the logical relationship between the processes is easier to understand.

Data [13]* Namun, demikian hendaknya warga yang ada di sekitar area tersebut selalu berhati-hati saat melewatinya.

[13] Namun, hendaknya warga yang ada di sekitar area tersebut selalu berhati-hati saat melewatinya.
(10.KK.P3.K2)

On the data [13]* This sentence contains a grammatical cohesion error in the conjunction aspect, characterized by the simultaneous use of two discourse conjunctions, namely "namun" and "juga." Both of these conjunctions function as connectors between discourses or sentences, making their simultaneous use redundant and disrupting the flow and cohesion of the discourse.

To correct this, the "lesap" technique is used, which involves removing one of the unnecessary conjunctions without changing the core meaning. In this case, the word "demikian" is omitted because it is already functionally represented by the word "demikian," which more appropriately signifies the contrast or opposition in the discourse. The application of this "lesap" technique demonstrates that removing excessive conjunctions can clarify sentence structure and increase cohesion between sentences.

Data [14]* Sementara sampah anorganik yaitu jenis sampah yang sulit untuk diuraikan, misalnya Botol kaleng plastik dan jenisnya.

[14] Sementara Sampah anorganik yaitu jenis sampah yang sulit untuk diuraikan, misalnya botol, kaleng, dan plastik
(11.KK.P1.K5)

On the data [14] A sentence containing a grammatical cohesion error in the conjunction aspect. This error is evident in the excessive use of the phrase "dan jenisnya" because the previous examples are already sufficiently representative of the inorganic waste category. To overcome this, the technique of eliminating elements that do not contribute to the meaning of the sentence or actually interfere with the effectiveness of the structure. In this case, the phrase "dan jenisnya" is removed. The application of this technique shows that eliminating inappropriate conjunctions and excessive words can strengthen the cohesion between sentence components, so that the message is conveyed more clearly and efficiently.

Data [15]* Namun, yang jelas, jika narkoba ini disalahgunakan serta dikerjakan oleh orang yang tidak memiliki wewenang maka akan menyebabkan dampak negatif.

[15] Namun, *.... jika narkoba ini disalahgunakan serta diedarkan oleh orang yang tidak memiliki wewenang maka akan menyebabkan dampak negatif.” (30.KK.P1.K2)

On the data [15]* This sentence contains grammatical cohesion errors in the conjunction aspect, namely the use of two unnecessary elements to mark discourse relationships, namely "namun" and "yang jelas". Both function as links between sentences. To improve it, the removal technique is used, namely by removing one of the elements that is not needed. In this case, the phrase "yang jelas" is deleted, so that after the deletion, the sentence remains grammatically and meaningfully intact, but is more concise and effective. Thus, the lost technique helps maintain discourse coherence and efficiency.

Data [17]* *Selain dari sebab* tersebut, angin putting beliung terjadi akibat arus udara yang herada di dalam awan mengalami kenaikan yang begitu kuat.

[17] Angin puting beliung terjadi akibat arus udara yang berada di dalam awan mengalami kenaikan yang begitu kuat. (33.KK.P2.K5)

On the data [17]* The sentence contains grammatical cohesion errors in the conjunction section, specifically in the use of two causal relationship markers, namely "selain dari sebab tersebut" and "akibat." These two conjunctions semantically have a similar function, namely, indicating a cause-and-effect relationship, so their presence in one sentence structure becomes redundant and confusing. This reduces the cohesion between clauses in the discourse. To correct this, the technique of elimination is used, namely by removing one of the unnecessary conjunctions without changing the primary meaning of the sentence. In this case, the phrase "selain dari sebab tersebut" is removed because the causal relationship is already clear enough through the conjunction "akibat" in the main clause. By applying the technique of eliminating the phrase *selain dari sebab tersebut*, namely, removing the words "selain dari sebab tersebut", the sentence becomes more focused, effective, and cohesive. The redundant elements are removed so that the sentence structure does not experience overlapping conjunction functions,

and the causal relationship that is intended to be conveyed becomes clearer.

Data [18]* Namun, *demikian* hendaknya warga yang ada di sekitar area tersebut selalu berhati-hati saat melewatinya.

[18] Namun, hendaknya warga yang ada di sekitar area tersebut selalu berhati-hati saat melewatinya.

(16.KK.P2.K3)

On the data [18]* This sentence contains a conjunction error, namely the use of two conjunctions with similar semantic functions, namely "namun" and "demikian." Both words function as markers of inter-sentence relationships that are either contradictory or reinforcing, so their simultaneous use creates repetition of meaning and disrupts the effectiveness of the discourse. This error can be analyzed using the "lesap" technique, which involves removing one of the conjunctions to test whether the sentence structure and meaning are maintained. In this case, the word "namun" is removed. Thus, the "lesap" technique proves that removing one of the conjunctions with the same meaning can improve clarity and cohesion in the text.

