

## Strengthening Between-Sentences and Between-Paragraphs Cohesion by Selecting the Most Appropriate Conjunction

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### ABSTRACT

This research is aimed to describe of between-sentences and between-paragraphs conjunction cohesion strengthening found in article written by student of grade 12 SMA Negeri 1 Weru Sukoharjo. Qualitative approach was implemented, words and phrases classified as conjunctions in the article were uses as data, accumulated by exerting the documentation, reading and noting techniques. Data analysis was performed by employing the padan method. Results shows that the meaning discovered between-sentences conjunctions and between-paragraph conjunctions are (1) causal; (2) additional; (3) contradicting; (4) purposive; (5) abridgement, exemplification, and identification. There were discovered selecting the most appropriate between-sentences dan between-paragraphs conjunctions can support strengthening text cohesion.

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## INTRODUCTION

Conjunction is commonly used to bestow a clearer sense of relation between units of language, there were between words, between sentences, and between paragraphs in a particular frame of another comparatively bigger unit of language, such as sentences, paragraphs, or text. Conjunction generally implied as words which aim is to connect. Conjunction is comprised of words that can be used to connect one word to another, one phrase to another, one sentence to another, and one paragraph to another (Tarmini & Sulistyawati, 2019). Recounted conjunction as a form or unit of language which function is to connect, twine, and bridge words with words, phrases with phrases, clauses with clauses, sentences with sentences, and paragraphs with paragraphs (Rohmah & Wulandari, 2023).

The competency of writing articles is one learning goal (and consequently, learning material) of Bahasa Indonesia presented to student class of XII in their 3rd semester in the 2013 curriculum. KD 4.10 in its syllabus plan stated 'to compile opinion in the form of article'. Students are expected to be able to write articles about an occurrence or phenomenon while also being attentive to the text structure and elements of language in the text, one of which is the cohesiveness of sentences or paragraphs (Putri et al., 2024; Sanosi, 2024).

Moreover, a thorough comprehension of language principles including the use of conjunction is a prerequisite of effective communication. If the language user (student) has the ability to apply the available principles of language, he/she will be able to communicate his/her message more successfully (Pratiwi & Nurdiawati, 2024). The urgen of writing is not only to expressing feelings or opinions and presenting ideas but in other side to consider how to use adequate sentence structures and grammatical rules to create accurate and comprehended text (Jama, 2024).

The skill of writing opinion article needs to be mastered and afterwards improve continuously by students in high schools through continuous writing (Manurung & Angin, 2024). It is through writing an opinion article, that students learn how to elaborate their thoughts regarding an actual information so that they can be effectively understood by readers. By writing, teachers can understand the students argument movement strategies as part of strengthening their ideas (Alawerdy & Alalwi, 2022; Setiawaty et al., 2024; Yulistio, 2022). Furthermore, teachers can analysis the logical argument use by student (Sobari et al., 2024).

By having a conversation with teachers, there can be discovered that there are still many mistakes found in student articles in regard to selection of words, use of punctuation, and use of conjunction, especially between-sentences and between-paragraphs conjunctions (Susanti Fau et al., 2021). The reason behind this is lack of writing exercises given to students through which they can articulate their ideas. Furthermore, there can also be lack of understanding of what conjunction is and how to use conjunction correctly among students. It is true that students are taught to write, but oftentimes those writings are completed or done merely for the sake of fulfilling an assignment given by teachers without any attempt to correct the mistakes found in the text.

In another article, it is said that students' undertaking of errors in their use of conjunction is caused by the difficulty of constructing coherent sentences and paragraphs faced by students (Yani, 2021). It is possible that this problem is aroused by students' lack of comprehension in the use of conjunction principles. There is part of grammatical rules when should understood by students. By understanding grammatical rules, students can arrange sentences to produce the desired meaning effectiveness (Pangaribuan et al., 2018).

Given these considerations, the problems can be formulated as (1) How are the function of the use of between-sentences conjunction in an article written by student class of XII Negeri 1 Weru High School? (2) How are the function of the use of between-paragraphs conjunction in an article written by student class of XII Negeri 1 Weru High School?

