

**The Analysis of Cohesive Devices Used by High Achieving Students in  
Writing Argumentative Essays.**

**(A Descriptive Study at Seventh Semester Students of English  
Department IAIN Bengkulu in Academic year 2018/2019)**



**THESIS**

**Presented as Partial in Requirement for “Sarjana Degree”(S.Pd)  
of English Study Program**

**By :**

**Handayani**

**NIM. 141 62328 69**

**STUDY PROGRAM OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TADRIS  
STATE INSTITUTE FOR ISLAMIC STUDIES  
(IAIN)BENGKULU  
2019**



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU**  
**FAKULTAS TARBIYAH DAN TADRIS**

*Alamat: Jln. Raden Fatah PagarDewaTlg. (0736) 51276, 51171 Fax. (0736) 51172 Bengkulu*

**ADVISORS SHEET**

Subject : Thesis of Handayani  
SRN : 1416232869

To: The Dean of Islamic Education and Tadris Faculty  
IAIN Bengkulu  
In Bengkulu

*Assalamu'alaikum Wr. Wb*

After reading thoroughly and giving necessary advices, herewith, as the advisors,  
we state that the thesis of:

Name : Handayani

SRN : 1416232869

Title : **The Analysis of Cohesive Devices Used by High-Achieving  
students in Writing Argumentative Essays (A Descriptive  
Study at Seventh Semester English Department of IAIN  
Bengkulu in Academic year 2018/2019)".**

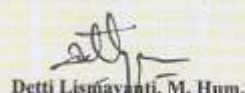
Has already fulfilled the requirements to be presented before The Board of  
Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank  
you for the attention.

*Wassalamu'alaikum Wr. Wb*

**First Advisor,**

  
**Rizaawati, M.Pd.**  
NIP.197405231999032002

Bengkulu, August 2019  
**Second Advisor,**

  
**Detti Lisnawati, M. Hum.**  
NIP.197712222009012006



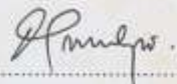
KEMENTERIAN AGAMA RI  
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU  
FAKULTAS TARBIYAH DAN TADRIIS

Alamat: J/ Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax. (0736) 51171 Bengkulu

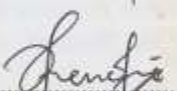
RATIFICATION

This is certify the *Sarjana* thesis entitled: **THE ANALYSIS OF COHESIVE DEVICES USED BY HIGH ACHEIVING STUDENT IN ARGUMENTATIVE ESSAYS** (*A Descriptive Study at Seventh Semester Students of English Department IAIN Bengkulu in Academic year 2018/2019*) by: **Handayani**, NIM. 141 623 2869 has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Department Program.

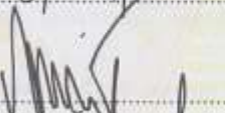
Chairman  
**Nurlaili, M.Pd.I**  
NIP. 197507022000032002

  
.....

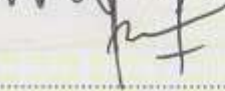
Secretary  
**Henry Friantary, M.Pd.**  
NIP. 198508022015032002

  
.....

Examiner I  
**Dr. H. Ali Akbarjono, M.Pd.**  
NIP. 197509252001121001

  
.....


Examiner II  
**Feny Martina, M.Pd.**  
NIP. 198703242015032002

  
.....

Bengkulu, 30<sup>th</sup> August 2019

Approved by  
The Dean of Tarbiyah and Tadris Faculty IAIN Bengkulu



  
**Dr. Zubaedi, M.Ag., M.Pd.**  
NIP: 196903081996031005

## SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Handayani  
Tempat, Tanggal Lahir : Karang Tinggi, 18 November 1993  
Fakultas : Tarbiyah dan Tadris  
Program Studi : Tadris Bahasa Inggris  
NIM : 141 62328 69

Dengan ini saya menyatakan:

1. Karya tulis/ Thesis ini yang berjudul:  
**THE ANALYSIS OF COHESIVE DEVICES USED BY HIGH-ACHEIVING STUDENTS IN WRITING ARGUMENTATIVE ESSAYS (A DESCRIPTIVE STUDY AT SEVENTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT IAIN BENGKULU IN ACADEMIC YEAR 2018/2019)**
2. Karya tulis ini murni gagasan dan pemikiran sendiri, tanpa bantuan yang tidak sah dari pihak lain, kecuali dari tim pembimbing.
3. Didalam karya tulis/Thesis ini tidak terdapat hasil karya atau pendapat yang telah dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas atau dicantumkan acuan didalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.
4. Pernyataan ini dibuat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidak benaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini. Serta sanksi lainnya sesuai norma dan ketentuan hukum yang berlaku.

Bengkulu, Agustus 2019



*Handayani*  
Handayani  
NIM. 1416232869

## **MOTTO**

*“I want to have principle like a Bee”*

*Sesakitnya penderitaan tidak lebih sakit  
dari meminta pertolongan pada orang lain*

## DEDICATION

Bismillahirrohmanirrohim.

In the name of Allah, the most gracious and merciful. All praise and gratitude to Him who has given strength, patience, and perseverance to finish this thesis. Shalawat and shalam may be conveyed to our prophet Muhammad SAW, his families, colleagues and followers until the end of the days.

This thesis was dedicated to:

1. My beloved parents; My mother ( Nurhasana ), my father ( Jamaludin Mones alm. ) who always love me more than anyone in this world. You are the ones who expect the best for me. No matter how much my mistake, with your sincerity you always forgive me. This little present can not pay anything from you. All my life is dedicated to obey you, after Allah, His Messenger, and my family. I thank you so much for sacrificing so much for me. May Allah always bless your life.
2. My beloved brothers, Syafrizal, Indrian Anjar putra and Ulul Ami Azmi, who is always by my side to correct my mistake, support my life, and pray for me. I thank you so much. I expect you will be always better than me in every field of life.
3. My sisters Eva Susanti, Tuti Herlina, who always help me to keep my mother, may Allah bless you and your children.

4. My Best Brothers Do Handri Yanto and Do Andri saputra, who never stopped encoureraging me and help my family in many situation and also give me this program  
*“full senyap schoolarship”*. Thank you so much. May Allah bless you two.
5. My beloved friends, Wulan Adha Prawira, Fajar Bulan, Zulkarnaen, ade Candra, and all of member PERIHAL (Persatuan Remaja Islam Hijrah Al-Falah ) Bengkulu Tengah, May Allah bless you and make you become virtous person in the future.
6. My beloved friends, Angga Pratama, Mega Puspita. Thank you so much. May Allah bless you and make you become virtous person in the future.
7. My all family, thank you so much.
8. My great advisor, Mr. Riswanto, S.Pd., M.Pd., Ph.D. Thank you so much for always accompanying me. May Allah bless you and your family.
9. My great supervisor, Risnawati, M.Pd and Mrs. Detti Lismayanti, M.Hum.  
  
I am very grateful for your kindness, times, advices, suggestion, critics, and everything that you had done to help me in finishing my thesis. I thank to Allah for this chance, My Allah bless you and your families.
10. My great examiners of Proposal Examination, Mr. Syamsul Rizal, M.Pd and

Mrs. Detti Lismayanti, M.Hum. Thanks for guiding me until I could do my research . May Allah bless you and your families.

11. My great examiners of Thesis Examination, Thank you so much for your critics, advice, suggestion, guidance, and everything that succesfully made me encourage to finish this thesis. May Allah bless you and your families.
12. All of lectures who had thought me neither English subject nor other subject. Thank you so much your contribution in creating me to be a better person.
13. My beloved comrades in arms, Muhammad Ahirudin, S.Pd., Wiwit Nopianti S.Pd, Wirasmi Handayani S.Pd, and Juwita S.Pd who always support and work with me patiently. I love you all.
14. My beloved sister and friends, Mardayana, Siti Suroh Rangkuti and others who always answer my question and helped me for finishing this thesis. May Allah bless you and your family.
15. My all clasmates. Thank you so much for beingmy best partners for this four-year effort.
16. My Almamater and religion.

## ACKNOWLEDGEMENT

All praise and thanks to Almighty Allah SWT who give me mercy and blessing. His grace and guidance so that I can finish this thesis which entitled “**The Analysis of Cohesive Devices Used by High Achieving Student in Argumentative Essays**

*(A Descriptive Study at Seventh Semester Students of English Department IAIN Bengkulu in Academic year 2018/2019)*”, peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. Thus, I would like to express my deepest thanks to all of those who had helped, supported, and suggested me during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajuddin M, M.Ag., M.H., as the rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag., M.Pd., as the dean of Tarbiyah and Tadris Faculty.
3. Eva Dewi, M.Ag., as the head of Tadris.
4. Feny Martina, M.Pd., as the head of English Education Department.
5. Risnawati, M.Pd. as the first advisor and Detti Lismayanti, M.Hum as the second advisor.
6. Pebri Prandika Putra, M.Hum as a translation lecturer in IAIN Bengkulu
7. All of English lecturers and staff administration of IAIN Bengkulu
8. All of my family members.
9. My almamater.

The researcher realizes that this thesis would not be completed without the help of various parties. The researcher would like to say thank you to lecturer, friends, partner, and family for guidance, direction, correction, and suggestion. Constructive criticism and suggestions are expected by the researcher for the perfection of this thesis.

Bengkulu, 30<sup>th</sup> August 2019

The researcher,

Handayani

NIM 141 6232 869

## ABSTRACT

**Handayani. August, 2019. The Analysis of Cohesive Devices Used by High-Achieving students in Writing Argumentative Essays (A Descriptive Study at Seventh Semester English Department of IAIN Bengkulu in Academic year 2018/2019)**

Advisors : 1. Risnawati, M. Pd 2. Detti Lismayanti, M.Hum.