Data [19]* *Selain dari sebab tersebut*, angin putting beliung terjadi akibat arus udara yang herada di dalam awan mengalami kenaikan yang begitu kuat

[19] Angin puting beliung terjadi akibat arus udara yang berada di dalam awan mengalami kenaikan yang begitu kuat.

(15/KK.P2.K5)

On the data [19]* The sentence contains a grammatical cohesion error in the conjunction section, specifically in the use of two causal relationship markers, namely "selain dari sebab tersebut" and "akibat." These two conjunctions semantically have a similar function, namely indicating a cause-and-effect relationship, so their presence in one sentence structure is redundant and confusing. This reduces the cohesion between clauses in the discourse. To fix this, the technique of omission is used, namely by removing one of



the unnecessary conjunctions without changing the main meaning of the sentence. In this case, the phrase "selain dari sebab tersebut" is omitted because the causal relationship is already clear enough through the conjunction "akibat" in the main clause. By applying the technique of omission, namely removing the phrase "selain dari sebab tersebut", the sentence becomes more cohesive.

Data [20]* Cahaya putih matahari terdiri dari berbagai warna, *dan* saat cahaya ini dibiaskan oleh tetesan air.

[20] Cahaya putih matahari terdiri dari berbagai warna saat cahaya ini dibiaskan oleh tetesan air.
(24/KK.P1.K2)

On the data [20] The sentence contains a grammatical cohesion error in the conjunction section, namely the use of the conjunction "dan" to connect two clauses that are not parallel or incomplete. The second clause "dan saat cahaya ini dibiaskan oleh tetesan air" does not have a complete predicate, thus forming a sentence fragment. This causes the sentence to be incoherent and ineffective. To fix this, the technique of *lesap* is used, namely by removing the conjunction "dan" so that the sentence can stand alone as a complete unit of meaning.

Data [21]* Lempeng ini terus bergerak *dan* kadang-kadang saling bertabrakan atau bergeser

[21] Lempeng ini terus bergerak, *yang* kadang-kadang menyebabkan saling bertabrakan atau bergeser."
(63.KK.P1.K1)

On the data [21] The sentence suffers from an error in the use of conjunctions, as the phrase "dan kadang saling bertabrakan atau bergeser" creates ambiguity about the sequence and logical relationship. The conjunctions "dan" and "atau" are used close together without a clear sequence marker. The correction is made by replacing the conjunctions to reflect the alternative and temporal relationships being conveyed. Using the substitution technique, the relationship between the

actions becomes more cohesive and logical in meaning.

Data [22]* *Ketika* awan tidak mampu lagi menahan berat air *maka* titik-titik air tersebut akan jatuh ke bumi sebagai hujan

[22] *Ketika* awan tidak mampu lagi menahan berat air, titik-titik air tersebut akan jatuh ke bumi sebagai hujan.
(59.KK.P3.K1)

On the data [22]* The sentence above contains a grammatical cohesion error in the conjunction section, characterized by the excessive use of two conjunctions: "ketika" and "maka" The conjunction "ketika" already indicates a sufficient cause-and-effect or temporal relationship, making the addition of "maka" redundant. To correct this error, the "lesap" technique is used, which involves removing one of the unnecessary conjunctions without changing the sentence's main meaning. In this case, the word "maka" is omitted because its function is already represented by the temporal/causal relationship structure formed by the conjunction "ketika"

Data [23]* Semakin banyak uap air yang berkumpul awan menjadi tebal dan gelap.

[23] Semakin banyak uap air yang berkumpul, *maka* awan menjadi tebal dan gelap. (37.KK.P3.1)

On the data [23] The sentence contains a grammatical cohesion error in the conjunction section. The sentence structure is incorrect because there is no conjunction connecting the clause "Semakin banyak uap air yang berkumpul" with the clause "awan menjadi tebal dan gelap." The causal or proportional relationship that is intended to be conveyed is unclear. To correct this error, the insertion technique is used by inserting the appropriate conjunction to connect the two clauses, namely "maka". The addition of "maka" will show an explicit causal or proportional relationship between the amount of water vapor and the condition of the clouds. The application of the insertion technique by adding the conjunction "maka" corrects the unclear relationship between



the clauses and makes the sentence more cohesive and grammatical.

Data [24]* Ada kalanya sebagian area bumi berhadapan dengan pancaran matahari. *Inilah yang membuat* area bumi tersebut mengalami siang hari.