## LITERATURE REVIEW

Conjunction or transitional word serves as a key for constructing cohesive and grammatical sentences, paragraphs, and text. By selecting the most appropriate conjunction, the pattern of the text can be understood more clearly and smoothly because they help the ideas appear more congruent. Between-sentences conjunction is a unit of language that usually take the form of a word or a phrase which connects sentences in accordance with the type of relationship that is showed between them (Manurung & Angin, 2024). If two paragraphs were connected, it means the word or phrase used is a between-paragraphs conjunction while if it were two sentences, then it's a between-sentences conjunction. The use of a most appropriate conjunction in a text can assist the readers to understand it with more ease, while also displays the writer's sensible reasoning.

Relation between units of language can be identified from conjunction used, thus the logic behind the idea expressed can be discerned. The use of conjunction relates to the ability of implementing a language thoroughly and accurately (Hardiyanti, 2021). Hence, it's an indicator of one's clarity of thinking and ability of using a language.

The presence of conjunctions affect the understanding of information implied by a sentence, that is, whether it will support, hamper, or direct the deliverance of meaning (Caron et al., 1988). Discussion regarding conjunction is essential since conjunction unveils the cohesiveness of an opinion, that is, the interrelatedness between units of language. The use of conjunction gives units of language interconnection of meaning, therefore it can't be used carelessly as to avoid misunderstanding. Henceforth, conjunction is substantial for a better understanding of relation between units of language. The mastery and comprehension of conjunction are crucial factors for language users such that misperception of meaning in a sentence or paragraph can be escaped.

The study of the use of conjunction found that coordinative and subordinates conjunctions are done quite often, such as by Akhlakulkharomah, 2014 titled "*Penggunaan Konjungsi dalam Karangan Deskripsi Siswa Kelas X di MA Darul Ma' Arif tahun 2014/2015.*" The results of this aforementioned study are the

use of coordinative and subordinate conjunctions found in student's 10 descriptive essays.

Other research titled *Konjungsi Klausa Objek dalam Kalimat Subordinatif Bahasa Indonesia* concluded that object clause conjunction can be classified into mono-morphemic conjunctions and poly-morphemic conjunctions (Roely et al., 2024).

Found that the mastery of certain use of conjunction signify student's writing competences. This study discovered that the use of *and* conjunction is more vigorously utilized in low-rated texts but rarely found in high-rated text. Excessive use of *and* conjunction in an article indicate a necessity to improve one's ability in the use of conjunction.

The use of the most appropriate between-sentences and between-paragraphs conjunction is a remark of text cohesiveness. Expressed that conjunction which can be divided into between-sentences and between-paragraphs conjunctions, serves as a marker of grammatical cohesion, alongside with reference, parallelism, and ellipsis (Rohiyana, 2021). Grammatical cohesion is showed by a unit of language and the physical structure of the discourse. A well suited and solid connection of ideas in a paragraph or a discourse expedites the understanding of the message trying to be delivered (Muhyidin, 2021; Susilawati, 2021). Appropriate use of conjunction strengthens the clarity of the information.

Conjunction can be classified into three forms, conjunction within a sentence (intra-sentence), between-sentences conjunction, and between-paragraphs conjunction. Generally, between-sentences conjunction is placed at the front of the succeeding sentence, while between-paragraphs conjunction is placed at the front of the succeeding paragraph.

Between-sentences and between-paragraphs conjunctions in Indonesian language can be divided into 8 function based on the meaning it trying to represent (Aritonang, 2023; Saputra et al., 2025). Presented below are the aforementioned functions:

1. Consequential or causal: as a result, therefore, consequently, so, thus, hence
2. Additional: next, likewise, then, in addition, moreover, furthermore, secondly..., besides that.
3. Comparative: in the same way, on the other hand, unlike that, better than that, similarly, just as, just as it is, likewise.
4. Contradictory: however, nevertheless, even so, on the contrary, despite that.
5. Locality information: adjacent to that, here, across there, not far from there, below, right in front of..., along....
6. Purposive: for that purpose, objective, so that/in order to.
7. Timing information: recently, a short while later, starting, before, immediately, after. Since, when, at the time.
8. Abridgement, exemplification, and identification: in short, in summary, finally, in conclusion, to put it briefly, that is, namely, in fact, for example

## METHODOLOGY

The present study uses descriptive qualitative approach, which usually applied to reveal qualitative information by describing the exerted data and the consequent result derived from the data relevant to the research's aim. Descriptive qualitative research is employed to uncover rigorously and portray assiduously some and other things in the data collection, such as analysis and interpretation (Yani, 2021). Data and results accumulated by researcher (as instruments) are presented as they are, without much change to keep objectivity intact.

