Reference Grammatical Cohesion in a Literary Text and its Application to Language Learning in High School

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This study aims to describe the use of reference grammatical cohesion markers in the novel "Khotbah di Atas Bukit" (Sermon on the Hill) by Kuntowijoyo. The data used are sentences that have reference grammatical cohesion. The data collecting technique used involved conversation observation technique. A distributional method is used to analyse the data. The results of the study revealed that the reference grammatical cohesion markers consisted of 158 personal pronouns, 56 demonstrative pronouns, and 11 comparative pronouns. Most of the reference grammatical cohesion markers were personal pronouns. The results of the study can be implemented in Indonesian language learning in high school. Therefore, as a result, teachers should be able to create learning scenarios to be implemented in the classroom.

Key words: *Reference grammatical cohesion, novel texts, Language learning.*

Introduction

A discourse that does not contain the integrity of meaning cannot be called a discourse. The wholeness of the meaning of a discourse can be achieved by the existence of elements of cohesion and coherence. This component enables the continuation of semantic relations between the elements in the discourse. Knowing the cohesion characteristics of a discourse is expected to help understanding in a discourse. Cohesion is defined as the interrelationship of elements in a discourse. Cohesion occurs where the interpretation of one or several elements depends on the other elements in the discourse, one element refers to another element so that the element can only be interpreted by referring to it. Cohesion semantically refers to the relationship of meaning in a text (Haliday and Hasan, 1976: 4). By knowing and understanding

the cohesion, the reader is expected to more easily grasp the contents and meaning of literary texts.

Discourse can be formed in novels, books, series of encyclopedias, and so on, in words, sentences, or paragraphs, which carry a complete mandate (Kridalaksana: 2008: 231). A novel is one form of written discourse. In terms of story length, novels are longer than short stories. As a prose literary work, discourse in a novel must be arranged based on the elements of its builder in order to create qualified prose literary works. A good novel is a discourse that contains cohesiveness and unity therefore the reader can easily interpret the moral values conveyed by the characters in the novel.

In a novel, the relationship between sentences must be considered to maintain the interconnectedness and interrelation of the sentences. The relationship between sentences and paragraphs in a novel is an important requirement in the formation of a discourse because it enables comprehension. The interconnectedness of the topic developed semantically is called coherence while the lexical and grammatical interrelationship is called cohesion. The cohesion and coherence can be used as a connection between the sentences and between paragraphs. The appropriate use of cohesion tools in a discourse will make the discourse coherent.

Every cohesive sentence is usually marked with cohesion markers. Grammatical cohesion markers are markers of cohesion that involve the use of language rules (Rani et. al., 2004: 97). The author chose the novel "Khotbah di atas bukit" by Kuntowijoyo because the sentences contained complete relationships and coherent sentences. It is a narrative novel with complete cohesion markers. This novel explores the struggle between spiritual power and the power of material things within the human mind. The main character is Barman, a 65-year-old retired civil servant living in solitude on a hill. Barman is accompanied by a beautiful woman named Popi who is ready to serve what he needs. Barman discovered the principal of life on that hill until finally, he committed suicide on a hilltop after preaching in front of his followers. The novel consists of 173 pages and was published by Bentang in Yogyakarta in 1993.

Some previous studies that are relevant to this study were carried out by Trnavac and Taboada (2016), Wiyanti and Dinihari (2017), and Muhyidin (2018). Trnavac and Taboada (2016) who studied grammatical cohesion of reference in English utterances in the Open American National Corpus (OANC) as the main data and utterances in English Broadcast News as secondary data. Meanwhile, Wiyanti and Dinihari (2017) reported that newspaper editorials which tended to be more dominant used the aspects of anaphoric cohesion and demonstrative pronouns compared to aspects of the cataphora and other markers. The study discusses endophora grammatical cohesion, both in the form of anaphora and cataphora in the novel. Later, Muhyidin (2018) conducted a study of reference grammatical cohesion of endophora in a novel. The results of the study found out that there were reference markers, both in the form

of anaphora and cataphora of references in the form of personal pronouns, demonstrative pronouns, and comparative pronouns.

