



The Analysis Of Cohesive Devices Used In Scopus-Indexed Journal

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ABSTRACT

This study aims to investigate the most frequent cohesive devices used in the Scopus-indexed journal from Indonesia. This study is a purposive sampling from the abstracts of one volume of the Scopus-indexed journal. The writers of this journal are from many different countries such as Spain, Ukraine, Indonesia and others. This study uses discourse analysis especially for analyzing the text. These texts would be analyzed by using Halliday and Hasan's concepts in Suzanne Eggins (2004) for grammatical cohesion and Halliday and Matthiessen (2004) for analyzing the lexical cohesion. This study shows that demonstrative reference as the most frequent grammatical cohesive devices used in the abstracts and repetition is as the most occurrence of the lexical cohesion in the text. This study suggests for the people who want to write an article in the Scopus indexed journal need to be aware of the cohesive devices used in their abstracts in order to make the text accepted by the journal.

Introduction

Writing is one of the four language skills in English as the productive one. Writing is an ability to deliver one's ideas in writing in a second or foreign language and it is as communicative activity that involves the interactive process between the writer and the reader through the text (Murcia, 2001). Writing is making a text in the written form. The text is any passage in the form of spoken or written whether it is short or long that does form a unified whole (Halliday & Hasan, 1994). Something that differentiates between text and non-text is a texture. The texture is what ties the text to make a unified idea.

The texture creates cohesion which binds the text itself and coherence which connects the idea of text to the extra-textual text from the context of situation and culture.

Cohesion is internal properties of the written text that makes the ideas of the text run smoothly. According to Akmilia, Faridi, & Sakhiyya (2022) cohesion is important as the element to create comprehensive text and coherence. Cohesion is a semantic tie between one word to another word in one point of the text that makes the text hang together and connect each other (Eggins, 2004). Semantic tie means that the relation between one clause to another clause is based on the meaning not the form. The idea of the text can be flown from one clause to another clause by using cohesive devices. There are four ways by which cohesion is created in English by using conjunction, reference, ellipsis, and lexical cohesion (Halliday & Matthiessen, 2004). However, in written language, there are three main types of cohesion: reference, conjunction, and lexical cohesion (Eggins, 2004). It is accordance with Karadeniz (2017), it is stated that those three types of cohesion mentioned earlier are common in written expression, while ellipsis and substitution are used in spoken text. In this study, these three types of cohesive devices suggested by Eggins (2004) are presented here.

As the cohesive devices in English, reference refers to how the writer introduces the participant such as people, places, or things and then keep tracking them in the text. When the participant has mentioned in the text, the writer must acknowledge the reader that it is already known or it is new for the reader. For instance, David goes to market. He rides a motorcycle. The word David introduces as new to the text and the word he as the presuming reference item that refers back to the word David. The next device is conjunction. Conjunction refers to how the writer uses logical relationships between one clause to another clause. By using this conjunction, the text is hanging together by the logico-semantic system. It is the logical connection between clauses using conjunction such as that is, however, therefore, in order to and so on. Halliday & Matthiessen (2014) stated that there are three main types of conjunction: elaboration, extension, and enhancement. The meaning of these types of conjunction help us to make the text have meaningful structural connection to form the clause complexes. The last of main cohesive devices is lexical cohesion. Halliday & Matthiessen (2014) stated that writer creates cohesion in discourse through the choice of lexical item. This type of cohesive devices is using lexical items to connect and make chain the idea in the text. Lexical cohesion refers to how the writer uses the open-class vocabulary such as noun, adjective, adverb, and verb to relate one clause to other clauses in the text (Eggins, 2004). This allows the reader to have expectations about the word that comes in the next clauses. For instance, the first clause is about the raining. The reader would expect that the next clause could be about whether, heavy rain, water, cold, mud, thunder, and so on. There are five type of lexical relation: repetition, synonymy, hyponymy, meronymy, and collocation (Halliday & Matthiessen, 2014). Repetition is when the writer repeats the lexical item in other clauses with the same words. For instance, I buy a car, the car is very expensive. These two clauses connect each other because the writer uses the word