[24] Ada kalanya sebagian area bumi berhadapan dengan pancaran matahari sehingga area bumi tersebut mengalami siang hari. (49.KK.P1.K5)

On the data [24]* This sentence contains a grammatical cohesion error in the conjunction section. These two separate sentences actually have a strong cause-and-effect relationship, but they are separated by a period and the use of the phrase "Inilah yang membuat." This makes the flow of information less smooth and efficient. To show the causal relationship more explicitly and concisely, an appropriate conjunction is needed. To correct this error, the substitution technique is used by replacing the period and the phrase "Inilah yang membuat" with the conjunction "sehingga." This directly connects the cause clause with the effect clause, creating a cohesive whole. Applying the substitution technique corrects the fragmented sentence and makes the logical relationship between the clauses clearer and more cohesive, as well as increasing the sentence's efficiency.

Data [25]* Kebakaran hutan adalah bencana alam atau ulah manusia *dimana* api membakar area vegetasi di hutan, lahan gambut, atau padang rumput secara terkendali.

[25] Kebakaran hutan adalah bencana alam atau ulah manusia *yang* apinya membakar area vegetasi di hutan, lahan gambut, atau padang rumput. (58.KK.P1K1)

On the data [25]* This sentence contains grammatical cohesion errors in the conjunction part. Using the word "di mana" as a conjunction to refer to "bencana alam atau ulah manusia" is inappropriate. To explain how the disaster occurred or what was involved in it, a more appropriate conjunction such as "yang" is needed. To correct

this error, the replace technique and the fade technique are used. The conjunction "di mana" will be replaced with a more appropriate conjunction, and the phrase "secara terkendali" will be removed because it contradicts the meaning of forest fires. The application of replace and disappear techniques corrects inaccurate use of conjunctions and eliminates contradictory information, making sentences more cohesive, accurate and grammatical.

Data [26]* Banjir sering terjadi akibat curah hujan yang tinggi drainase yang buruk.

[26] Banjir sering terjadi akibat curah hujan yang tinggi dan drainase yang buruk. (53.KK.P1.K2)

On the data [26]* The sentence contains a grammatical cohesion error in the conjunction section. There are two causal clauses or phrases ("curah hujan yang tinggi" and "drainase yang buruk") that are not connected by an appropriate conjunction. The absence of a connecting conjunction between these two causes makes the sentence ungrammatical and difficult to understand as a cohesive unit. To correct this error, the insertion technique is used by inserting an appropriate conjunction, namely "dan", to connect the two causes. The addition of the conjunction "dan" will explicitly show that both factors (high rainfall and poor drainage) together contribute to the flood. The application of the replacement technique by adding the conjunction "dan" corrects the unclear relationship between the causal phrases and makes the sentence more cohesive, grammatical, and easy to understand.

Data [27]* *Karena itu*, akan tetapi, banyak warga masih mengeluhkan kurangnya perhatian dan lambatnya proses evakuasi.

[27] Akan tetapi, banyak warga masih mengeluhkan kurangnya perhatian dan lambatnya proses evakuasi. (86.KK.P3.K2)

On the data [27] This sentence contains a grammatical cohesion error in the conjunctions. The use of two conjunctions, "karena itu" (causal)



and "akan tetapi" (oppositional) in one structure, creates a logical contradiction. The two conjunctions cannot coexist because they have different and contradictory functions. To correct this, the technique of omission is used, which involves removing one of the conjunctions to create a clear and logical relationship between the clauses. This technique clarifies the conflicting relationship and strengthens the cohesion between the clauses.

Data [28]*Penyebab alami meliputi hujan lebat yang berkepanjangan sehingga kapasitas sungai, danau, atau sistem drainase tidak mampu menampung volume air; pencairan salju atau es yang cepat; atau pasang surut air laut yang tinggi.

[28] Penyebab alami meliputi hujan lebat yang berkepanjangan yang menyebabkan kapasitas sungai, danau, atau sistem drainase tidak mampu menampung volume air; pencairan salju atau es yang cepat; atau pasang surut air laut yang tinggi.
(77.KK.P1.K3)

On the data [28]* The sentence contains a grammatical cohesion error in the conjunction section. The use of the conjunction "sehingga" in the first phrase implies a cause-and-effect relationship in the middle of the list, whereas "meliputi" is more appropriately followed by parallel elements (not a causal relationship). This disrupts the structural alignment and breaks the logic of the list. To correct this, use the replacement technique by changing the conjunction "sehingga" to "yang menyebabkan" or rearranging it so that all elements remain equal. This technique strengthens the harmony of the list elements and clarifies grammatical cohesion.