Based on the background above, the focus of this research is the use of grammatical cohesion markers in literary texts in a novel entitled "Khotbah di atas Bukit" by Kuntowijoyo. The sub focus is the use of reference markers. The research questions are formulated as follows: 1) How is the use of the reference grammatical cohesion marker in the form of personal pronouns in the novel entitled "Khotbah di atas Bukit by Kuntowijoyo?; 2) How is the use of reference grammatical cohesion markers in the form of demonstrative pronouns in the novel entitled "Khotbah di atas Bukit by Kuntowijoyo?; 3) What is the use of reference grammatical cohesion markers in the form of comparative pronouns in the novel entitled "Khotbah di atas Bukit by Kuntowijoyo? and; 4) What is the learning scenario in an Indonesian Language class?

Context and Literature Reviews

A reference, according to Halliday and Hasan (1976: 38), is the relationship between elements in the text and other elements that provide explanations in the benchmarks. Reference based on the benchmarks were divided into two kinds, namely endophora references and exophora references (Halliday and Hasan, 1976: 33). Endophora references, or textual references, are those referred to or that provide explanations of the information located in the text (Zaimar and Harahap, 2011: 126). Based on the direction of reference, endophora references can be divided into two types, namely 1) anaphoric references, and 2) phrasal references (Halliday and Hassan, 1976: 33). The anaphoric references are the reference by the pronouns to the antecedents that precede it or are located on the left. In contrast, the cataphora references are a pronominal reference to the antecedents that follow it or are located on the right. According to Halliday and Hasan (1976: 37) the reference by the pronoun can be in the form of person (pronouns), demonstrative (demonstrative pronouns), and comparative (lingual units that function to compare one element to another). The reference to person is categorised into pronouns of both singular and plural (Halliday and Hasan, 1976: 44). Demonstrative references are classified into two categories, neutral and selective (Halliday and Hasan, 1976: 57). Meanwhile the selective category is divided into two, namely: close to the speaker and far from the speaker. Then, comparative reference is divided into two categories: general comparison and specific comparison (Halliday and Hasan, 1976: 76).

Sumarlam (2003: 24) revealed that the reference to persona can be realised through personal pronouns , which include first person (person I), second (person II), and third (person III), both singular and plural. Single personal pronouns I, II, and III are free form (free morpheme) and some are bound (morpheme bound). Furthermore, in the form of bound there is attached to the left (left attached) and attached to the right (right attached). Sumarlam (2003: 25) reveals that demonstrative referencing is a reference to pronouns. This reference includes demonstrative

pronouns of time (temporal) and place (locational). Demonstrative pronouns of time include the pronouns of present time, past time, future time, and neutral time. Meanwhile, demonstrative pronouns include places or locations that are close to the speaker (here, this), some distance from the speaker (there, that), far from the speaker (there), and designate the place explicitly. Sumarlam (2003: 27) revealed that comparative reference is one type of grammatical cohesion that compares two or more things that have similarities in the form of attitudes, traits, character, behaviour, and so on. Words commonly used to compare are like, similar to, not different from, exactly like, and exactly the same as.

The novel is actually one type of fiction, but in its development the novel is considered the same as prose fiction. A novel presents an imaginary world that is built through stories, characters, events after events, and settings (Nurgiantoro, 2007: 5). While Abrams (1981: 119) states that the novel is a work of fiction prose that is of sufficient length, not too long but also not too short.

Methodology

This research uses a qualitative approach. Moleong (2017: 6) describes qualitative research as a research procedure that produces descriptive data in the form of written or oral words, about the people observed. The reason for choosing this approach is because this study deals with data that are not numbers, but rather the use of language forms in the form of verbal forms or speech. Another approach used in this research is a descriptive approach, meaning that the data to be analysed and the results of the analysis are in the form of descriptions or phenomena, not in the form of coefficient numbers about the relationships between variables, because this research is not related to the measured variables. The description in this study is a description of the fact that there are many referential markers in written discourse.