“car” in both clauses. The second lexical cohesion is synonym. Synonym is two or more words that have similar in meaning. It is very closely related meaning and it can substitute each other (Yule, 2010). For example, this banana chip is crunchy and this chicken skin is also crispy. These clauses are interconnected because it shares the identical idea between “crunchy” and “crispy”. The next lexical item is hyponym. It is when the meaning of one form is included in the meaning of another (Yule, 2010). For instance in pairs: animal/ cat, vegetable/ broccoli, flower/ rose, and so on. So that the cat is a hyponym of animal or a cat is a kind of animal. In order hand, meronymy is “be part of” something (Halliday & Matthiessen, 2014). For example: trunk, branch, leaf are part of tree. The last lexical cohesion is collocation. Collocation is a tendency to co-occur or a word tends to occur with other words. For instance: the word hammer will have tendency to the word nail. These all cohesive devices would give more understanding that all words or clauses are tied to the meaning in the context called as semantic tie to make a cohesive text.

One of the product of writing a text is journal article. A journal article is a polished, shorter research report that you send to an editor of a journal (Cresswell, 2012). A journal is a place for publishing a collection of articles with limited numbers of words and with a specific topic. The writer submits the article in a journal, then the editor would examine the article whether it is accepted or not. If it is accepted, the editor would deliver the article to the reviewers to give comments on it, and the writer would revise the article based on the comments on it. In the final stage, the article would be published on the journal. Making a good article is a complicated task for every people who do not have experience in writing it because the rules and steps of writing an article based on the specific journal should be followed in order to be accepted by the editorial team in a journal. The initiation in making a good journal should be started by writing cohesive devices in a text and the crucial part in a journal article is in the abstract. According to Prathap, Ali, & Kamraju (2019), an abstract is a brief summary of a research article that could help the readers to find quickly the purpose of the article. The abstract is the image of the journal article as a whole. After reading the abstract, the reader could determine whether they would read the entire text or not. Again this backdrop, this study focuses on analyzing the cohesive devices used in the abstracts of a scopus-indexed journal. This would give guidance and enlightenment for the people who want to write an article in Scopus-Indexed Journal.

Method

In this research, the writer uses a qualitative design in the form of discourse analysis approach in order to analyze the frequency of cohesive devices. The discourse is the process of making a text (Thornbury, 2005). The discourse analysis is the approach to analyze a text. Alwright & Bailey (1991) stated that discourse analysis is a variety of procedures for examining chunks of language, spoken or written. In this study, the writer analyzes the abstracts of TEFLIN journal Vol. 35 No. 1 (2024) that the journal is

accredited as rank 1 as a scientific journal under the decree of the Directorate General of Higher Education, Research and Technology, Indonesian Ministry of Education, Culture, Research and Technology. The data of this study are qualitative in the form of text or clauses and some data quantitative for the frequency of cohesive devices. The instrument in analyzing the text is based on cohesive devices proposed by Halliday & Hasan (1994), Eggins (2004), Halliday & Matthiessen (2004). In categorizing the cohesive devices, the writer uses grammatical cohesion such as reference and conjunction and lexical cohesion such as repetition, synonym, hyponym, meronym, and collocation. The data analysis procedures are collecting and downloading the articles taken from the TEFLIN Journal website, breaking down the text into clauses, identifying and classifying the cohesive devices based on the criteria of grammatical and lexical cohesion, and presenting in the table to show the frequent devices used in the abstracts in the journal and validating the data by using triangulation data.

Finding and Discussion

This study is to answer the question what the most frequent cohesive devices used are in the abstracts of a Scopus-indexed journal. The cohesive devices are used to make the text hang together. This is as the starting point to make a good text especially in writing a journal article. In this study, the writer would examine reference, conjunction, and lexical cohesion of the nine abstracts in one volume of the Scopus-indexed journal. The frequent cohesive devices used in the abstracts can be presented in the following table 1.