The data of this research are between-sentences and between-paragraphs conjunctions found in student of Negeri 1 Weru High School's essay which contains student's opinion on occurrence or phenomenon he/she heard or seen in electronic or printed media. Data was accumulated using documentation, reading, and noting techniques. Documentation technique was used to collect student's essay obtained from Negeri 1 Weru High School's teacher. Reading technique was applied to identify and choose data from the source of data which are in accordance to research's aim. While noting technique was done by taking notes on details found in the text which are relevant to research's problems. From noting technique, between-sentences and between-paragraphs conjunctions data were acquired.

Data obtained was subsequently classified into between-sentences conjunction and between-paragraphs conjunction. Data regarding meanings was acquired by classifying conjunctions found according to their meanings, such as: consequential or causal, purposive, contradictory, additional, and abridgement, exemplification, and identification. Conjunctions that were classified by meanings were further differentiated as between-sentences and between-paragraphs conjunctions. This process was executed such that the data can be seen in its entirety, that the distinction between form of conjunction and meaning of conjunction can be easily discerned.

The source of the data was opinion article done by class XII students of Negeri 1 Weru High School. It was acquired through coordination with Bahasa Indonesia teacher that was assigned in Ujian Akhir Sekolah which subject is Bahasa Indonesia. Opinion essays was obtained from student class of XII IPA 2 and student class of XII IPA 4 Negeri 1 Weru Sukoharjo High School academic year 2020/2021.

Data analysis was carried out by using padan method (Sudaryanto, 2015: 15). This method was utilized to analyze the form, meaning, and accuracy of the use of between-sentences and between-paragraphs conjunctions in student essay. Analysis was done in such manner because these three components of use of language are inseparable. Padan method as a language analysis method was implemented by identifying which form of conjunction is best to connect one particular sentence or paragraph to another, so that the meaning behind that sequence of sentences or paragraphs can be effectively communicated. Furthermore, the connection of meanings between sentences and paragraphs as the constructor of cohesiveness of the essay as a whole was also identified using this method.

Data classification and analysis were done cyclically, that is continuously from the start of the research until its end, in order to get the data validity desired. Besides, data validity test was undertaken by having further discussion with members of the research team, in an attempt to reach adequate data. This research only presented a selected proportion of the entire data in such a way that is fit to represent each of research findings in a balanced way. The researcher being a Bahasa Indonesia teacher herself, observed the data intensively and diligently so as to achieve a sound data collection.

## RESEARCH RESULT

This research was conducted at SMA Negeri 1 Weru from opinion essay sources obtained from students of class XII IPA 2 and class XII IPA 4 of SMA Negeri 1 Weru Sukoharjo in the 2020/2021 academic year. Data were obtained through coordination with the Indonesian language teacher assigned to the Indonesian language subject for the Final School Exam. From the essay results, it was found that conjunctions between sentences and between paragraphs were classified according to their meaning.

## DISCUSSION

Based on the study done towards essays written by student class of XII Negeri 1 Weru High School academic year 2020/2021, results were found that between-sentences and between-paragraphs conjunctions are classified according their meanings. Those meanings are as follows: (1) consequential or causal, (2) additional, (3) contradictory, (4) purposive, and (5) abridgement, exemplification, and identification.

### The use of between-sentences conjunction

Between-sentences conjunction is commonly understood as words that connect an idea, thought, or conception to another idea, thought, or conception in a sentence (Pamungkas & Mualafina, 2022). Unlike another studies which results were obtained through classifying conjunction into coordinative and subordinative conjunctions; the present study emphasizes on the meaning and motive behind the act of connecting units of language thus the precise and correct conjunction can be selected such that the entirety of the writing is cohesive (Amalia et al., 2018; Azizah & Faizi, 2025).