Keywords : *Analysis of Cohesive Devices, high Achieving, and Argumentative Essays*

There was a facts show that students who get the category of High-Acheiving students in argumentative writing, still do not understand the use of conjunction, synonym, especially the use of cohesive devices to produce coherent writing. The purpose of this research is to investigate the types of cohesive devices that are often used and analyze students' understanding of the use of cohesive devices in writing argumentative essays. The method used in this study is a mixed method. The population of 120 students in semester seven of the PBI IAIN Bengkulu academic year 2018/2019 was only 30 students who received an A in academic writing. From this population 6 students were taken as samples that met the category. Data obtained through writing test and transcription interview results. Based on the data obtained 80.24% of students use Grammatical Cohesive Devices and 11.76% use lexical cohesive devices. With the lowest average is the average value on the use of Lexical. In addition, the interview results showed that dominant students did not know about cohesive devices. The results showed that the ability of students to use cohesive devices was dominant in Grammatical Cohesive Devices. Besides the lowest usage of cohesive devices is on Lexical Cohesive Devices. The last recommendation is that English teachers create teaching programs that focus on cohesive tools or include teaching materials about this.

## ABSTRAK

**Handayani. August, 2019. The Analysis of Cohesive Devices Used by High-Achieving students in Writing Argumentative Essays (A Descriptive Study at Seventh Semester English Department of IAIN Bengkulu in Academic year 2018/2019)**

Advisors : 1. Risnawati, M. Pd 2. Detti Lismayanti, M.Hum.

Keywords : *Analysis of Cohesive Devices, high Achieving, and Argumentative Essays*

Fakta menunjukkan bahwa siswa yang mendapatkan kategori High-Achieving student dalam writing argumentative, masih kurang memahami penggunaan conjunction, synonym khususnya penggunaan cohesive Devices agar menghasilkan tulisan yang koheren. Adapun tujuan dalam penelitian ini untuk menginvestigasi tipe cohesive devices yang sering digunakan dan menganalisa pemahaman siswa dalam penggunaan cohesive devices dalam penulisan argumentative essays. Metode yang digunakan dalam penelitian ini ialah metode campuran. Populasi dari jumlah siswa 120 semester tujuh PBI IAIN Bengkulu tahun academic 2018/2019 hanya 30 siswa yang memperoleh nilai A dalam academic writing. Dari populasi ini diambil 6 siswa sebagai sample yang memenuhi kategori. Data diperoleh melalui writing test dan hasil transcrip interview. Berdasarkan data yang diperoleh 80.24 % siswa menggunakan Grammatical Cohesive Devices dan 11.76 % penggunaan lexical cohesive devices. Dengan rata-rata terendah adalah nilai rata-rata pada penggunaan Lexical. Selain itu hasil interview menunjukkan bahwa para siswa dominan tidak mengetahui tentang cohesive devices. Hasil penelitian menunjukkan bahwa kemampuan siswa dalam penggunaan cohesive devices dominan pada Grammatical Cohesive Devices. Selain itu penggunaan cohesive devices terendah pada Lexical Cohesive Devices. Rekomendasi terakhir adalah bahwa guru bahasa inggris membuat program pengajaran yang berfokus pada perangkat kohesif atau termasuk bahan ajar tentang ini

## LIST OF CONTENTS

	page
COVER .....	
APPROVAL .....	i
RATIFICATION .....	ii
PRONOUNCEMENT .....	iii
MOTTO .....	iv
DEDICATION .....	v
ACKNOWLEDGEMENT .....	vi
ABSTRACT .....	vii
ABSTRAK .....	viii
LIST OF CONTENT .....	ix
LIST OF FIGURES .....	x
LIST OF TABLES .....	xi
LIST OF APPENDICES .....	xii
<b>CHAPTER I : INTRODUCTION</b>	
A. Bacground of Problem .....	1
B. Identification of Problem .....	4
C. Limitation of Research .....	4
D. Research Question .....	5
E. Objective of The Research .....	5
F. Significance of The Research .....	5
G. Definition of The Key Term .....	6
<b>CHAPTER II : LITERATURE REVIEW</b>	
A. Writing skill .....	7
B. Argumentative Essay .....	8
C. Cohesive Devieces .....	10
D. Grammatical cohesive Devieces .....	12
a.Reference .....	14
b.Subtitution.....	14
c. Ellipsis.....	16
d. Conjunction.....	17
E. Lexical Cohesive Devieces .....	18
F. Cohesion in Essay .....	19
G. Relationship between Cohesion and Coherence in Argumentative writing .....	23
H. Cohesive devices and writing quality .....	24
I. Cohesion and teaching EFL learners writing .....	25
J. Previous studies of cohesive devices in essay writing .....	27
<b>CHAPTER III : RESEARCH OF METHOD</b>	
A. Research Design .....	29
B. Participants .....	30
C. Data collecting technique .....	30
D. Instrument .....	33
E. Data Analysis .....	35
F. Validity .....	43
G. Ethical Consideration.....	44

## **CHAPTER IV : RESULT AND DISCUSSION**

A. Result .....	46
B. Discussion .....	50

## **CHAPTER V : CONCLUSION AND SUGGESTION**

A. Conclusion .....	85
B. Suggestion .....	91

REFERENCES

APPENDICES

## LIST OF CHARTS

	<b>Page</b>
Chart 4.1 Total number of Cohesive devices .....	51
Chart 4.2 Total number of Referce .....	53
Chart 4.3 Total number of Demonstrative pronoun reference .....	55
Chart 4.4 Total number of Personal pronoun reference.....	57

## LIST OF TABLES

	Page
Table 3.1 Population .....	28
Table 3.2 The writing scale or rubric .....	35
Table 3.3 The matrix of writing assesment.....	39
Table 3.4 Student usage cohesive devices .....	40
Table 3.5 Gramatical cohesive divices.....	41
Table 4.1 Students argumentative essay score by two scorer .....	47
Table 4.2 Total number students usage of cohesive devices .....	52
Table 4.3Total number of refrences .....	54
Table 4.4 Demonstrative pronoun referen .....	55
Table 4.5 total number of personal referen .....	58
Table 4.6 Total number conjuctions.....	59
Table 4.7 Total number aditive devices .....	61
Table 4.8 Adversative .....	63
Table 4.9 Causal.....	64
Table 4.10 Temporal .....	67
Table 4.11 Lexical cohesive Devicesnd verb .....	68

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In this era of Globalization, English Language is important for our life. Of all language learning skills, speaking and writing are defined as active skills. Both are forms of communication. While speaking is the spoken utterances and thought that cannot be undone, writing is recorded thought that can be edited and revised; therefore, it is more complex. Identified writing as a process which entails rehearsing, drafting, and revising.<sup>1</sup> This process involves the exploration of thought, the composition of a written draft, revision, and lastly, the final draft. For second language learners, especially in college, writing is undoubtedly important. students are required to analysis, compare and inform through writing; nevertheless, lack of practice, especially structured writing, makes them lack of experience to convey their ideas into a cohesive writing. Moreover, when they reach the end of their study, they should write a thesis as part of a requirement to graduate. When learners are unable to create a well-constructed and understandable composition, they will not be able to create good thesis.

Mastering writing skill is very difficult. According Enkvist, deemed the attainment of cohesion in writing as obstructive, indefinable, and

---

<sup>1</sup> Murray, Donald M. (2009). *The Essential Don Murray: Lessons from America's greatest writing teacher*. Portsmouth: Boynton/Cook Publishers Heinemann.pp.3-4.

controversial concept which is challenging to teach and learn.<sup>2</sup> Expressing ideas through a piece of paper is for many times more complicated and frustrating than what it seems. Moreover, someone will never be able to make a good writing product without having the three previous skills.

Someone will be able to write when he or she is able to listen, speak and read. On the other hand, it is also the most prestigious skill when she or he has mastered. Due to the fact that many professional activities requires writing product, no wonder that writing skill is by many ways the most important thing someone has to master. As one example, to graduate from a university, one has to make a thesis which is full of writing product. Therefore, even though it is difficult to achieve, the graduate candidate is necessary to be able to write well.

Various techniques are initiated to gain the optimal result of teaching writing in order to improve students writing skill which ranges from making a guiding writing product to free writing.<sup>3</sup> In addition, they also provide their students with good supplements of book that sometime ordered from overseas. They sometime invite native English teachers to teach writing directly in the classroom. Therefore, students can learn the skill from the best source. Not only for students who take language major, nevertheless students who are enrolling on other different specific major; like engineering or accounting are given the same English treatment. This is done for achieving

---

<sup>2</sup> Enkvist, N.E., 1990. Seven problems in the study of coherence and interpretability. *Coherence in writing: Research and pedagogical perspectives*, pp.9-28.

<sup>3</sup> Reid, J., 1992. A computer text analysis of four cohesion devices in English discourse by native and nonative writers. *Journal of Second Language Writing*, 1(2), pp.79-107.

the good result as expected. In IAIN Bengkulu particularly English Education Program, students still have serious problem in dealing with writing, particularly writing essay. Most of them are still confused on how to make a good essay where cohesive devices used is the indicator of good writing. Although they have learnt specific writing courses which are writing 1 until writing 4, it appears to be insufficient for them to accommodate their writing ability.