This study uses data in the form of lingual units in the form of sentences that have a grammatical reference cohesion marker contained in the novel. Arikunto (2012: 129) states that the source of data in research is the subject from which data can be obtained. The data source in this study is in the form of written data taken from paragraphs in the novel. The conversation observation technique and the note taking technique were used to collect data. According to Subroto (1992: 43), the note taking technique relates to the recording of relevant data in accordance with the goals and objectives of the study. In the note taking technique the researcher recorded the data that was relevant and related to the use of reference grammatical cohesion markers in the novel.

The analysis of the data in this study uses the distributional method, a method in which the determinant is part of the language in question, in the form of written text formed.

Results and Discussion

Reference of Person Markers in Literary Texts

Below is the reference markers data:

Table 1: Reference markers

No.	Classification	Amount
1	Reference of person	158
2	Reference of demonstrative	56
3	Reference of comparative	11
Amount		225

Reference of person refers to participants and something discussed in a communication situation. Based on its role, the reference is known as the first person, second person, and third person. The first person is a speaker (speaker), the second person is a listener (addressee) or invited to speak, and the third person is another role (other roles) or the person being talked about. This is in line with Sumarlam's (2003: 24) opinion that reference to a person can be realised through personal pronouns, which include first, second and third person, both singular and plural. Based on the data, reference markers were found to total 225; there were 158 (70%) personal reference, 56 (25%) demonstrative reference, and 11 (5%) comparative references.

Table 2: Personal references

A. The first-person pronoun		
Classification	Form	Amount
Singular	Aku (I)	5
	-ku (my)	3
	ku- (I)	1
Amount		9
Plural	Kita (We)	5
Amount		5
Singular and plural		14
Singular and plural		13

B. Second person pronoun		
Classification	**Form**	**Amount**
Singular	*kau- (you)*	1
	kau (you)	2
	-mu (your0	6
	Engkau (you)	2
Amount		11
Plural	kalian (you (more than one))	2
Amount		2

C. Third person pronoun		
Classification	**Form**	**Amount**
Singular	Ia (he/she)	37
	Dia (he/she)	4
	-nya (him/her)	79
Amount		120
Plural	Mereka (they)	11
Amount		11
Singular and plural		131

The personal references in the form of the first-person pronoun found in this study totalled 14. The first personal pronoun is   in singular and plural pronouns. The personal reference is the first pronoun found in the form of a lingual unit: aku (I), -ku (my), ku- (I), and kita (we). According to the direction, the reference can be anaphoric or cataphoric. The following is the data.

(1) Engkau berbuat kesalahan, Bob," kata Dosi. "Aku toh lebih tahu tentang papiku, Dosi."

(You made a mistake, Bob, "Dosi said. "I know better about my dad, Dosi.")

(2) "Aku punya kuda di rumah," Barman memecahkan kesunyian. ("I have a horse at home," Barman broke the silence.)

(3) Barman pun suka memuji kebersihan: engkau yang rajin, engkau yang penyayang, engkau yang cantik, Popiku.

(Barman also likes to praise cleanliness: you are diligent, you are merciful, you are beautiful, My Popi.)

(4) "Jangan beritahukan apa pun kepadaku," kata Popi, membuka pintu rumahnya pada lewat tengah malam.

("Don't tell me anything," Popi said, opening the door of her house after midnight.)

(5) Barman rindu pada sepi itu. Inilah kau, yang kuidamkan! (Barman misses the quiet. Here you are, what I want!)

(6) Barman berkeras hendak membawa keranjang itu dengan tangannya, tetapi Popi menolak. Kita mesti cari orang lain, pap.