### Consequential or causal between-sentences conjunction

Conjunction with consequential or causal meaning found in the essays or articles are as follows: *sebab, oleh karena itu, karena, dengan demikian, jadi, maka, and maka dari itu*. Presented below are sentences found in the essays with conjunctions of the sort and the consequent discussions:

- (1) Maintaining cleanliness in the school environment is essential. This is because a clean environment has a positive impact on health.
- (2) According to a story passed down from generation to generation, the origin of this beach dates back to a Dutch man named Baron Skaber who came to this place. He chose this spot to anchor his ship because it features an exotic bay. Therefore, the locals named the beach "Baron Beach."
- 3)

- (3) Various problems, such as the large amount of trash piling up and not being properly managed, will lead to various health issues. A dirty environment will, of course, cause many diseases.

Data number (1) is a unit of language that consisted of two sentences connected by *sebab* conjunction located at the start of the second sentence. In data (2), there are three sentences that were bridged by a conjunction placed at the start of the third sentence, namely *oleh karena itu*. Whereas in data (3) there are two sentences that were attached by *karena* conjunction. These three connecting words, *sebab*, *oleh karena itu*, and *karena* are cohesion signifier in this data, with the initial sentence as the cause, while the latter sentence as the consequence or effect.

- (4) In the 1945 Constitution, the fourth paragraph states, among other things, "To enlighten the life of the nation." Thus, education is a key factor in life.  
(5) However, we cannot view cigarettes with a one-sided perspective, because cigarettes are currently the largest source of tax revenue in Indonesia. Thus, cigarettes are like yin and yang—they have both negative and positive impacts.

Data number (4) uses *dengan demikian* conjunction as the connector of the first and second sentence, which have a consequential meaning. The second sentence serves as a reverberation of the first sentence. The use of *dengan demikian* conjunction displays the cohesiveness of the two sentences, that is, the act in the second statement was caused by the act in the first statement. Data (5) uses *jadi* conjunction which bridges the first and second sentence. But this conjunction is actually not the best conjunction to be used in such situation, because it doesn't induce a cohesion in the whole sequence of statements. *Jadi* conjunction is best applied to give conclusion derived from previous elucidation. In data (5), the correct conjunction to be used is *sama halnya*, because both statements expressed similar arguments.

- (6) Everyone who is alive will face trials in this life. Therefore, we must face whatever comes our way.  
(7) Education is the foundation for achieving all our life goals; without it, it will be difficult for us to realize our dreams. Therefore, education plays a vital role in helping us accomplish our goals.

Data number (6) constitutes a unit of language consisted of two sentences connected by *maka* conjunction, while data (7) connected by *maka dari itu* conjunction, both at the start of the second sentence. The use of *maka* and *maka dari itu* conjunctions are cohesion signifier in this data, both of which are consequential between-sentences conjunction, that is the act in the initial sentence is the cause of the act in the latter sentence.

#### **Additional between-sentences conjunction**

Conjunction with additional meaning found in the essays are as follows: *demikian juga*, *selain itu*, *seperti halnya*, and *di samping itu*. Presented below are

sentences found in the essays with conjunctions of the sort and the consequent discussions:

- (8) Honesty is the most important thing in life because it brings comfort and peace to our lives. It is also a pillar of character, because, as we can see, there is so much injustice in this world.

Data number (8) is a unit of language consisted of two sentences that were attached together by *demikian juga* conjunction at the start of the second sentence. *Demikian juga* as a conjunction that states an extension or additional expression from the first statement, establish a cohesion in this unit of language. The first and second sentence express similar opinion.

- (9) Roads today can no longer accommodate the ever-increasing number of vehicles. In addition, one of the ongoing problems is the poor condition of road infrastructure; for example, many roads are damaged and full of potholes.

Data number (9) comprises of two sentences linked by an additional meaning conjunction, *selain itu*, in which the first and second sentence have a similar meaning. The situation in the second statement, *permasalahan yang terjadi sampai saat ini adalah tidak layakanya infrastruktur jalan, contohnya banyak jalan yang rusak dan berlubang* is akin to the situation in the first statement, *jalan-jalan saat ini sudah tidak bisa menampung kendaraan yang terus bertambah*.

- (10) The coronavirus outbreak is due to the people of Wuhan failing to maintain proper environmental hygiene and consuming food indiscriminately. For example, in Wuhan, people eat bat meat that carries the coronavirus, causing the virus {found in bats} to be transmitted to humans.

In data (10) there is two sentences connected by *seperti halnya* conjunction, which implied that the second sentence contains a similar occurrence explanation as the first one, that is that the existence of corona virus was caused by Wuhan residence's inadequate sanitation and hygiene in addition to haphazard dietary. Therefore, *seperti halnya* conjunction in this data is a cohesion signifier.