However, according to the result of observation conducted in seventh semester of TBI IAIN Bengkulu, have low ability in writing argumentative essay. They still have some problems dealing with making good coherence in text. Then, the lecturer tries to make focus on the lesson by asking them some questions and asking them to answer some exercises. It can be said that the learning activities are dominated with reading activities by doing the exercises from book. Based on the observation, Finally, the result indicated that there were 4 types of transition signals used in students' essay such as Coordinate Connectors, Adverb Clause Connectors, Noun Clause Connectors, and Adjective Clause Connectors. Most mistakes found in this study is the inability of using appropriate punctuation mark of the sentences that uses transition signals. For that reasons mentioned, although the shad been able to write, the researcher became aware that it was necessary to conduct a study what was the reason that there were still so many students from English department could not perform good writing particularly in using cohesive devises in an essay as it covers the unity of paragraph and serve well

generated ideas. The researcher was triggered to investigate whether the knowledge of cohesive devices was stated well with students mind by asking them to locate the cohesive devices within an essay.

This is important because the result can be a reflection for the institution to enhance better strategy dealing with methods, techniques, and approaches in teaching writing. The students of English Study Program must be able to have a good writing skills in order to teach writing when they have graduated. Therefore, the researcher investigates the writing problems in a research entitled: “The Analysis of Cohesive Devices Used by HighAchieving students in Writing Argumentative Essays (A Descriptive Study at Seventh Semester English Department of IAIN Bengkulu in Academic year 2018/2019)”.

### **B. Identification of the Problems**

Based on the background above, some problems can be identified as follows, firts problem, the students frequently confused to use cohesive devices such as Coordinate Connectors, Adverb Clause Connectors, Noun Clause Connectors, and Adjective Clause Connectors in write argumentative essay, in fact, all things that should be achieved in writing and also we have to understand to used cohesive devices and make a piece of writing with good coherence

Second problem, namely that only few students could generate a piece of writing with good coherence of the usage of cohesive devices as demonstrated in argumentative essays.

### **C. Limitation of the Study**

It is necessary for the researcher to limit the study. It is intended to avoid a big problem area and help her to focus on the research. In the reference to the background of the problem and identification of the problem, this study will focus on firstly investigating the types of cohesive devices frequently used in writing argumentative essays by high-achieving of English teacher-training. Secondly, the study focuses on describe the high-achieving s' understanding of the usage of cohesive devices as demonstrated in argumentative essays.

### **D. Research Question**

Based on the limitation of the problem above, the formulation in this research can be formulated as follow:

1. What types of cohesive devices are most frequently used in argumentative essays written by high-achieving EFL students?
2. To what extent are the students aware of the usage of cohesive devices in argumentative essays?

### **E. Objective Research**

The researcher intends to conduct a study firstly to investigate the types of cohesive devices frequently used in writing argumentative essays by highachieving students of English teacher-training. Secondly, the study aims to analyse the high-achieving students' understanding of the usage of cohesive devices as demonstrated in argumentative essays.

## **F. Significance of the Study**

This researcher believes that there will be benefits for the educational field in conducting an investigation of how well high-achieving students understand the use of cohesive devices in argumentative essays. If this study reveals consistent traits, these will presumably show lower-achieving students what they should do to reach a higher level of attainment, using cohesive devices on argumentative essays as high-scoring students do. Furthermore, this will inform teachers as to how to create a learning programme regarding the writing of argumentative essays.

## **G. Definition of key term**

To avoid ambiguity or misinterpretation of the research, the key terms are defined as follows:

- a. Argumentative Essay is an analytic or interpretive literary composition usually dealing with its subject from a limited personal point of view consisting of paragraph of introduction, paragraphs of body, and paragraph of conclusion.
- b. Cohesive devices are a key or element to make the writing connected to another sentences.
- c. The grammatical cohesive devices are connections among sentences in the text, and refers to features woven together between sentences.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Writing Skills**

There are many arguments supporting the notion that writing is a complex skill compared to the three other skills of English (listening, reading and speaking), as a writer is required to use a range of structural forms.<sup>4</sup> That is to say, writing involves the ability to apply specific rhetorical structures or cohesive devices, and this is particularly true of academic essays.

Additionally, a writer is required to use differing grammatical structures and linguistic features according to the academic writing genre in question. Moreover, academic writing is recognised by its formality, which requires parallel structures and frequent nominalizations.

Related that the nature of academic writing can be perceived as a rhetorical triangle consisting of cognitive processing, textual structure, and social contexts. Effective writer should propose content knowledge (in which they demonstrate knowledge of the concept entailed in the subject matter), language system knowledge, as well as context knowledge (where they exhibit the skills of syntax and lexis usage), and writing process knowledge. Therefore, writing is deemed as the most complex skill because it requires not only the students' ability to apply language but also to express ideas. Another definition Writing in a foreign language requires writers to show skills both in

---

<sup>4</sup> Grabe, W. and Kaplan, R.B., 2014. *Theory and practice of writing: An applied linguistic perspective*. Routledge.

the function and the form of the language.<sup>5</sup> In this case, writing is deemed to be a process of discovery and generation of meaning, where skilled EFL writers demonstrate the ability to explore and clarify ideas, and can attend to “language-related concerns primarily” after their thoughts have been portrayed.

Writing is a process of thinking where the writer needs to make decisions on structural options, lexical choices and probable organisation of ideas as well as information.<sup>6</sup> It also adds that the writer’s goal or purpose is always guided, because they are engaged in planning and advancing the written discourse. Accordingly, the writer is required to choose and arrange words and sentences with caution so that cohesion and coherence can be achieved through various syntactic, semantic and contextual means. Thus, “writing is considered as dynamic process; the construction of a text involves links at various levels of lexicon, grammar and organization”.

## **B. Argumentative Essay**

Argumentation is a type of formal academic writing, common in tertiary level education. Here, writers are required to state a main proposition, present supporting evidence and reasons, use academic terminology and formal language, and be explicitly objective. For argumentation, to be made convincing, it needs to be directly and straightforwardly presented, and the valid premises of argument need to be observed. This type of academic

---

<sup>5</sup> Milton, J.C. and Tsang, E.S.C., 1993. A corpus-based study of logical connectors in EFL s' writing: directions for future research. In *Studies in lexis. Proceedings of a seminar on lexis organized by the Language Centre of the HKUST, Hong Kong (Language Centre, HKUST, Hong Kong, 1993)*.

<sup>6</sup> Kuo, C.H., 1995. Cohesion and coherence in academic writing: From lexical choice to organization. *RELC Journal*, 26(1), pp.47-62.

writing is very often applied in examinations where students are required to state and defend an opinion.<sup>7</sup> It is considered that argumentative writing is one of the most challenging styles of all, and necessary for students to master as it is demanded in tertiary level courses and many future careers.

Principally, argumentation comprises an opinion and a justification. While presenting the argument, the writer needs to show to the reader the instrumental arguments for and against the issue within a discussion. Afterward, the writer should state their position and present their point of view to persuade the reader. In this way, the writer can express a personal view and maintain interaction with the reader.

Regarding its structure, argumentative writing aims to generate a claim, offer evidence and supporting details, and handle counterarguments. The claim is a core part of argumentative essay writing that consists of the writer's view written as a thesis statement.<sup>8</sup> They explain that a successful claim needs to be arguable, clear and appropriately qualified. That is to say, the writer is required to give reasons for the claim by providing evidence, such as facts, statistics and anecdotes. Essentially, the effectiveness of an argument depends on logical reasoning and creating support for stated facts. To do this successfully, it must make heavy employment of linguistic features such as transition words and phrases. Thus, a good argumentative essay should have segmental arguments clearly indicated by linguistic signals (such as

---

<sup>7</sup> Munsell, P and Clough, M., 1984. *A practical guide for advanced writers in English as a second language*. Macmillan publishing company, New York.

<sup>8</sup> Axelrod, R.B. and Cooper, Ch. R., 1988. *The St. Martin's guide to writing*. New York: St. Martin's Press.

conjunctions like *therefore* or *because*), through which the argumentative relations can be established.

### C. Cohesive Devices

Cohesive devices are words and phrases that act as signals to the readers.<sup>9</sup> There is agreement amongst those dealing with the English writing of Indonesian first language (L1) users that the correct use of cohesive devices is one of the most challenging skills to develop.

According to Halliday and Hassan cohesive devices are divided into two main types: grammatical and lexical.<sup>10</sup> Grammatical cohesive devices are then classified into three sub-types. The first is reference, a set of grammatical resources that indicates whether something is being repeated from elsewhere in the text. This can be achieved in several ways:

1. Personal pronoun or anaphora: 'Peter was generally not a hater. *He* spoke tolerantly of his foes.'
2. Demonstrative pronoun: 'I visited Hungary last year. *That* was my first visit.'
3. Demonstrative noun phrase: 'Freshmen have 20 hours of courses per week. *These* courses are very interesting.'
4. Comparative reference: 'Otherwise, his story is *the same as* Katherine's.'

Secondly, conjunctions are also found as cohesive devices, those semantic connectors that merge textual elements into a potentially coherent complex semantic unit. They can be additive (*moreover; and*),

---

<sup>9</sup> Reid, J., A computer text analysis of four cohesion devices in English discourse by native and nonnative writers. *Journal of Second Language Writing*, 1992.1(2), <sup>10</sup> Halliday, M.A. and Hasan, R., Cohesion in. *English*. London : Longman, 1967

causative (*hence; therefore*), temporal (*next; then*), or adversative (*however; rather; but*). The next are ellipsis and substitution, the former being ‘the predicator that is presupposed to be simplified from the preceding clause. In other words, it can signal to readers that they should repeat the wording from a previous clause, as in the example ‘He wore the red hat. But the black suits him better’. Substitution, on the other hand, is a linguistic token put in place of wording that would otherwise be repeated from elsewhere (‘It is large for 5 months, but not abnormally so.’<sup>10</sup>

The second type of cohesive device is the lexical cohesive device, which refers to a lexical item that regularly co-occurs with another in synonyms, repetition, meronyms and superordination

#### **D. Grammatical Cohesive Devices**

The grammatical cohesive device is one way to achieve clear connections among sentences in the text, and refers to features woven together between sentences.<sup>11</sup> This type of cohesive device is divided into four sub-types, reference, ellipsis, substitution and conjunctions.