Table 1: Summary of the Cohesive Devices in the Nine Abstracts

Abstract	Clause/ word	Grammatical Cohesion						Lexical Cohesion					Σ
		Reference			Conjunction			Rep	Syn	Hyp	Mer	Col	
		P	D	C	El	Ex	En						
1	7/155	1	13			6	2	15	2				39
2	13/182	1	10			2	1	10	1			2	27
3	8/188		19			8	1	9				2	39
4	6/109	3	10			2	1	9				2	27
5	15/162	3	8			7		13				1	32
6	12/134	2	11			3	3	7					26
7	16/230	4	13			6	2	18		6			49
8	9/170	4	12			4	1	9	1	4			35
9	12/200	3	20			15	2	17		1	1		59
Σ	98	21	116	0	0	53	13	107	4	11	1	7	333

Table 1 shows that all of the nine of writers of the journal article use grammatical cohesion and lexical cohesion to make the text hang together. There are ninety-eight

clauses from the nine abstracts of the journal article. At this point, it would be explained at the following paragraphs.

The first abstract contains seven clauses with one hundred fifty-five words. The writer uses thirty-nine grammatical and lexical cohesion. In this abstract, the writer employs fifteen repetition of lexical cohesion, thirteen demonstrative reference, six extension, two enhancement, two synonym, and one personal reference. However, there is no comparative reference, elaboration, hyponym, meronym, and collocation. The writer tends to use repetition and demonstrative reference. It can be seen in the following excerpt (1).

“The examination of the textbooks employed a qualitative methodology, enriched by the inclusion of quantitative components” (Faraj, Bellot, & Frumuselu, 2024).

In the excerpt (1), it can be seen that the writer applies demonstrative reference “the” to connect the idea what examination, what textbook, and what inclusion that the writer refers to. Those ideas are mentioned earlier in the previous clause. The writer also employs lexical cohesion of repetition such as “examination” and “textbook”.

In the second abstract, it has thirteen clauses from one hundred eighty-two words. The second writer also uses both grammatical and lexical cohesion. There are twenty-seven cohesive devices used by the writer in the abstract. The writer employs ten demonstrative references, ten repetition, two extension of conjunction, two collocation, and one item for personal reference, enhancement, and synonym respectively. On the contrary, there is no comparative reference, elaborative conjunction, hyponym, and meronym in the abstract of the article. The writer uses more on demonstrative reference and repetition to link the ideas in the text. It can be seen in the excerpt (2) as the following.

“This research attempted to test the effect of individual differences, particularly gender and academic interest, on writing strategies based on self-regulation while taking into account the academic interest as a mediator” (Kaluge & Halimi, 2024).

This excerpt (2) shows that the writer employs demonstrative reference “this” and “the” as mentioned in the text. The writer also uses repetition such as “writing strategies” and “self-regulation”. These words had mentioned in the previous clause as the exact words. Then, the word “research” is the synonym of “study” that has also mentioned in the previous clause in the text. Moreover, the writer also uses “and” as extension to add more information about gender.

In the third abstract, it showed that the clauses are eight with one hundred eighty-eight words. It involves nineteen demonstrative references, nine repetition, eight extension of conjunction, two collocation, and one enhancement. However, there is no personal, and comparative references in grammatical cohesion and also there is no synonym, hyponym, and meronym. The grammatical cohesion in the form of demonstrative reference is as the most frequent used for linking the idea in the text. It can be seen in the excerpt (3).

“The corpus foregrounded the challenges in the areas of teacher education and development, with a special emphasis on the professional initiation phase” (Lőrincz, 2024).

This excerpt (3) shows that the writer of the article employs grammatical and lexical cohesion. In the grammatical cohesion, the writer uses demonstrative reference “the corpus” that refers to the “corpus linguistic” stated in the previous clauses. The next demonstrative reference is “the challenge” that refers back to “language teaching challenges” and “the professional ...” refers to the “teacher education”. The conjunctive item in this excerpt is “and” that gives additional information of teacher education. The writer also employs the lexical cohesion as in the word “corpus” and “challenges”.