- (11) The community and the government must work together to create a clean environment. Recyclable waste should be put to good use—for example, through recycling bins—so that people can realize that waste can be transformed into useful or beneficial items. In addition, this can foster creativity.

Data number (11) constitutes of a unit of language which incorporates three sentences linked by *di samping itu* conjunction at the start of the third sentence. *Di samping itu* as an additional between-sentences conjunction, in this sentence indicates that there is a similarity of phenomenon in the first,

second, and third statement. In other words, *sampah bisa disulap menjadi barang yang berguna dan bermanfaat* hold a close meaning with *dapat meningkatkan kreativitas*.

### Contradictory between-sentences conjunction

Conjunction with contradictory meaning found in the essays are as follows: *tapi/tetapi, akan tetapi, namun, bahkan*. Presented below are the data found:

- (12) In Indonesia, every driver must obey traffic rules, as outlined in Law No. 22 of 2009. With these regulations in place, it is hoped that drivers will adhere to traffic rules on the road. However, there are still many drivers who violate traffic laws.
- (13) Indonesia is a country governed by the rule of law, meaning that Indonesia establishes the law as the foundation of life. However, in reality, several issues in various fields have not yet been properly resolved through the law, including transportation issues.

Data number (12) comprises of three sentences connected by *tetapi* conjunction, the use of which in this unit of language is incorrect. *Tetapi* conjunction should be used within a frame of words and phrases, not sentences, that is to connect one word or phrase to another, not one sentence to another. The correct between-sentences conjunction for this data is *akan tetapi* which also have a contradictory meaning, since the second sentence has a contrasting characteristic to the first sentence.

On the contrary, data number (13) comprises of two sentences bridged by *akan tetapi* conjunction at the start of the second sentence, the use of which in this unit of language is correct. In here, *akan tetapi* as a cohesion signifier is already in accordance with how it should be used, in terms of form and meaning. The second statement is a contrast to the first statement.

- (14) In fact, every home – especially in the city (in the city, ed.) – has a trash can. However, it appears that these trash cans are not being used properly.

Data number (14) is a unit of language consisted of two sentences attached together by *namun* conjunction, which has a contradictory meaning. That is to say, the second statement is in opposition to the first one.

- (15) Problems that occur or frequently arise as a result of littering include flooding, a dirty and squalid environment, and the spread of disease. The government likely assumes that those responsible for this are residents living in the riverbank areas. Although this is regulated by the constitution and penalties are in place, there are still irresponsible individuals.

In data (15), there are three sentences linked by *walaupun* conjunction, the use of which is incorrect. *Walaupun* conjunction can only be used to bridge one word or clause to another, and should not be used to connect sentences. The correct between-sentences conjunction for this data is *bahkan*, which expresses a reinforcement for the previous statement.

### **Purposive between-sentences conjunction**

Conjunction with purposive meaning found in the essays are: *supaya* and *agar*. Presented below is the data found:

- (16) Based on the article above (above, ed.), let us teach character education to our children in the future. This will help their moral character develop properly by providing useful motivation to the children who will be the future leaders of our nation. This will ensure a better future and a more advanced nation. It will also ensure that Indonesia does not fall behind other countries in terms of education.

Data number (16) contains three sentences connected by *agar* and *supaya* conjunctions, the use of which are incorrect. Both of these conjunctions are supposed to be used for attaching words or clauses together in one sentence, instead of two sentences together in one paragraph. Moreover, incorrect use of punctuation is also found in this data.

### **Abridgement, exemplification, and identification**

Exemplification that serves as conjunction found in the essays are: *misalnya* and *contohnya*. Presented below are the data found:

- (17) Anyone who lives in or visits a region or country at high risk for the coronavirus may also become infected with the virus. For example, visiting Wuhan, China, because the virus is highly contagious from person to person.

Data number (17) consists of two sentences linked by *misalnya* conjunction. In this data, the use of *misalnya* conjunction is correct, since this conjunction is utilized as a connector for the two sentences presented above. *Misalnya* conjunction has an exemplification meaning, the second sentence of the data serves as an example of the first sentence. That is, *berkunjung ke wuhan china karena virus ini sangat mudah menular dari manusia ke manusia lain* is a form of example of *Seseorang yang tinggal atau berkunjung ke daerah atau negara yang rawan virus corona juga berakibat tercemar virus ini*.