(Barman insists on carrying the basket with his hands, but Popi refuses. We have to find someone else, pap.)

(7) Bagusnya, pap. Manakah rumah kita?" Barman menjadi sibuk mencari di antara kehijauan."Tertutup semak-semak, Pop." (Good, pap. Where is our home? "Barman became busy searching through the greenery." Covered by bushes, Pop.")

The personal reference in the form of a single first-person pronoun can be seen in data (1), which is the marker aku (I) refers to the antecedent that is first spoken, i.e. Bob or Bobi. Based on its direction, it is called the anaphoric reference. Meanwhile, the data (2) marker aku (I) refers to the antecedent that has not been spoken before, i.e. Barman. It is called cataphoric reference.

Other forms of first personal pronouns aku (I) are –ku (my) and ku (me). The pronouns relate to human beings who have possessive relationships (ownership). This is in line with the opinion of Halliday and Hasan (1976: 54) that personal pronouns in possessive relations are personal pronouns related to ownership, both enclosed and free. The marker –ku (my) in the word Popiku (data 3) (my Popi) shows ownership. The word Popiku (my Popi) can be interpreted as Barman's Popi. This is anaphoric. Whereas in data (4) marker ku (I) refers to the antecedent of Popi. This is a cataphora.

In data (5) the marker -ku refers to Barman's antecedents. The ku-form is completely different from the –ku form. The first is attached to the word that lies behind it. Secondly, the word attached is a verb.

The Indonesian language employs the first-person plural. This can be seen in the data (6) and (7). The markers kita (we) refers to the figures Barman and Popi. In this case the difference is based on the direction, the data (6) is anaphoric and data (7) is a cataphoric. The first plural personal pronouns are inclusive: that means they include not only the speaker/writer, but also

the listener/reader, and possibly other parties (Alwi et al., 2014: 252). The first pronoun plural does not have variations in form. To declare ownership, for example, rumah kita (our house) is used. In the context of the novel, our house means the house belongs to Barman and Popi.

The use of a personal reference marker in the form of the first pronoun aku (I) because the author tried to introduce the character should be easily recognised by the reader. The author uses aku (I) when the character is very familiar with his speech partner. For example, in the context of the novel, aku

(I) appeared during a conversation between Bobi and his wife Dosi about his decision to take Barman to the hills. Dosi considers it a wrong decision, but Bobi has an alibi that he knows better about his father, Barman.

There were 13 personal references in the form of the second personal pronouns found in this study. The second person pronoun is a singular and plural pronoun. The personal references found were: kau- (you), kau (you), - mu (your), engkau (you), and kalian (you, plural), either in the form of singular or plural. According to the direction, there is anaphoric and cataphoric. This is the data:

(8) Ia mengeluarkan alat pelihat jarak jauh dari tas. Memasangnya di hidung Popi, dan berkata: "Lihatlah, bagus kan? Pemandangan macam ini tak kan kautemui di mana pun."

(He removes remote viewing device from the bag. Putting it on Popi's nose, he said: "Look, isn"t it good? You can't find this kind of scene anywhere.")

(9) Memang aku sudah tua, Popi. Dan kenapakah kau datang ke sini? (I'm old, Popi. And why did you come here?)

(10)   "Pap, katakanlah. Suatu kali kau akan mengajakku pergi berjalan mengitari bukit ini." Barman menjawab dengan mengguman, sambil menguatkan tali-tali sepatu.

("Pap, say it. One time you'll ask me to walk around the hill. "Barman replied with a sigh, stroking his shoelaces.)

(11)   Hati-hati Barman, kalau engkau terjatuh ada yang akan menangisimu.

(Be careful Barman, if you fall down someone will cry for you.)

(12)   Aku tak dapat menguasai papimu, Bob. (I can't control your father, Bob.)

(13) Ia menggantungkan jas itu ke pundak Popi dengan sedikit menyentuh tangannya. "Tidak, pap. Aku tak kedinginan." Engkau tak kedinginan?" Ia bertanya.