Data [29] Dan juga aktivitas manusia seperti deforestasi yang mengurangi kemampuan tanah menahan air dan penggunaan air yang tidak efisien.

[29] Selain itu, aktivitas manusia seperti deforestasi yang mengurangi

kemampuan tanah menahan air dan penggunaan air yang tidak efisien juga menjadi penyebab banjir.”
(79.KK.P1.K4)

On the data [29]* The sentence "Dan juga aktivitas manusia seperti deforestasi yang mengurangi kemampuan tanah menahan air dan penggunaan air yang tidak efisien." This sentence is a fragment, because it is only part of a larger structure without a main clause. The use of the conjunction "dan juga" at the beginning of the sentence is inappropriate because it is not logically connected to the previous sentence. Furthermore, there are two conjunctions at once "dan" and "juga" which are redundant, disrupting the cohesion and clarity of the relationship between the parts. With the substitution technique, the initial conjunction becomes explicit, the relationship between sentences becomes logical, and the sentence changes from a fragment to a cohesive whole structure.

Data [30]* Awalnya mereka mencoba-coba, lalu mengonsumsi secara rutin, dan kemudian, keempat mereka mulai menjual barang-barang rumah untuk membeli narkoba.

[30] Awalnya mereka mencoba-coba, lalu mengonsumsi secara rutin, hingga akhirnya mereka mulai menjual barang-barang rumah untuk membeli narkoba.
(69.KK.P2.K4)

On the data [30] The error occurs due to the use of nested conjunctions ("dan kemudian") and the awkward structure of keempat mereka." This makes the narrative flow ineffective and lacks cohesion. The substitution technique is used to rearrange the conjunctions and subject structure to make the sentence more cohesive. This technique makes the sequence of events more logical and the sentence structure smoother.

Data [31]* Magma batuan cair panas, naik ke permukaan, seringkali disertai dengan gas dan abu vulkanik.

[31] Magma, yaitu batuan cair panas, naik ke permukaan dan seringkali disertai



dengan gas serta abu vulkanik.
(68.KK.P1.K3)

On the data [31]* The sentence lacks an explicit conjunction explaining the relationship between magma movement and the emergence of volcanic gas and ash. The desired relationship is one of addition or consequence, but this is not clearly indicated by a conjunction, thus blurring the connection between the ideas. The technique used for analysis is the insertion technique. Improvements are made by inserting an additive or causal conjunction that indicates the connection between the two clauses. This insertion technique creates a more cohesive relationship between the ideas and makes the sentence more structurally complete.

Data [32]* Setelah itu, sebelumnya mereka enggan masuk sekolah dan menghindari pergaulan.

[32],Sebelumnya, mereka enggan masuk sekolah dan menghindari pergaulan. (73.KK.P2.K2)

On the data [32]* This sentence uses two conflicting time adverbs, "setelah itu" and "sebelumnya," simultaneously. This causes the temporal conjunctions to overlap and confuse the reader about the sequence of events. The technique used to analyze this is the "lesap" technique. One of the time adverbs must be removed to maintain clarity in the sequence of events. This technique allows the sentence to become clearer chronologically and avoids temporal contradictions.

DISCUSSION

Thus, the "lesap" technique helps maintain discourse cohesion and efficiency. By applying the lesap technique, the sentence structure becomes more cohesive and is not disturbed by unnecessary conjunctions (Johan, 2018; Hastuti, 2003; Setyawati, 2010).

The application of the "lesap" technique corrects the inefficiency of the conjunction structure and makes the logical relationship

between the clauses clearer and more cohesive (Afifah, & Hasibuan, 2017; Yuniar et al., 2020; 00

CONCLUSION

Based on the analysis of 90 explanatory texts written by eleventh-grade students at SMA Santo Medan, it can be concluded that the most dominant grammatical errors are errors in the use of grammatical cohesion elements, particularly references and conjunctions. Reference errors include the use of pronouns that lack an explicit reference, the use of referents that are inappropriate to the context, and the inaccuracy of pronouns for inanimate objects. Meanwhile, conjunction errors include the excessive use of double conjunctions, the use of semantically inappropriate conjunctions, and the absence of conjunctions needed to connect clauses.

The analysis shows that these errors occur due to students' poor understanding of the function and structure of grammatical cohesion in building cohesion between sentences and ideas in a text. This results in the explanatory texts written by students lacking coherence and cohesion in discourse. Therefore, writing instruction is needed that focuses more on the understanding and appropriate use of grammatical cohesion elements so that students can construct more effective, logical, and communicative texts.

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