- (18) The widespread use of transportation can lead to various problems. Examples include accidents and traffic congestion in major cities.

Data number (18) comprises of two sentences linked by *contohnya* conjunction, the use of which is correct since *contohnya* conjunction should be used for connecting two sentences in one paragraph. *Contohnya* conjunction has an exemplification meaning, meaning that, the second sentence (*masalah kecelakaan, dan kemacetan di berbagai kota besar*) is an instance of the preceded sentence (*Dengan adanya transportasi yang banyak digunakan, hal ini dapat menyebabkan berbagai masalah*).

### **The use of between-paragraphs conjunction**

Between-paragraph conjunction is used to express cohesion between paragraphs such that the text has orderly and coherent plot. Between-paragraph conjunction are a set of conjunctions that can be employed to connect one paragraph to another, usually placed at the start of a paragraph other than the

first paragraph. The evaluation of the use of between-paragraph conjunction in this research is focused on the meaning behind the interconnection of paragraphs, so that the effectiveness of the conjunction can be revealed, through the cohesiveness of the whole. This marks a difference to another research (Amalia, 2018: 76-77; Melia, 2017) whose result found and discussed the distinction between coordinative and sub-ordinative conjunction.

As an indication of integration between sentences within a paragraph, Suladi (2019) proclaimed that paragraph is a set of connected sentences which together formed or used to express or develop an idea. In the source of data, there found paragraphs which are composed of one sentence instead of several sentences.

### **Consequential or causal between-paragraphs conjunction**

Between-sentences conjunction found in the data that act as consequential or causal meaning are: *oleh karena itu*, *oleh sebab itu*, *akibatnya*, *dengan demikian*, *jadi*, and *maka dari itu*, the discussion of which is displayed below:

- (19) After the bus plunged into the ravine, rescue teams from BASARNAS immediately headed to the scene to evacuate both the deceased and survivors. Many families lost loved ones as a result of the bus accident. 1) Therefore, we must be more careful when riding motorcycles or driving buses. We should start by checking the motorcycle's parts first and verifying whether the battery is still in good working condition or has died. Then, in addition to checking the motorcycle's parts, we should also inspect the bus. ... 2)

Data (19) is a unit of language made up of two paragraphs linked by *oleh karena itu* at the start of the second paragraph, which serves as a cohesion signifier that has a consequential meaning. In this data, the first paragraph acts as the cause of what is explained in the second paragraph, which was started with *oleh karena itu* and then followed by an effect or consequent statement.

- (20) Flooding and environmental pollution caused by these community practices are among the disasters that residents must endure during the rainy season. Many areas in Jakarta are frequently hit by floods, primarily due to trash and a lack of water infiltration areas or open green spaces. 1)

As a result, many homes have been damaged or destroyed by flooding. Many diseases have broken out, and many people have lost their possessions; some have even lost family members due to this situation ... 2)

Data (20) is a unit of language consisted of two paragraphs connected by *akibatnya* conjunction at the start of the second paragraph. *Akibatnya* in this data is a between-paragraphs cohesion signifier which has a consequential meaning, with which the first paragraph as the cause of what happened in the second paragraph.

- (21) A leading researcher in the field of wildfires states that the solution lies in educating those who use fire; essentially, the public can only take action and extinguish fires in their early stages. The government must carry out

reforestation so that the forest's tree cover does not dry up, as it serves as the primary source of water. 1)

Therefore, as Indonesian citizens, we must participate in combating forest fires in Indonesia. Furthermore, those responsible for starting fires must be punished to the fullest extent of the law for causing harm to the Indonesian state. 2) Data (21) presented above is a unit of language comprised of two paragraphs connected by *dengan demikian* conjunction at the start of the second paragraph. This conjunction is a between-paragraphs cohesion signifier with a consequential meaning, with which the first paragraph serves as the cause of what stated in the second paragraph.