(He hangs the coat on Pop's shoulders with a little touch. "No, dad. I'm not cold. "Aren't you cold?" He asked.)

(14) Bobi, Dosi, Popi, pemancing tua, di mana kalian pada saat seperti ini?
(Bob, Dosi, Pop, old angler, where are you at this time?)

(15) Aku tak suka melibatkan kalian pada teka-teki ini, Bobi, Dosi, Popi.
(I don't like to involve you in this puzzle, Bob, Dosi, Popi.)

The second person kau- and kau can be seen in the data (8-10). The data (8), marker kau- in the word kautemui (you find) refers to the figure of Popi. In the context of the novel, the author uses a third person perspective ia (he) as the pronoun for Barman's character. In the data (9) marker kau (you) refers to Popi. In this context, Barman's character is speaking. Whereas in the data (10), marker kau (you) refers to Barman's character because Popi" character is speaking.

The second singular pronoun –mu (you) can be seen in the data (11) and (12). The markers –mu (you) in the word menangisimu (cry for you) refers to the main character Barman (data 11). In data (12), marker –mu (you) refers to the character Bob (Bobi). Bobi is Barman's son. Pronoun –mu is the second singular personal pronoun which has an inalienable relation. Rani et al. (2004: 101) stated that possessive pronouns are not alienated possessive which is always attached to the whole element. The elements – mu (for you) are attached to the word menangisimu (cry for you) and the word papimu (your father).

In data (13), the second personal pronoun engkau is used by the author for the figure of Popi. Based on the direction, it is anaphoric. This pronoun in the Indonesian language is usually used by parents towards young people, people with higher social status or used by people who are already familiar regardless of age and social status (Alwi et al., 2014: 253). In this case, the character of Barman calls the character of Popi using word engkau (you) because Barman is older and has a higher social status.

The Indonesian language employs the second person plural marker. The data (14) and   (15) showed the second person plural marker, engkau (you) refers to the figures of Bobi, Dosi, and Popi. The data (14) is anaphoric, while the data (15) is a cataphoric. According to Alwi et al. (2014: 254), although the word kalian (you) is not bound by social rules, young people or those with lower social status generally do not use this form with their parents or superiors.

The third person pronouns found in this study were 131 units. They were in the form of third person singular and plural pronoun: ia, dia, -nya, and mereka. According to the direction they were included in anaphoric and cataphoric. The data follows:

(16) Popi tak pernah memikirkan apakah ia akan sesuai atau tidak dengan seseorang.
(Popi never thought about whether she would suit someone or not.)

(17) Barman tak dapat mengusir mereka. Dia bersama mereka telah berada bersama dalam pondok itu.
(Barman cannot drive them away. He and they were together in the hut.)

(18) Barman menepuk-nepuk kudanya.
(Barman pats his horse.)

(19)   Ketika orang-orang itu mengarahkan pandangan kepadanya, Barman tidak mendengar apa-apa lagi.
(When the men turned their eyes to him, Barman heard nothing more.)

(20) "Ayolah kita jalan-jalan mengelilingi dunia kita yang baru," ajak Barman. Popi mengulurkan tangan, mereka pun berbimbingan. ("Come on, let's take a walk around our new world," Barman said. Popi reached out, they walk together.)

(21) Kemudian mereka pun kembali. Diam-diam, bergegas membuka pintu. Barman menghempaskan diri di atas sofa. Perempuan itu mendekatinya, menghapus rambutnya yang putih.

(Then they returned. Quietly, rushed to open the door. Barman collapsed on the sofa. The woman approached him, removing his white hair.)

Single third person pronouns can be seen in the data citation (16-19). The plural third person pronouns are found in the data (20) and (21). The third person pronoun is in the form of ia, dia, and –nya, and the plural pronoun was mereka.