##### ***a. Reference***

Reference is a condition where one word refer to the other word by its meaning. In addition reference is the cohesive resource of reference refers to how the writer/speaker introduces participants and keeps track

---

<sup>10</sup> Yang, W. and Sun, Y., 2012. The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency levels. *Linguistics and Education*, 23(1),

<sup>11</sup> Carter, R., 2001. *Working with texts: a core introduction to language analysis*. Psychology Press.

of them once they are in the text.<sup>12</sup> Participants are the people, places and things that get talked about in the text'. The participants in a text can be initially introduced in a *presenting* reference and tracked through the text in a *presuming* reference. Reference also creates cohesion in a text because it connects two items or sentences in a text. Therefore, to follow the text, the identity of the item, clauses or sentences needs to be retrieved by the reader. This can be seen in the following example : '*I had a son who needed a blood transfusion when he was two years old because he was getting premature jaundice and things*'. *I had a son*: in this sentence, *a son* is known as a presenting reference because the readers are not expected to know anything about a son who is being introduced for the first time. 'He was getting premature jaundice' is a presuming reference, because it is presumed that readers notice or know who the *he* refers to.

Furthermore, classifies reference into three major types: the first is anaphoric, that is, pointing backwards. This is when the referent has been already introduced in the text, for example, *he* in the example above, 'he was getting premature jaundice'. The pronoun *he* refers back to the participant *a son*, who has been presented in the preceding clause. The second is cataphoric, which points forwards. This occurs when the referent has not yet appeared but may be introduced shortly.

---

<sup>12</sup> Eggins, S., 2004. *Introduction to systemic functional linguistics*. A&C Black.

For instance, in the statement, ‘The point of what I said is this: we should donate blood’, the word *this* shows a presumed referent, but the reader can only discover what it is referring to from the immediate following clause, *we should donate blood*. The third type of reference is escophoric, which is when the reference is contained in the same phrase.

An example is, ‘I had to deliver it to the clinic where he was’. The article *the* indicates that the reader or listener knows which clinic it is (a presuming reference item), but rather than looking back to an earlier part of the text to discover which clinic, the reader/listener is immediately told which one is referred to in the following part of the nominal group, *where he was*.

Furthermore propose three types of reference, personal, demonstrative and comparative reference. Personal reference, also called anaphoric, is when the reference is applied to track individuals and objects in the text, and is addressed through

- a. Personal pronouns (*I-me, you-you, we-us, he-him, she-her, they-them, it-it, one*),
- b. Possessive determiners (*my, your, our, his, her, their, its, one’s*)
- c. Possessive pronouns (*mine, yours, ours, his, hers, theirs, its*).
- d. Demonstrative adverbial (such as *here, there, now* and *then*).

Demonstrative references also have a secondary function as qualifiers, such as in, *that man there*. The other demonstratives are *this, these, that, those*, and *the*, which refer to the location of something’

- e. Comparative reference is established with reference to either similarity and difference, general features of identity, or typical features of quantity and quality, for instance, *bigger, quickly, the same* or *similar*.

**b. Substitution**

Definition substitution as the replacement of one word with another.<sup>13</sup>

They further, explain that this is a relationship between linguistic items, such as words or phrases, rather than between meanings.

The following is an example of substitution:

*‘My axe is too blunt. I must get a sharper one’*

From the example above, it is seen that *one* substitutes for *axe*, this can occur in the case of substitution.

**c. Ellipsis**

Cohesion through ellipsis can be deemed as the omission of an item where the form of substitution is replaced by nothing. Ellipsis is ‘in fact as something understood, where understood is used in the special sense of going without saying’.<sup>14</sup>

For example:

*‘Joan brought some carnations, and Catherine some sweet peas’.*

From the example above, the structure of the second clause consists solely of subject and complement. This structure usually appears only ‘in clauses where at least one element (predictor/verb) is presupposed, to be supplied from the preceding proceeding clause’.

---

<sup>13</sup> Halliday, M.A. and Hasan, R., 1976. Cohesion in. *English, Longman, London*, pp.88

<sup>14</sup> Halliday, M.A. and Hasan, R., 1967. Cohesion in. *English, Longman, London*, pp:142.

Therefore, the second clause can be interpreted as ‘Catherine brought some sweet peas’.

#### ***d. Conjunction***

Conjunction or conjunctive devices are words or phrases that explicitly link one sentence or clause to another.<sup>15</sup> (Adjective, a verb, another adverb, or a whole clause); and continuatives (a conjunction such as *now*, *well*, *anyway*, or *after all*, which joins words, phrases, clauses or sentences, and which is associated with an intonation pattern). The following gives examples of the four categories: additive, adversative, causal, and temporal.<sup>16</sup> Additive conjunction is a type of conjunction that signals additional relationship between sentences. Adversative conjunction is a type of conjunction that signals adverse relationship between sentences. Causal conjunction is a type of conjunction that signals causal relationship between sentences, awhile temporal conjunction is a type of conjunction that signals temporal relationship between sentences.

‘For the whole day he climbed up the steep mountainside, almost without stopping.

- a. And in all this time he met no one. (Additive)
- b. Yet he was hardly aware of being tired. (Adversative)
- c. So by night time the valley was far below him. (Causal)
- d. Then, as dusk fell, he sat down to rest. (Temporal)

---

<sup>15</sup> Halliday, M.A. and Hasan, R., 1967. Cohesion in. *English*, Longman, London

<sup>16</sup> Ibid, p.238-339

The words such as *and*, *yet*, *so* and *then* can be considered as representing these four general conjunction relations, which they express in their simplest form.

## **E. Lexical Cohesive Devices**

### **a. Lexical cohesion**

Lexical cohesion is another type of cohesive device, and is established through the structure of lexis or vocabulary.<sup>17</sup> Furthermore, proposes that lexical cohesion refers to how a writer employs lexical items such as verbs, adjectives, nouns, adverbs and event sequences to link the text consistently to its area of focus.. Accordingly, continuity in a text is generated by utilizing the lexical items which relate to each other. Lexical cohesion may be expressed by repeating keywords, or employing words of particular importance to emphasise meaning in the text.

Generally, lexical cohesion may be defined as relationships between words, and by using by writers allow readers to see some particular points or ideas in the text. In brief, it can be said that the employment of lexical cohesive items can give readers a clue as to what the text is about. Developed four categories: repetition, synonyms, meronyms and superordinates.

---

<sup>17</sup> Halliday, M.A. and Hasan, R., 1967. Cohesion in. *English, Longman, London*. p.239-240

***a. Types of lexical cohesion***

1. Repetition, the act of repeating the same word used before, and frequently entails reference in the second occurrence by the addition of the definite article.

An example given is :

‘Wash and core six cooking apples. Put the apples into a fireproof dish’.

In the sentence above it can be seen that *the apples* refer back to the *six cooking apples* in the previous sentence. The addition of the definite article *the* to *apples* indicates repetition.

2. Synonym, a lexeme which has a similar meaning.

For example:

‘I turned to the ascent of the peak. The climb limb is perfectly easy’.

3. Meronyms, used to give examples of a concept that is being explained, as shown in the following example:

‘Medieval technology saw the use of simple machines such as the lever, the crew, and the pulley’.

The nouns *the lever* ,*the crew*, and *the pulley* are examples, or meronyms, of the noun *machines*.

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Research Design**

This chapter discusses the set of methodologies that covers the study design, the study participants, data collection techniques, data analysis, validity and ethical considerations. This research to identify and describe students' knowledge of cohesive device in essay. The descriptive research design to describe the present condition of the research subject.<sup>18</sup> In this research only describe about process and result research.

Furthermore, this study allows for multiple data collection techniques and analytic procedures, in this study, the documentation of students' argumentative essays and an interview to increase the validity of the findings.<sup>19</sup> This is important as answered the research question.

This study aims to investigate two issues. The first is to identify cohesive devices most frequently used by students in argumentative essays and to examine their awareness of their use in such writing. The researcher uses mixed methods, as the first research question deals with a numerical or quantitative analysis of certain lexical and grammatical features. In other words, the researcher measures the number of times certain features occur within percentages. The next reason for such choice is the second research

---

<sup>18</sup> Gray, D.E., 2013. Doing research in the real world. London, Sage.

<sup>19</sup> Cohen, L., and Manion, L., 1994. Research Method in Education. Fourth edition. London Routledge 11 New Fetter Lane.

question, which requires a deep qualitative investigation of participants' understanding of the usage of cohesive devices. The researcher hopes to elicit student awareness of using cohesive devices in argumentative writing through interviews. Therefore, a quantitative and qualitative mixed-methods approach using this research is considered suitable.

## B. Population and Sample

### 1. Population

Population is generalization consisting of: object/subject that have certain qualities and characteristics set by the researcher to be studied and the taken conclusion.<sup>20</sup> This research will be focused on student of English department (PBI) at seventh semester in IAIN Bengkulu. The population number can be seen in table below:

**Tabel 3.1**  
**Population Data**

No	Class	Male	Female	Total	Student Score A
1	A	5	22	27	5
2	B	7	16	23	7
3	C	5	25	30	9
4	D	3	22	30	9
Total		20	85	120	30

*Source: TBI Seventh semesters IAIN Bengkulu.*

---

<sup>20</sup> Sugiono, *METODE PENELITIAN PENDIDIKAN (PENDEKATAN KUANTITATIF, KUALITATIF dan RD)*, ALFABETA, Bandung, 2007, p.117.