The fourth abstract contains six clauses with one hundred and nine words. In this abstract, the writer creates grammatical and lexical cohesion by using ten demonstrative references, nine repetition, three personal reference, two extension, two collocation, and one enhancement. There is no comparative reference, elaboration, synonym, hyponym, and meronym. In this abstract, it shows that the writer tends to use grammatical cohesion in demonstrative reference and followed by lexical cohesion in the form of repetition. It can be seen on the excerpt (4) as the following text.

“However, our analysis of the books reveals inadequate attention to the sociocultural aspects of email writing” (Nguyen, Renandya, Pham, & Pham, 2024).

This excerpt (4) shows that the writer uses grammatical cohesion and lexical cohesion. The first cohesive device that the writer employs in this excerpt is conjunction in the form of an enhancement as a concessive causal-condition “however”. The enhancement refers to ways by which one sentence can develop meanings of another as concessive relation (Eggins, 2004). It indicates the enhancement of the notion “the prevalence of email communication”. The writer also employs personal reference “our”. This refers back to the writers of this journal article. The demonstrative reference “the” in the compound word “the books” and “the sociocultural aspects” is also used in this abstract. “The books” here refer to “set of International English textbooks” as stated earlier in the first clause and “the sociocultural aspects” refers to the following of the presuming reference item “email writing”. For the lexical devices, the writer uses repetition such as “books” and “email”. These two words have mentioned in the previous clause.

In the fifth abstract, it comprises of fifteen clauses with one hundred sixty-two words. It has thirty-two cohesive devices which the repetition is as the most frequent used by the writers. The writers use thirteen repetition, eight demonstrative reference, seven extension of conjunction, three personal reference, and one collocation. Yet, there is no comparative reference, elaboration, enhancement, synonym, hyponym, and meronym. These cohesive devices make the text hang together. It can be seen in this following excerpt (5).

It employed a survey design involving 70 EFL teachers voluntarily participating through a convenience sampling technique (Muniroh, Karmina, Widiati, Nurlaila, & Silfia, 2024).

This excerpt (5) indicates that the writers use the grammatical cohesion such as the use of “it” as a personal reference. It refers to the word “this study” in the first clause of this abstract. The writers also employ lexical cohesion such as the word “EFL teachers”. It has mentioned in the previous clause. Therefore, the writers create the text hanging together.

In the sixth abstract, it contains twelve clauses with one hundred thirty-four words. The text employs grammatical and lexical cohesion at twenty-six times happening in the abstract. The grammatical cohesion occurs more often than the lexical cohesion. The demonstrative reference appears eleven times, then seven times of repetition, three extension, three enhancement, and two personal references. On the other hand, there is no comparative reference, elaboration, synonym, hyponym, meronym, and collocation. The evidence is in the excerpt (6) as the follows.

“although research on the perspectives of university students on Pinoylish is still scarce” (Quinto, 2024)

This excerpt (6) shows that the writer uses grammatical cohesion such as enhancement “although” that refers to previous statement in the first clause “Pinoylish has made a mark in the literature” and demonstrative reference “the perspective” that refers to “the university students”. In this excerpt, there is also a lexical item in the form of repetition “Pinonylish” that refers to “Philippine English”.

In the seventh abstract, this abstract has sixteen clauses with two hundred thirty words. This abstract employs forty-nine cohesive devices comprising of grammatical and lexical cohesion. In grammatical cohesion, the writer uses thirteen demonstrative reference, six extension of conjunction, four personal reference, and two enhancements of conjunction. In lexical part, the writer employs eighteen repetition and six hyponyms. However, it cannot be found the comparative reference, elaboration, synonym, meronym, and collocation in the abstract of this article. The sample of the text can be seen in the following excerpt (7).

“however, teachers’ collaborative discussion as a mediational tool has received scant attention” (Tajeddin & Aryaean, 2024).

In this excerpt (7), it shows that the writers use grammatical cohesion in the form of enhancement “however”. This is as the developing meaning from the ideas of “numerous studies have been conducted...”. It connects the first clause to this excerpt of the second clause. The writers also employ lexical cohesion. It happens in the text “teacher”. The writers repeat this word to the whole of the text. It indicates that the writers employ cohesive devices in the text.