In the data (16), the personal pronoun dia refers to the figure of Popi. Meanwhile, the data (17), the personal pronouns dia (he) refers to the main character Barman. In general, the form of the personal pronouns ia and dia have similar functions when positioned as a subject. The difference is that dia can take the position after the verb or to the right of what is explained whereas ia cannot.

In the data (18) the pronoun -nya in kudanya (his horse) in possessive relations refer to Barman's antecedents. Personal pronouns in the relation are classified as not alienated. In (19) the marker refers to Barman. This is a cataphora.

In connection with the use of the third persona ia, dia, and –nya, according to Alwi et al. (2014: 255): Even though ia and dia functioned in many ways the same, they faced certain constraints, such as in the position of the subject or in front of a verb, both ia and dia could be used. However, if it functions as an object, or is located to the right of what is explained, only the form dia and –nya can appear. Likewise, in relation to prepositions, the form dia and –nya can be used, but ia cannot.

The third person pronouns can be seen in the data (20) and (21). The marker mereka (they) on data (20) refer to Barman and Popi. This includes anaphoric references. Whereas, data (21) refers to Barman and the woman antecedents. In the context of the novel, the woman here refers to the character Popi. This is called the cataphora. According to Alwi et al. (2014: 257), in general mereka (they) are only used for people. However, in fictional stories or other narratives that use fictional style, the word mereka is sometimes also used to refer to animals or objects that are considered lifeless.

Demonstrative Reference Markers in Literary Texts

Demonstrative references are references that refer to locations or times that are specifically referred to (Halliday and Hasan, 1976: 37). It can be said that demonstrative references are references to demonstrative pronouns. Demonstrative pronouns are deictic words used to designate nouns (Rani et al., 2004: 102). There are three kinds of demonstrative pronouns in the Indonesian language, namely (a) general pronouns, (b) place pronouns, and (c) referential pronouns (Alwi et al., 2014: 260). Demonstrative references in the form of demonstrative pronouns found in this study were 56. There are 45 general pronouns and 11 pronouns which refer to place. The following is a table of data findings:

Table 3: Demonstrative Pronoun Markers

No.	Classification	Amount
1.	General pronoun	45
2.	Refer to place	11
Amount		56

Demonstrative references in the form of general reference pronouns which were found in the novel totalled 45. They are in the form of lingual units: this and that. The form of the lingual unit has 3 pieces and the form of the lingual unit is 42 units. From the direction, there is anaphoric and cataphoric. The data is listed below:

(22) Ia berhenti di bawah tiang listrik. Di bagian ini ada kabut sedikit, menggayut di tiang di atas kepalanya.

(He stopped under an electric pole. In this section there was a slight fog, hanging on a pole above his head.)

(23)   Ia menggandeng Popi ditangannya, erat-erat sampai perempuan itu merasa diseret, mengaduh sebentar kemudian tersenyum mengikuti pegangan itu.
(He holds Popi in his hand, tightly until the woman feels dragged, moans for a moment then smiles following the handle.)

(24)   "Tunggu, pap," kata perempuan itu. Ya, Popi mesti mempersiapkan makanan untuk sore hari juga.
("Wait, pap," said the woman. Yes, Popi must prepare food for the afternoon too.)

Demonstrative References in the Form of General Reference Pronouns

These were found in the form of deixis words, ini (this) and itu (that). The demonstrative reference is the deixis word which is used to replace the element of language. The pronoun ini (this) generally refers to those who are close to the speaker while the pronouns itu (that) are far from the speaker (Halliday and Hasan, 1976: 57; Verhaar, 1999: 406; Alwi et al., 2014: 260).