## 2. Sample

Sample is part of number and characteristics that characteristics possessed by the population.<sup>21</sup> The sample of the research would be representatif from A class until D class of the students Seventh Semester, but according to Suharsimi Arikunto sampling for resesrch if the subject is less than 100 people should be taken all together, if the subject is large or more than 100 people could be taken 10-15% or 20-25% or more.<sup>22</sup> From population only 30 students get score A,. In order to answer the two research questions the researcher decides on a small sample size, six sample from a total of 120 students majoring in teaching English in an Islamic. Because this same with another researcher such as like common in this study, there may be even as few as two participants.<sup>23</sup>

According Lichtman, also proposes that ‘it is quite common to see studies with fewer than 10 respondents; sometimes only a single person is studied.’<sup>24</sup>

### C. Data Collecting Techniques

In this study, the data is collected in written and verbal form. The researcher employs two data collection techniques, the analysis of students’ argumentative essays, and interviews. Each of the techniques is explained below.

---

<sup>21</sup> Bid., p.199

<sup>22</sup> Uny, pnedekatan penelitian retrived on on 21 agustus 2019 at 05.00 pm from <http://eprints.uny.ac.id/9783/3/bab%203%20-08104244046.pdf>.

<sup>23</sup> Cohen, L., and Manion, L). *Research Method in Education*. Fourth edition. London: Routledge 11 New Fetter Lane.1994.

<sup>24</sup> Lichtman, M., 2012. *Qualitative research in education: A User's Guide: A user's guide*. Sage

## **1. Students Argumentative essays**

The first data collection technique used is the evaluation and analysis of students' argumentative essays. The students are asked to write argumentative essays on a common topic about which every student presumably has ideas and background knowledge (for example, Facebook). Following collection, this data is analysed to address research question 1: what types of cohesive devices are most frequently used in argumentative essays written by high-achieving EFL students.

The researcher also asks two external examiners from Indonesia, teachers from another college, to measure the students' writing tasks. The examiners have more than two years experience in teaching academic writing and do not know who the participants in this study are. It is essential to have assistance from these external examiners, as the focus of this research is to see how students who gained Grade A in an argumentative essay class can apply cohesive devices in argumentative writing.

## **2. Interview**

A research interview initiated by the interviewer for the specific purpose of gaining study-relevant information is defined as a conversation between two individuals.<sup>25</sup> For this study, there is a cogent reason for employing the interview as one of the primary data sources for this study.

---

<sup>25</sup> Connor, U., A study of cohesion and coherence in English as a second language students' writing. *Research on Language & Social Interaction*. 1984

## **D. Data Analysis**

Data analysis in the study will be on-going during, based on the data analysis of students' argumentative essays and interviews. Each step in the analysis of the two sources of data is explained in the following section.

### **1. Students' argumentative essays**

The first step in analysis of the students' argumentative essays is examination by two writing examiners or scorer using a scoring scale or rubric. This is based on Heaton *et al.*, (1988: 145- 146).

**Table 3.2.**  
**The writing scale or rubric.**

<b>Components</b>	<b>Level</b>	<b>Criteria</b>
Content	30-27	Excellent to Knowledgeable-substantive, development of very good thesis, relevant to the assigned topic.
	26-22	Good to Some knowledge of subject, adequate range, average limited development of thesis, mostly relevant to topic but lacks detail.
	21-17	Fair to poor Limited knowledge of subject, little substance inadequate development topic.
	16-13	Very poor Does not show knowledge of subject, non-substantive, pertinent, or not enough to evaluate
Organization	20-18	Excellent to Fluent expression, ideas clearly stated, succinct, very good well organized, logical sequencing cohesive
	17-14	Good to Somewhat choppy, loosely organized but main ideas stand out. Average
	13-10	Fair to poor Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	9-7	Very poor Does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to Sophisticated range, effective (word/idiom) very good choice and usage, word from mastery, appropriate register.
	17-14	Good to Adequate range, occasional errors of word/idiom average form, choice, usage but meaning not obscured,
	13-10	Fair to poor Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured.
	7-1	Very poor Essentially translation, little knowledge of English vocabulary.
Language	25-22	Excellent to Effective complex constructions, few errors, of

use or very good agreement, tense, number, word, order/function, Grammar articles, pronouns, preposition.

	21-19	Good to Effective	but simple constructions, minor average problem complex construction, several error agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.
	17-11	Major problems in simple/ complex constructions, frequent error of negation,	
	Fair to poor		agreement, tense, number, word, order/ function articles, pronouns, prepositions and/or fragment, run-ons, deflection or obscured.
	Very poor	Virtually no master of sentence constructions rule, dominated by errors, does not communicate, or not enough to evaluate.	
Mechanics	5 Excellent to very poor	Demonstrates mastery of conversations, few errors of spelling, punctuation, capitalization, paragraph.	
	4 Good to average	Occasional errors of spelling, punctuation, capitalization but meaning not obscured	
	3 Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning, confused or obscured.	
	2 Very poor	No mastery of conversation, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.	
Total score		C+V+O+LU+M= 100	

Afterwards, the examiners examine or scorer the level of the participants' argumentative writing using the writing scale or rubric above. They then interpret it based on the writing assessment matrix. This functions to ensure that the participants' writing score is at the *Good* level above.<sup>26</sup>

---

<sup>26</sup> Omaggio, A. C., Teaching Language in Context. Heinle&Heinle, Boston. 1986.pp.38.

**Table. 3.3.**

**The matrix of writing assessment**

Score	Level	Description
80-90	Excellent	Describe all of the qualities, parts, and characteristics completely.
60-79	Good	Describe qualities, parts, and characteristics. Somewhat choppy-loose.
40-59	Fair	Fairly describe qualities, parts, and characteristics. Some are missing.
20-39	Poor	Poorly describe; many qualities, parts, and characteristics are missing.
0-19	Very poor	Does not describe the qualities, parts, and characteristics anymore.

After that, to answer research Question 1, the researcher counts cohesive devices one-by-one in each of the participants' essays to identify the types of cohesive devices most frequently used in argumentative essays written by high-achieving EFL students. The number of cohesive devices obtained by the first counting is then counted to calculate the frequency of cohesive devices used by the students using the following percentage formula:

$$P = \frac{N}{T} \times 100\%$$

T

P= Percentage

N= Types or sub-types of cohesive devices

T= Total cohesive devices used by students

The percentage formula above helps the researcher to find the percentage of cohesive devices most frequently used by the s.

P represents a percentage, N is types or sub-types of cohesive devices, and T is the total cohesive device used by the students.

## **2. Students Interview**

The remaining spoken data is collected through interview. In this stage, the students are given questions to investigate their understanding of the usage of cohesive devices in argumentative writing. Each student is interviewed with the same main questions (see the sample of interview questions in Appendix 1). Moreover, they also have different additional questions, depending on the results of the writing analysis. Afterwards, the data from the interviews are transcribed and subsequently interpreted to answer the research questions. During transcription, students' names are replaced with pseudonyms.

The transcript is then returned to the students to ensure that it expresses precisely what they wish to say and mean (Cohen and Manion). The data is coded and categorized using thematic data analysis, where the students' statements are categorized into the topics that are the focus of this study, in this case, students' understanding of using cohesive devices in writing essays. The remaining spoken data will be collected through interview. In this stage, the students will be given questions to investigate their understanding of the usage of cohesive devices in argumentative writing. Each will be interviewed with the same main questions. Moreover, they also have different additional questions, depending on the results of the writing analysis. For example, student A used the conjunction *but* more often than *however* or other conjunctions with similar meaning, so they will have a question like 'why did

you use the conjunction *but* more often rather than other conjunctions in order to show adversative statements?’. Afterwards, the data from the interviews are transcribed and subsequently interpreted to answer the research questions. During transcription, students’ names are replaced with pseudonyms.

The researcher conducted the thematic analysis in accordance with the following steps:

- a.** Familiarisation with the data: reading and re-reading the data, including listening to the audio or video-recorded data at least once, if relevant, and making a note of any initial analytic observations.
- b.** Coding: this involves producing pithy labels for necessary features of the data of relevance to the research question guiding the analysis.
- c.** Finding themes: a theme is a meaningful and coherent pattern in the data relevant to the research question. Codes are coded to identify similarities in the data.
- d.** Reviewing themes: the researcher reflects on whether the themes tell a convincing and compelling story about the data, and begins to define the nature of each individual theme, and the relationship between the themes.
- e.** Naming themes: this step involves the researcher conducting and writing a detailed analysis of each theme (the researcher should ask ‘what story does this theme tell?’ and how does this theme fit into the overall story about the data?’).
- f.** Presenting the thematic analysis in written form.

## E. Research instrument

### 1. Students Essays (Grammatical cohesive devices)

The researcher calculate the frequency of cohesive devices used by the students in argumentative essays. Explain by tabel bellow :

**Table 3.4**  
**Students' usage cohesive devices**

No	Grammatical cohesive devices	frequency	Percentage(%)
1	1. Reference		
2	2. Conjunctions		
3	Total		
<b>Lexical Cohesive Devices</b>			
4	Repetition		
5	Synonyms		
	Total		

---

### 2. Transcrib Students Interview

Instrument transcrib students students in terms of interview analysis, the data was transcribed and subsequently categorized and interpreted to answer the research questions. During the transcription stage, students' names were replaced with pseudonyms. In the following step, as Cohen and Manion suggest, the transcripts were returned to the participants to ensure that they communicated exactly what the students had stated and meant. After they had read the interview transcripts, all students confirmed that what was transcribed was a true account of what they had

said. The transcripts were then condensed into briefer statements in which the main sense of what had been said was rephrased in a few words.