The eighth abstract contains nine clauses with one hundred seventy words. It employs grammatical and lexical cohesion. The total of them is thirty-five cohesive devices. They are twelve demonstrative references, nine repetition, four times for each personal reference, extension, hyponym, and one for each enhancement and synonym. However, there is no comparative, elaboration, meronym, and collocation. It can be seen in the excerpt (8) as the follows.

“It also explores the strategies employed by students to regulate these emotions” (Yildirim & Atay, 2024).

The excerpt (8) shows that the authors use grammatical cohesion as in the word “it” that refers to “this strategy” as personal reference and the word “the strategies” that refers to “emotion regulation strategies” as stated in the previous clause that is called as demonstrative reference and also the word “these” that refers to the emotions mentioned in the earlier clause. The writers also employ lexical cohesion as the word “strategies”, “students”, and “emotion” in the form of repetition. This implies that the writers have made a text hanging together.

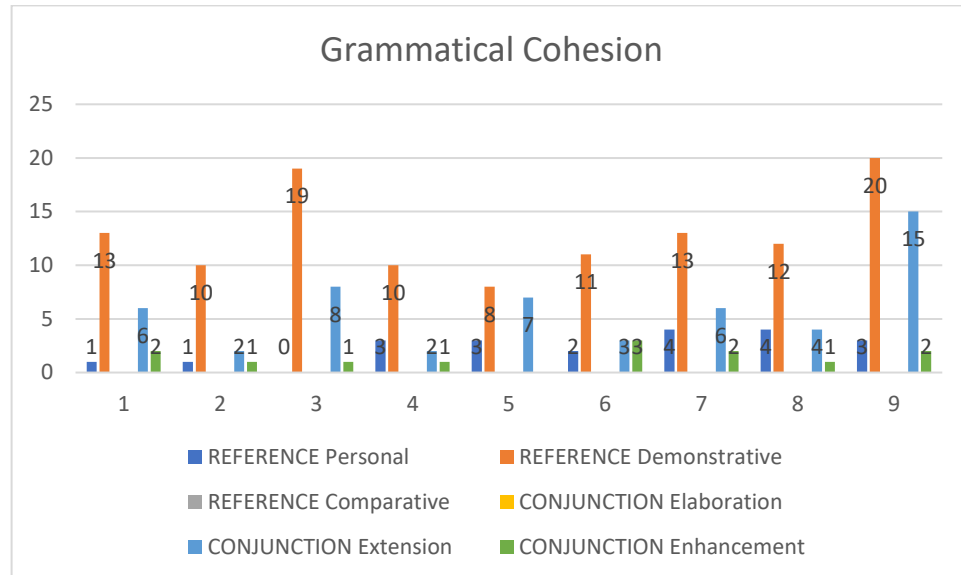
In the last abstract, it shows that it comprises of twelve clauses with two hundred words. This abstract contains fifty-nine cohesive devices that covers grammatical and lexical cohesion. In the grammatical cohesion, it comprises twenty demonstrative reference, fifteen extension, three personal reference, and two enhancements. In the lexical level, there are seventeen repetition, one hyponym and meronym. However, there is no comparative reference, elaboration, synonym, and collocation. The writers make the text hanging together by using cohesive devices. It can be seen in the excerpt (9).

“Statistical tests were employed to compare vowel productions between the males and females” (Yusuf, Aziz, Nurjannah, & Pillai, 2024).

This excerpt (9) shows that the writers use repetition such as the word “vowel”, “males”, and “females”. These words are mentioned in almost every clause of the abstract. The writers also use lexical cohesion as in the form of demonstrative reference “the” and the extension “and” as addition another information in the next statement. Therefore, this abstract is called as a text because it hangs together by using grammatical and lexical cohesion.