The word ini (this) in the data (22) refers to the phrase di bawah tiang listrik (under the electric pole) in the previous sentence. The use of the demonstrative pronoun is due to the reference being close to the speaker. If the reference is a bit far from the information that has been submitted, the demonstrative pronoun itu (itu) will be used. This can be seen in the data

(23)   and (24), where the pronoun itu (that) refers to the figure of Popi. According to Verhaar (1999: 406) the pronoun ini refers to something that is at the speaker's place, so it can be called the 'first person' pronoun. Conversely, the pronoun itu refers to something that is not a speaker, so it can be called a third pronoun.
The demonstrative references in the form of pronouns found totalled 11. They were in the form of words: sini (here), situ (there), and sana (there). There were 6 words for sini, one word for situ, and 4 for sana. According to the direction, there are anaphoric and cataphocic forms. Below is the data:

(25)   Rumah-rumah berserakan di bukit itu. Ada banyak rumah, dan barangkali banyak juga mereka yang tinggal di sini.
(Houses are scattered on the hill. There are many houses, and perhaps many of them also live here.)

(26)   "Menantimu, Pop. Untuk berdiri di sini. Di kebun bunga!"
("Waiting for you, Pop. To stand here. In the flower garden! ")

(27)   Barman dibawa ke belakang rumah. Ada sebuah jalan terbentang di situ.
Barman is brought to the back of the house. There is a way lie there.

(28)   Ia ingin ke pasar. Apa yang sedang terjadi di sana, pada malam bermakna itu?

(He wants to go to the market. What was happening there, in the meaningful night?)

(29)   Rumah cahaya itu berdiri di sana di lindung pepohonan. (The house of light stands there in the shade of trees.)

In the data (25), it can be seen that there is a deixis in the form of a phrase di sini (in here); the deixis refers to a place that is the hill contained in the previous sentence. Based on its direction this is called anaphora. Whereas in (26) the deixis refers to a place that is a flower garden contained in the following sentence. This is called cataphora. The phrase di sini can be positioned with the phrase di sanas as shown in the data (28), the phrase di sana refers to a place that is a market. Whereas in data (29), the phrase di sana refers to the shade of trees. Then, in data (27) the word situ refers to the antecedent behind the house. According to Alwi et al. (2014: 264), as a reference to the location of the starting point of the difference sini, situ, and sana lies in the speaker; if it is near (sini), rather close (situ), and far (sana).

Comparative References in Literary Texts

Comparative references are references that are comparable to those whose references are words such as, sama (same), persis (alike), identik (identic), serupa (similar), begitu serupa (similar), (different), selain (besides), and berbeda (different) (Lubis, 2011: 34). Comparative references are indirect references based on identity or similarity (Halliday and Hasan, 1976: 37). Comparative references in the Indonesian language, according to Hartono (2000: 151), with regard to the comparison of two or more existences, including the level of quality or intensity, can be equal or not equivalent. Comparative references, in the form of comparative pronouns, which were found, totalled 11. The form of the lingual units was seperti, bagai, sama, and serupa. Below is a data table of the findings:

Table 4: Findings of Comparative Reference Markers

Word	Amount
*Seperti (*like*)*	8
*Bagai (*like*)*	1
*Sama (*same*)*	1
*Serupa (*similar*)*	1
	11

(30)   Baginya Humam itu seperti bayi yang baru lahir. (For him Humam is like a newborn baby.)

(31)   Perempuan itu tenang-tenang di hadapannya. Dan bagai menjatuhkan kartu di meja ia pun mengangguk.
(The woman is calm before him. And like dropped the card on the table he nodded.)

(32)   Matahari atau Popi sama bersinarnya pada mata tua itu.
(The sun or Popi shines the same on those old eyes.)

(33)   Benarlah, pelan dan lentik serupa Dewi, Popi membuka pintu dan berdiri di ambangnya.
(Truly, slow and supple like a Goddess, Popi opens the door and stands on its threshold.)