## **F. Validity**

Triangulation will be conducted to ensure the validity of the data through triangulation of data, triangulation of theories, and member checks. To increase the validity of the data, two forms of data are gathered: the analysis of s' argumentative essays and interview (Nunan, D. and Bailey, K.M., 2009. *Exploring second language classroom research: A comprehensive guide*) and (Cohen, L., and Manion, L., 1994. *Research Method in Education*. Four the edition London Routledge 11 New Fetter Lane).

Another way to increase the validity of the data is through triangulation of theories which, in this study, refers to theories the researcher provided in Chapter Two of this study, the theory of cohesion in writing Halliday & Hassan and other scholars such as Hoey. These assert that cohesive devices are essential for coherence, although contributions from other scholars dispute this. The last step in ensuring validity of the data is through member checks. In this small scale qualitative study, the researcher returns the interview transcripts to the participants to ensure that the transcripts of the interview correspond with their responses Kvale, S.,1996. *Interviews: An Introduction to Qualitative Research Interviewing*. London: Sage Publication Ltd).

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result**

This chapter presents and analyses the data from evaluation of the argumentative essays and the participant interviews. The first section discussed the data gathered from students' argumentative essays. The second section presents and evaluates data from the interviews. In line with the research questions for this study, the discussion in each section focuses on what types of cohesive devices are frequently used in argumentative essays written by high-achieving students of English teacher-training programmes and their awareness of the usage of cohesive devices in argumentative writing.

##### **1. The higher-achieving students' argumentative essays**

As noted in previous chapter, the first set of data used to answer the research questions in this study was taken from students' argumentative essays. The essays were written by six students who obtained Grade A in an argumentative essay writing class undertaken in the fifth semester at an Islamic college in Indonesia..

After the two examiners finished assessing the students' writing, the researcher counted cohesive devices one by one in each of the students' essays in order to answer the research Question 1: What types of cohesive devices are most frequently used by high-achieving EFL students demonstrated in argumentative essays.

## 2. Writing evaluation of results by the two external examiners

Table 4.1 below presents the results of a writing evaluation conducted by the two external examiners. This evaluation employed the same criteria and scale.<sup>27</sup> (see Chapter 3).

**Table. 4.1**

Students' argumentative essay score graded by two Scorers.							
Students	Writing components	Scores		Total score		Students	
score		Scorer 1	Scorer 2	Scorer 1	Scorer 2		
				1	2		
	Student A	Content	27	29	78	82	80
		Organization	19	20			
		Vocabulary	18	18			
Language Use or		24	25				
Grammar							
		Mechanics	5	5			
	Student D	Content	26	25	85	84	85.5
		Organization	17	18			
		Vocabulary	17	17			
Language Use or		21	20				
Grammar							
		Mechanics	4	4			
	Student C	Content	27	28	84	88	87
		Organization	18	18			
		Vocabulary	18	19			
Language Use or		17	19				
Grammar							

<sup>27</sup> Heaton, J.B., Harmer, J., Kingsbury, R. and Parkins, D., 1988. *Writing English language tests* (Vol. 1, pp. 145-146). New York: Longman.

	Mechanics	4	5			
Student D	Content	28	29	78	72	74
	Organization	19	20			
	Vocabulary	19	20			
	Language Use or	22	21			
Grammar						
	Mechanics	5	5			
Student E	Content	28	28	79	81	80
	Organization	19	20			
	Vocabulary	19	20			
	Language Use or	20	21			
Grammar						
	Mechanics	5	5			
Student F	Content	27	29	94	93	93.5
	Organization	20	19			
	Vocabulary	20	18			
	Language Use or	22	22			
Grammar						
	Mechanics	5	5			

Table 4.1, the evaluation of results, shows that the students' quality is very good in most of the writing components, namely content, organisation, vocabulary, language use or grammar, and mechanics. The essays were subsequently examined by external examiners regarding all of the writing components above, and then interpreted.<sup>28</sup> Based on Omaggio's matrix writing assessment. As the all of the students' argumentative essay scores are above 80, all are excellent.

---

<sup>28</sup> Omaggio, A. C., 1986. Teaching Language in Context. Heinle&Heinle, Boston.

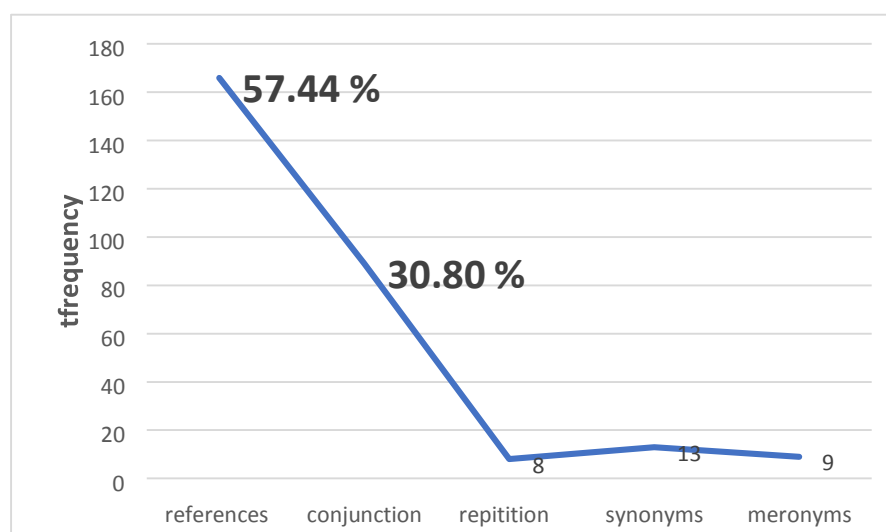
## B. Discussion

### a. Analysis of texts written by the higher-achieving students conducted by the researcher

As explained in Chapter Two, there are two types of cohesive devices: grammatical and lexical cohesive devices. In this section, the researcher shows how frequently the high-achieving students used these two types of cohesive devices in their argumentative essays. The researcher then presents the total number of cohesive devices from the six essays, as written by the students in the following table:

#### 1. Students' usage of cohesive devices

The researcher undertakes this step to demonstrate the students' production of cohesive devices in their argumentative essays. The researcher also shows which of the cohesive devices are used and why some devices are more frequently used while some of them are not. In relation to each type of cohesive device used, the researcher found the following results:



### **Chart 4.1**

#### **Total number students's usage of cohesive devices**

From the Table, it can be seen that reference is the predominant cohesive device used by the students: 166 (57.44%). In other words, more than half of the cohesive devices used by the students were reference. This result is similar to some studies conducted with the percentages of reference usage at 46.65%, 41.50%, and 56.64% respectively.<sup>29</sup> On the other hand, none used ellipsis or substitution devices. This might be because students do not have sufficient experience in using them compared to the usage of reference. Therefore, they utilised reference instead of substitution and ellipsis to refer to previous entities. This result is also similar to results of the study by Azzouz in which none of the participants used substitution and ellipsis. According to Azzouzs, such phenomena could occur because of their lack of experience in using both cohesive devices.

In order to obtain more detail on why some devices are more frequently used while others are not, the researcher presents the tables below to show in detail the usage of cohesive device per item.

---

<sup>29</sup> Azzouz, B., 2009. A discourse analysis of grammatical cohesion in student's writing

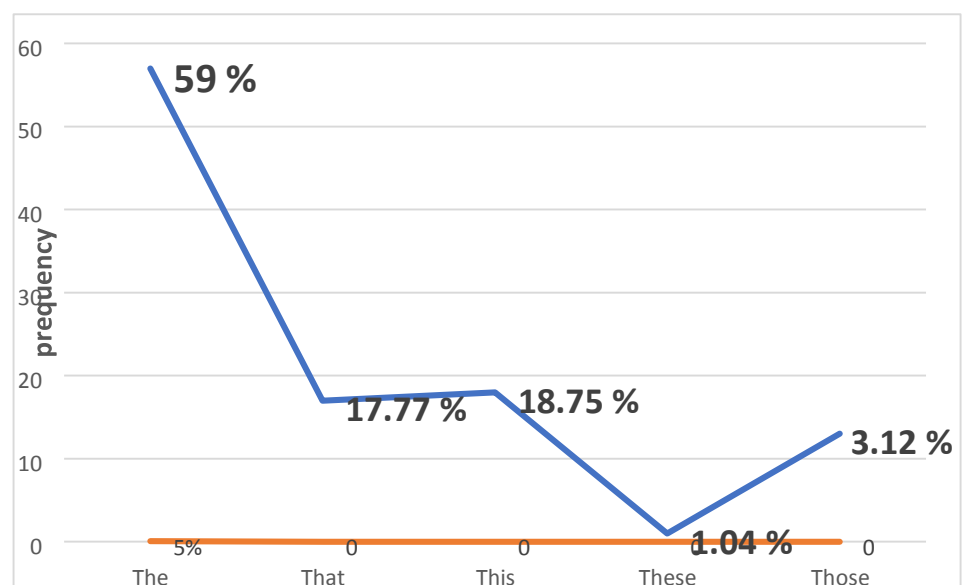
## 1.1 Students' Usage of References

The students' usage of reference was analysed according to the total number of cohesive devices used, and also the number of references used.

The table above shows that, in total, 289 cohesive devices were used in the argumentative essays written by the six students. The N symbol shows that there are 166 references (57.44%) used by the students. In other words, more than half of cohesive devices, both grammatical and lexical, used by the students were grammatical cohesive devices.