### **Additional between-paragraphs conjunction**

Additional between-paragraphs conjunctions found in the text are: *selain itu* and *kemudian*, the explanation of which is followed:

(22) Social developments have become one of the factors contributing to the decline in students' academic performance. Current social trends are beginning to have a serious impact on students. This is due to increasingly sophisticated modern technology, such as the internet. School students have become dependent on the internet. One example is cell phones ... 1)

In addition, intelligence also influences students' interest in learning; intelligence refers to a student's ability to solve the problems they face. Intelligent students have a very positive impact on increasing interest in learning. 2)

Data (22) is a unit of language consisted of two paragraphs linked by *selain itu* conjunction at the first sentence of the second paragraph. This conjunction serves as between-paragraphs cohesion signifier whose purpose is to give addition to what has been stated, that is, that the content of the second paragraph has some similarity with what the first paragraph expressed. In this data, the use of *selain itu* conjunction is already correct. However, the second paragraph couldn't be said as a cohesive paragraph because of its lack of sentences.

(23) Therefore, in this context, character education is an essential component of education that is vital for shaping civilized individuals with good moral character who, in the future, will be able to ... 1)

This has led to discussions regarding what is referred to as and what is known as character education. In addition, there are many pillars of character that must be instilled in the children who are the future leaders of the nation, ... 2)

Data (23) is a unit of language comprised of two paragraphs connected by *kemudian* conjunction at the first sentence of the second paragraph, the use of which is correct. This conjunction is a between-paragraphs cohesion signifier which has additional meaning. That is, what stated in the second paragraph is similar to what stated in the first paragraph.

### Contradictory between-paragraphs conjunction

Contradictory between-paragraphs conjunction found within the text are: *akan tetapi* and *namun*. The actual conjunction found is in fact, *tetapi*, however, since the correct form of between-paragraphs conjunction is *akan tetapi*, correction is therefore accordingly made within the upcoming explanation.

- (24) Students who are addicted to online games will have a hard time paying attention in class. Especially if they're playing and get interrupted by their friends, they'll quickly get angry. This can lead to fights among students. Nowadays, many schools prohibit students from using cell phones during class. .... 1)

However, many of them argue that the decline in academic performance isn't solely due to online gaming. They believe there are other factors contributing to the decline in academic performance, such as excessive pressure from parents and peer influence... 2)

Data (24) is a unit of language composed of two paragraphs attached together by a contradictory conjunction at the first sentence of the second paragraph, *tetapi*. However, this conjunction is not a between-paragraphs cohesion signifier, since it is best used within a sentence instead of between paragraphs. Therefore, the correct contradictory conjunction for data (24) is *akan tetapi*, so that the second paragraph states something that contradicts the statement in the first paragraph.

- (25) If Indonesia's population explosion is not properly managed, the resulting consequences will include rising crime rates, higher unemployment, an increase in slums, and food shortages. 1)

However, the government can turn this population explosion into an opportunity if we can effectively manage our high-quality human resources, given the large proportion of the population in the productive age group. 2)

Data (25) is a unit of language made up of two paragraphs connected by a between-paragraphs conjunction at the first sentence of the second paragraph, *namun*, which serves as between-paragraphs cohesion signifier whose meaning is contradictory. That is, the second paragraph expressed a situation or circumstance that opposes the situation or circumstance conveyed in the former paragraph. Therefore, it can be concluded that the use of *namun* conjunction in this data is already correct, although the second paragraph couldn't be identified as cohesive paragraph because of its lack of sentences.

### Abridgement, exemplification, and identification

In the text found *itulah* and *dari ... di atas* conjunctions in the data utilized. The discussion is presented below:

- (26) The role of forests in absorbing groundwater. Forests act like giant sponges, capturing excess water rather than letting it simply flow away on

the surface. Water that passes through tree roots is then absorbed by the roots, thereby replenishing groundwater supplies.1)

That is the function or role of forests for humans, other living creatures on Earth, and ecosystems. Therefore, it is only right that we preserve our forests. Preserving forests is essential for the continuity of life on Earth. 2)

Data (26) is a unit of language comprised of two paragraphs attached together by a between-paragraphs conjunction at the first sentence of the second paragraph, namely *itulah*. This conjunction is a between-paragraphs cohesion signifier which has abridgement, exemplification, and identification meaning. That is, the second paragraph serves as the abridgement of the situation or circumstance stated in the first paragraph, so the use of *itulah* conjunction in this data is already correct.