Data (30) is a grammatical cohesion in the form of a comparative reference in general comparison. The word seperti (like) in the data refers to Humam's figure who is similar to a newborn baby. In data (31), the author used the word bagai (like) as a comparison, in data (32) equating the sun with Popi using the word sama (same). Meanwhile in data 33, Popi's fingers equated the Goddess' fingers using the word serupa (similar). This comparative reference is different from other types of references, the words in a comparative reference referring to a certain referent do not directly replace the referent, but only explain and compare the referent to something (Halliday and Hasan, 1976: 77). A comparative reference is categorised into two, namely comparative reference expressed through general and specific comparisons (Halliday and Hasan, 1976: 37). A general reference includes the comparison of identities, similarities and differences. Whereas specific comparison includes the comparison of the number and explanations that are describing objects.

Indonesian Language Learning Scenarios in High School

One form of media that can be used in learning the Indonesian language in high school is literary works in the form of novels. The novel is one of the mediums for delivering messages to the reader about a particular situation, character, or event so that the reader is able to understand and find meaning in it. Mastering grammatical cohesion markers will make it easier

for students to express ideas in written text. This is in line with the research of Patriana et al. (2016) who reported that mastery of discourse markers makes student writing more coherent and easier to read. Another study conducted by Awwad (2017) revealed that understanding the reference grammatical cohesion markers contributed to students' understanding when writing a text.

In the implementation of the 2013 curriculum there were learning components related to the use of grammatical cohesion to form the cohesiveness and integrity of paragraphs. Meanwhile, the basic competencies listed in curriculum 2013 grade XII involves understanding the structure and rules of fictional text in novels, both through oral and written language. In this case, students are expected to be able to understand the content and mandate contained in the novel that is read. Students must be able to make a synopsis of a novel that is read using correct language rules. Before implementing the learning process, the teacher must be able to create a learning scenario that causes students to understand and use grammatical cohesion markers in making a synopsis, therefore students will understand the contents and mandates contained in the novel.

The learning scenario that can be implemented is as follows: Initial activities: a) Teachers and students greet each other in accordance with their respective cultures; b) The teacher gives an apperception linking the surroundings with the learning material to be learned; c) The teacher gives an introduction to the basic material of grammatical cohesion in order to assist students in the core activities; and d) The teacher provides learning motivation for students. The core activities are: a) The teacher makes a study group consisting of four people; b) Students study and reason about the text of the novel and relate it to the grammatical cohesion of references; c) Students in each group are assigned to identify markers of reference grammatical cohesion that exist in the text of the novel; d) The teacher asks students to write a synopsis of the novel in the form of narrative paragraphs using reference grammatical cohesion markers; e. The teacher asks students to exchange the work between the groups; and f) Each group is assigned to identify whether the markers have been used to maintain the cohesiveness and integrity of the paragraph or not. Activities in the Final Activity: a) The teacher, along with the students, concludes the core of the learning process regarding the use of grammatical cohesion markers in the novel text; b) The teacher provides motivation and rewards for student performance; and c) The teacher provides enrichment in the form of reading assignments, then greets students in their respective cultural sessions.

Conclusion

Based on the results of research and discussion, it can be concluded that the number of grammatical cohesion markers found totalled 158 as personal references, 56 demonstrative references, and 11 comparative references. The most dominant reference grammatical cohesion

markers are personal pronouns (first, second and third person). The use of personal pronouns is dominated by the author because in Indonesian the use of personal pronouns is influenced by several parameters, including 1) age, 2) social status, and 3) familiarity. In addition, by using personal pronouns, the author tried to introduce the characteristics of the characters contained in the literary text. By using demonstrative pronouns, it is hoped that readers of literary texts can understand the setting and situation contained within a text.

The results of the study can be implemented in learning the Indonesian language in the classroom. In the 2013 curriculum component of the high school level there is an element of learning related to the use of reference grammatical cohesion to realise the cohesiveness and integrity of paragraphs and the use of literary texts in learning the Indonesian language. Before teachers carry out the learning process in class, the teacher must be able to create learning scenarios so that students understand and use references in making a synopsis of the literary text they are reading.

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