### 1.1.1 Students' usage of demonstrative pronoun references

The researcher then indicates how frequently the students used demonstrative reference by percentage in the following chart 4.2:



**Chart 4.2:**  
**Total number demonstrative pronoun references**

The table above shows that 57% of the students used demonstrative reference, which is the most predominant cohesive device of this type. Moreover, it is shown that the incidence of the students' use of references *that* and *this* are 17.70% and 18.75% respectively (see Table 4.4).

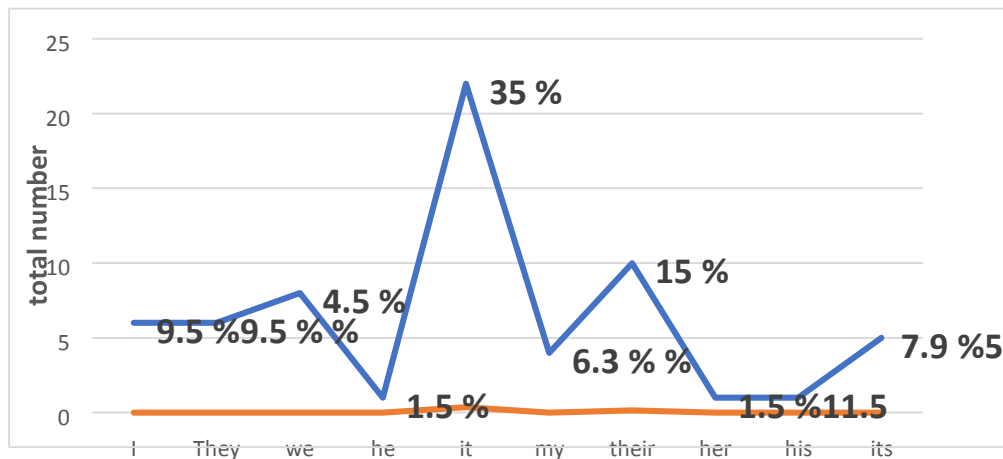
**Table 4.4:**  
**Total number usage demonstrative pronoun references**

No	Demonstrative devices used	frequency	Percentage (%)
1	The	57	59
2	That	17	17.70
3	This	18	18.75
4	These	1	1.04
	Those	3	3.12
	Total	96	

The demonstrative device *The* is used more frequently than any others and constitutes more than half of the total percentage number of the reference devices used (59%). Such a phenomenon occurred particularly because the exophoric demonstrative usage of 'the' is used excessively in students' writing.

### 1.1.2 Students' usage of personal pronoun references

The total number of students' usage of personal references and the corresponding number of all personal devices used are shown in the chart below:



**Chart 4.3:**

#### **Total number of personal pronoun references**

From the results provided above (chart 4.4), it is clear that students widely used the personal reference cohesive device *it* (35%).

It is also noticed, however, that the students' usage of the other personal references was less than 10%. Moreover, it can also be seen that the students did not use some other personal references at all, such as *mine*, *theirs*, *ours*, *yours*, and *hers*. It seems clear from the foregoing analysis that the students did not use those personal references at all, and there may be specific reasons for this. First, it might reflect the fact that the most students were comfortable using the third person to make writing more objective and authoritative. It might also show that the students were taught by their lecturer to use the third person pronoun as using the third person rather than first

person is one of the characteristics of academic writing, where it is suggested avoiding the use of personal reference.<sup>30</sup>

## 2. Students’ usage of conjunctions

The total number of cohesive devices used by the participants and the corresponding conjunctions used are shown in the table below:

**Table 4.6:**

**Students’ usage of conjunctions**

Total cohesive devices	Conjunction se used	
	N	%
289	89	30.80%

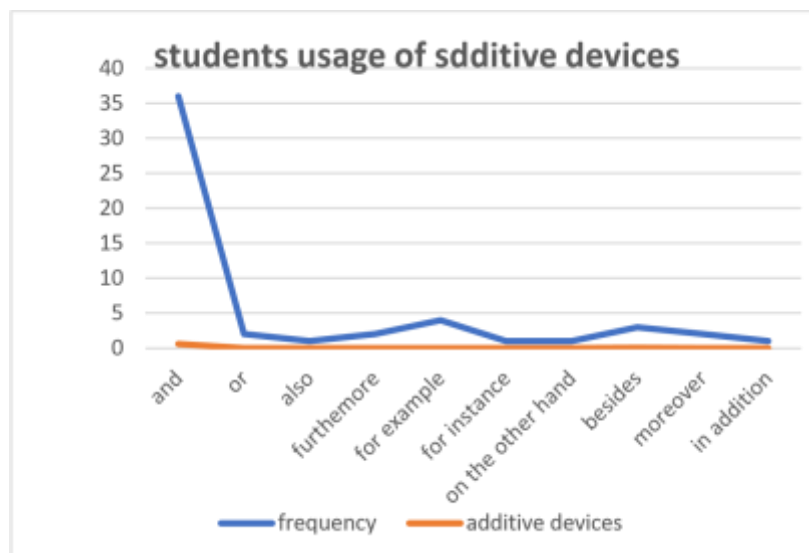
The result above shows that the usage of conjunctions (35.5%) is lower than the usage of references (62%).

### 2.1 Students’ usage of additive devices

The chart below reveals the number of all additive cohesive devices used by the students concerning the total number of the additive cohesive devices.

---

<sup>30</sup> Swales, J., 1990. *Genre analysis: English in academic and research settings*. Cambridge University Press.



**Chart 4.4:**  
**Total number of additive devices**

The result shows that the highest frequency in using an additive conjunction in high-achieving students' argumentative essays is achieved by the device *and* (61%). Furthermore, even if the various devices such as *or*, *also*, *furthermore*, *for example*, *for instance*, *on the other hand*, *besides*, *moreover*, *in addition* were used to express addition, students seem to prefer using the device *and* in order to fulfil its function of addition. This might indicate that the students are not familiar with other words in order to express addition.

## **2.2 Students' usage of adversative cohesive devices**

The total number of adversative cohesive devices used and the number of each device used are revealed in the following table:

**Table 4.8:**  
**Students' usage of adversative cohesive devices**

No	Adversative Devices Used	frequency	Percentage (%)
1	However	5	35.70
2	But	4	28.60
3	Despite	3	21.42
4	Although	2	14.29
5	Nevertheless	1	7.14
	Total	14	100

The result above shows that the usage of devices *however* and *but* (29.41% and 23.52% respectively) to express contrast are the most predominant. Furthermore, the students' usage of other contrastive devices seems to be relatively low, as the usage of *despite* (21.42%), *although* (14.29%), and *nevertheless* (7.14%) demonstrates.

### **2.3 Students' usage of causal cohesive devices**

The analysis of the students' causal cohesive devices is shown in the following chart, by presenting the total number of causal devices used and the corresponding number for each causal device used.

**Table 4.9:**  
**Total number of causal cohesive devices**

Nol	Causal device used	Number of devices used	%
1	resulting in	1	8.33%
2	Therefore	4	33.33%
3	due to	2	16.66%
4	Consequently	2	16.665
5	As	1	8.33%
6	Since	1	8.33%
7	Hence	1	8.33%
	Total	12	100%

The result shows most frequent usage of the causal cohesive device is *therefore* (33.33%). It would appear that the students have adequately mastered the usage of the device *therefore* to express result. However, students might not be familiar with other causal cohesive devices such as *due to*, *consequently*, *as*, *since* and *hence*, which appeared merely 20% of the total number of causal cohesive device usage.

This lack of familiarity may be because they have not been taught to use a variety of cohesive devices to refer to causal relation. This result is related to the researcher's personal experience as a writing teacher: he did not pay attention to teaching how to use various ties or cohesive devices. The main reason was lack of time that to teach all kinds of these: teachers have very limited time (90

minutes per meeting and 12 meetings in one semester) with a large number of students (25 to 30 students in each classroom).

### 3. Students' usage of temporal cohesive devices.

The table below represents the number of each temporal device used and the total number of temporal cohesive devices used by the students.

**Table 4.10:**

Students' usage of temporal cohesive devices			
No	Temporal device	Frequency	Percentage(%)
used			
1	First	2	20
2	Second	1	10
3	Last	1	10
4	Overall	1	10
5	in conclusion	3	30
6	to conclude	1	10
7	to sum up	1	10
	Total	10	100

The results show that students' usage of the *in conclusion* device (30%) to express conclusion is relatively common compared to other conclusive devices, such as *overall* (10%), *to conclude* (10%), and *to sum up* (10%). The usage of the temporal devices *first* (10%), *second* (10%), and *last* (10%) rarely appeared in the students' essays.

#### a. Students' usage of lexical cohesive devices

In this section, the researcher explains the students' production of lexical devices in their argumentative essays. The researcher also shows which of

the lexical cohesive devices are used. In relation to each of the lexical cohesive devices used, the researcher found the following results:

**Table 4.12:**  
**Students' usage of repetition cohesive devices**

<b>Number</b>	<b>Type of Lexical Cohesive Devices</b>	<b>Number type of Lexical Cohesive Devices</b>	<b>Percentage (%)</b>
1	Synonym	13	4.5
2	Repetition	8	2.77
3	Meronyms	9	3.11
4	Superordinates	4	1.38
	<b>Total</b>	<b>34</b>	<b>11.76</b>

The table above shows that the most frequent reiteration used by students is synonym (4.5%), while the remaining devices are repetition, general words and superordinates, at 2.77%, 3.11% and 1.38% respectively. This is seen in the students' argumentative essays as follows:

#### **a. Usage of Synonyms**

The following examples are students' usage of synonyms as taken from the argumentative essays written by the students. (code: green line)

1. Student essay A: 'Online platform'- 'Social Media' (lines 18 and 21); a big change- crucial change (line 3 and 24).
2. Student essay C: 'standpoint'- 'perspective' (lines 3 and 17).
3. Student essay D: 'an excellent platform' - 'perfect platform' (lines 14 and 29); 'useful features'- 'good features' (lines 4 and 10); 'a

suitable platform for online shopping’- ‘the easiness to connect people in Facebook creates a wide opportunity for the online base shopping’ (lines 28 and 19-20).