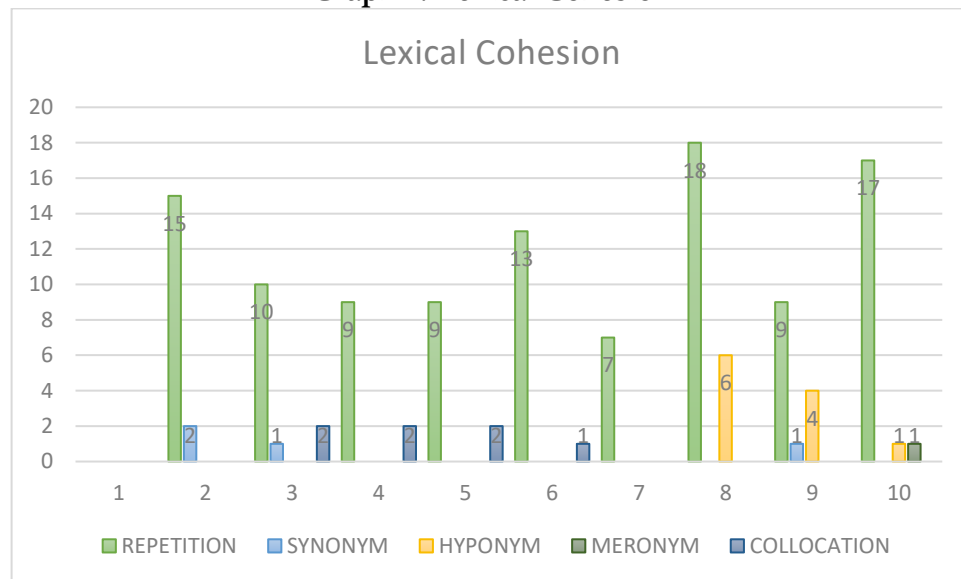
These findings show that all of the writers tend to use more on grammatical than lexical cohesion. In grammatical cohesion, the writers use more on demonstrative reference and extension in conjunction than other types of grammatical cohesion. It can be seen on the chart 1.

Graph 1: Grammatical Cohesion



This chart 1 shows that demonstrative reference is the most frequent cohesive device found in all of the abstracts. It happens one hundred sixteen times in the text followed respectively by extension occurring fifty-three times, personal reference twenty-one times, and enhancement thirteen times. However, the writers do not use comparative and elaboration in the abstracts. This finding confirmed the research finding by Akmilia, Faridi, & Sakhiyya (2022) that the most frequent cohesive device used in research paper conference is demonstrative reference. In other hand, the other studies such as done by Khoirunnisa, Jufrizal, & Marlina (2018) and Wijayanti, Suwandi, & Fitriati (2023), they find that the most frequent number of cohesive devices in the novel and hortatory exposition text is personal reference. Another study conducted by Taufan (2021) stated that the most frequent cohesive device in English content written is repetition in lexical cohesion followed by demonstrative reference. However, Taufan's finding is the reverse of this recent study, the recent finding shows that the most frequent device used in the journal is demonstrative reference then followed by repetition in lexical cohesion. The repetition occurs one hundred seven times, hyponym happens eleven times, seven collocation, four synonym, and one meronym. It can be seen in the chart 2. This chart 2 shows that repetition appears in all of the abstract of the articles. Synonym only appears on the first, second, and eighth abstract. Hyponym occurs on the seventh, eighth, and ninth abstract. Meronym only appears on the ninth abstract and collocation is on second, third, fourth, and fifth abstract.

Graph 2: Lexical Cohesion



This finding of the study shows that the writers of the Scopus-indexed journal use both grammatical and lexical cohesion. In the grammatical cohesion, the writers tend to use more on demonstrative reference than on personal reference and in conjunction, the writers tend to use more on extension than enhancement. In the level of lexical cohesion, the writers tend to use repetition than other types of lexical cohesion in order to make the text tied together.

Conclusion

Writing a research article is one of the types of written text that needs to employ the accuracy of the text. The accuracy of the text can be achieved if the text has the texture of the text. One of the textures of the text is cohesive devices. This study shows that the writers of the journal that has good reputation need to use both grammatical and lexical cohesion in order to make the good text. For the people who want to publish an article in a reputable journal have to be aware of these cohesive devices in order to be accepted by the journal.

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