(27) Inadequate waste disposal areas. Large cities are in dire need of sufficiently large waste disposal sites. The growing needs of each household result in a significant amount of waste. .... 1)

Based on the statement above, waste is material that is discarded or disposed of as a result of human activities. If this waste is not properly managed, it will have negative consequences. The government should provide ample waste disposal facilities for households in major cities. 2)

Data (27) is a unit of language composed of two paragraphs connected by a between-paragraphs conjunction at the first sentence of the second paragraph, namely *dari... di atas*, the use of which is correct in this data. This conjunction is a between-paragraphs cohesion signifier whose meaning is abridgement, exemplification, and identification. That is, the second paragraph acts as an abridgement of what the first paragraph articulated.

### **Unfitting sequence of paragraphs**

Also found in the source of data written by student is unfitting sequence or order or paragraphs, the discussion of which presented below:

(28) In addition, intelligence (intelligence, ed.) also influences students' interest in learning. Intelligence refers to a student's ability to solve the problems they face (they face, ed.). Intelligent students have a very positive impact on increasing interest in learning. 1)

Therefore, as good students, we must strike a balance between studying and playing. .... 2)

In data (28), the use of *oleh karena itu* conjunction was incorrect, which then caused the occurring of disjointed paragraphs. A paragraph should be composed of several connected sentences which expressed a certain idea. In data (28), the use of *oleh karena itu* conjunction was incorrect because it was applied to connect a paragraph with a sentence of which subject is still related to the idea articulated by the previous paragraph. The only sentence in paragraph two (*Oleh karena itu, sebagai siswa-siswi yang baik kita harus menyeimbangi antara belajar dengan*

bermain) should have been placed masyarakat saat musim hujan. contoh (Contoh, red) di jakarta (di Jakarta, red) banyak daerah di jakarta (di Jakarta, red) yang sering dilanda banjir kebanyakan faktornya adalah sampah dan kurangnya daerah rembasan air atau lahan terbuka hijau. 1)

(29) *Akibatnya* dari situasi ini banyak rumah yang rusak dan hancur karena terendam banjir. .... 2)

Data (29) shows how incorrect use of conjunction can lead to disunited paragraphs. A paragraph should be composed of several sentences, of which connection articulated a certain idea. *Akibatnya* conjunction was unsuitable for data (29) because it was applied to connect a paragraph with a sentence of which content is still related to the idea expressed by the preceding paragraph. The sentence of *Akibatnya dari situasi ini banyak rumah yang rusak dan hancur karena terendam banjir* should have been attached with the previous paragraph, and therefore would have become a cohesive paragraph.

## CONCLUSIONS AND RECOMMENDATIONS

From the results and discussion presented above, the use of conjunction in the article texts written by student class of XII Negeri 1 Weru High School thus can be concluded:

1. There are five out of eight correct use of between-sentences conjunction found in the articles, which are: (1) consequential/causal: oleh karena itu, sebab, jadi, dengan demikian, maka, maka dari itu; (2) additional: demikian juga, selain itu, di samping itu; (3) contradictory: tetapi, akan tetapi, namun, walaupun; (4) purposive: supaya dan agar; and (5) exemplification: misalnya and contohnya.
2. There are four out of eight correct use of between-paragraphs conjunction found in the essays, which are: (1) consequential: oleh karena itu, oleh sebab itu, akibatnya, dengan demikian, jadi, maka, maka dari itu; (2) additional: selain itu dan kemudian; (3) contradictory: akan tetapi dan namun; and (4) abridgement: itulah and dari ... di atas.
3. Correct use of conjunction communicates the presence of between-sentences and between-paragraphs cohesion in the text. Furthermore, incorrect use of conjunction is also found in the article, for the reason that they were applied to connect paragraphs of which topics are remarkably similar to each other.

## ADVANCED RESEARCH

While this study provides valuable insights, several limitations should be acknowledged. First, the study's scope was limited by data sources, sample size, or specific research setting, which may affect the generalizability of the findings. Second, the study was conducted over a limited time period, and therefore may not fully capture long-term trends or developments related to the topic. Furthermore, certain variables that could potentially influence the results were not examined in depth due to time and resource constraints.

Therefore, future research is recommended to conduct more diverse research and conduct longer observation periods to obtain more comprehensive results. Furthermore, it is recommended to employ different research methods or compare findings across contexts to strengthen and broaden understanding of conjunctions in Indonesian.

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