4. Student essay E: ‘less productive’-‘counter-productive’ (lines 6-7 and 24); ‘updated report’-‘reliable information’ (lines 16 and 25).
5. Student essay F: ‘detrimental effect’-‘adverse effect’ (lines 3 and 6); ‘Facebook has some detrimental aspects of people behaviour, especially the huge waste of time- the disadvantages of this trend affect to individuals and societies should be highly considered to bypass situation deteriorating people in the future either physical and psychological aspect’ (lines 3-4 and 17-18).

All examples of the usage of synonyms in students’ essays above show that the students were aware of using these to achieve cohesion in writing. For example, student A, instead of repeating the same words, ‘online platform’, used ‘social media’ as a synonym.

#### **b. Usage of Repetition**

The following are examples of students’ usage of repetitions, as taken from their argumentative essays (code: blue line).

1. Student essay A: opinions (lines 14 and 15), people (lines 17 and 18).

‘Furthermore, **people** can easily gather and find groups in this online platform, making it possible for a massive amount of information to spread easily to the quality of **people** throughout the country’.

2. Student essay B: status (lines 7 and 9), addiction (lines 17 and 18).

‘Most people have hundreds and even thousands of friends with many of them updating their **status** every day on their Facebook accounts which takes much time to spend to keep up with his or her friends. More time will be needed if some **status** can attract attention and drive the user to start chatting by replying comments and giving likes each other’.

3. Student essay C: personal (lines 7 and 8).

‘In other words, this site allows people to disclose the **personal** information such as religious belief, thoughts and cultural identity. As my **personal** experience of developing my international skills through Facebook, I would be able to publicly share my viewpoints regarding Islamic values on the essence of respect and tolerance to minimise others’ negative judgment about Islam’.

4. Student essay D: group (lines 6 and 8), shopping (line 21).

‘For example, on Facebook, we could create a **group** discussion for learning purposes. This could be a huge advantage for teachers who want to create an online base **group** discussion; they could post the material including video to be the source of the topic for the discussion’.

From the passages above, it is seen that although the students gained a score of A in the argumentative essay class, it appears that they still used repetitions excessively.

**c. Usage of Meronyms**

The following examples demonstrate students' usage of meronyms taken from the argumentative essays they wrote. As has been explained in Chapter 2, meronyms are used to impart examples of a concept as shown in the extracts below (code : purple line):

1. Student essay B: **Online games such as poker, billiard and throne rush** are the examples of favourite games in Facebook played individually or in team requiring long enough time for one round to finish (lines 14-16).
2. Student essay C: The use of Facebook could catalyse for developing our **international communication skills such as the skills of self-disclosure and self-identity** (lines 5-6).
3. Student essay D: One last important thing about Facebook is we can get and shared tutorial videos in one album; it could be amusing for people to find a tutorial about their **hobbies such as crafting, music, fashion, and also cooking** and many more (lines 24-26).
4. Student essay E: Accelerated Facebook development can link to other **websites such as Youtube and online games** which make it more attractive than any other social media. It gives its users

easiness to watch recommended videos without going to Youtube website directly (lines 8-11).

5. Student Essay F: They tend to spend most of their time on this platform as **many multi-attractive features** embedded **such as videos, photos, 360 videos, live events** and so forth (lines 7-9).

From the passages extracted from the students' essays above, it appears that they seem aware that in order to achieve cohesion they can use meronyms. This phenomenon also occurred in a study conducted by Alarcon, where a group of highly rated students used meronyms (11.02%) to achieve cohesion.<sup>31</sup>

#### **d. Usage of Superordinates**

As explained in Chapter 2, a superordinate is employed to impart a specific brand or kind of a more general idea in a text Halliday.<sup>45</sup> The following are examples of usage of the superordinate, taken from the argumentative essays written by the students (code: red line).

1. Student essay A: Social media platform- Facebook (lines 18-20).  

‘One profound change encouraged by **Facebook** was the Egyptian Revolution, which was ignited by a movement, and by discussion, on this **social media platform**’.
2. Student essay B: Social media application- Facebook (line 3).

---

<sup>31</sup> Alarcon, J., 2013. Lexical cohesion in students argumentative essay among a select group of Filipino college students. *i-Manager's Journal on English Language Teaching*, <sup>45</sup> Halliday, M.A., 2004. Revised by Matthiessen. *CMIM An Introduction to Functional Grammar*, Arnold: London

‘One way to do this is to use **Facebook**, which is the most popular **social media application** that can be installed on the portable devices such as laptops and smartphones’.

3. Student essay D: Social media platforms- Facebook (line 1).

‘**Facebook** is one of the **social media platforms** that has a tremendous amount of users from all around the world’.

4. Student essay E: Social media - Facebook (line 1).

‘**Facebook**, as one of the sophisticated forms of **social media**, changes how people interact with one another’.

5. Student essay F: Social media app- Facebook (line 1).

‘**Facebook** is a **social media app**, utilised by people in all levels of society, for creating networks, having efficient communication, and rebuilding communication withhold relatives’.

The participants in the current study mostly used this technique of superordinates to achieve cohesion. In one of the examples shown in the students’ essays above, the word ‘Facebook’ refers back to ‘Social media’. It seems that most of them were aware of the usage of the cohesive device of this type-superordinate in order to achieve cohesion in their writing.

From the results shown in the tables, it can be noted that in every type of cohesive device used by the students, there is a predominance of specific devices at different times; that is the students’ usage of cohesive devices is characterised by frequent usage of *the, it, and, however, therefore, and in conclusion*, and *synonyms* Furthermore, the results also show that essays written by the high-achieving students do not appear to use ellipsis and

substitution. This is presumably because the students do not have enough experience in using ellipsis and substitution devices rather than reference devices in their writing. In addition, with regard to answering research Question One, it could be concluded that the results obtained through analysis indicate that the usage of cohesive devices, both grammatical and lexical, differs. The most frequent usage of cohesive devices by the students is grammatical cohesive devices (88.24%: see table 4.2) which is different from the result of the study done by Connor who found that lexical cohesive devices are the most frequent devices used in the EFL students' essays.<sup>32</sup> In other words, this reveals that the usage of this type of cohesive device by the high-achieving students' is more frequent than the usage of other devices in writing argumentative essays.

#### **b. Discussion of interview data**

As noted in Chapter Three, the second source of data collection was an individual interview undertaken with the six study participants carried out after analysis of the students' texts had been completed. This was done to gain more data on understanding of the students' perspective and awareness of their own opinions, as realized in their essays.<sup>33</sup>

In terms of interview analysis, the data was transcribed and subsequently categorized and interpreted to answer the research questions. During the transcription stage, students' names were replaced with pseudonyms. In the following step, as Cohen and Manion suggest, the

---

<sup>32</sup> Connor, U., 1984. A study of cohesion and coherence in English as a second language students' writing. *Research on Language & Social Interaction*,

<sup>33</sup> Bailey, S., 2003. *Academic writing: a practical guide for students*. Psychology Press.

transcripts were returned to the participants to ensure that they communicated exactly what the students had stated and meant. After they had read the interview transcripts, all students confirmed that what was transcribed was a true account of what they had said. The transcripts were then condensed into briefer statements in which the main sense of what had been said was rephrased in a few words. Finally, the data was coded and categorised by employing thematic data analysis relating to the research questions, for instance, the students' understanding of the usage of cohesive devices in argumentative essays, students' difficulties in writing argumentative essays, and students' strategies in learning writing and cohesive devices.

The next section discusses the analysis of the interview. The results are described and discussed in three main sections. The first section to be discussed is Section 1, which refers to the students' understanding of the usage of each cohesive device in argumentative essays. The second section is Section.2, in which other writing elements to create good argumentative essays are discussed. The third section, Section 3, relates to the students' suggestions for potential teaching programmes to increase lower-achieving students' attainment in writing argumentative essays.

## **CHAPTER V**

### **CONCLUSIONS**

#### **A. Conclusions of the study**

This study first investigated the types of cohesive devices frequently used by high-achieving students of English teacher-training in writing argumentative essays. It aimed to analyse how far high-achieving students were aware of the usage of cohesive devices as demonstrated in argumentative essays. As discussed in Chapter Four, the main conclusion of the study was that, in their texts, the students used various types of cohesive devices. The most frequent were grammatical cohesive devices, especially reference cohesive devices. However, although students showed effective use of various cohesive devices in their writing, some claimed not to know that they were using other cohesive devices. For instance, they did not realise that words such as *this*, *that*, *the*, and other reference cohesive devices are, in fact, cohesive devices. Instead, they thought that conjunctions were the only type of cohesive devices that function to connect the ideas across sentences and paragraphs.

#### **B. Suggestion**

In line with the topic under discussion, the usage of cohesive devices in argumentative essays, and in light of the findings illustrated above, the following recommendations relating to the development of an argumentative essay-writing program are worth consideration, especially in the teaching of writing.

First, in order to help lower-achieving students reach the same level of attainment as high-achieving students, it is recommended that a focused programme should be adopted in teaching the writing of argumentative essays. The students in the study were also in favour of the incorporation into the curriculum of a focused teaching method aimed to enhance students' writing skills. Although there are some drawbacks to applying peer reviews in Indonesia in teaching in an EFL writing context, this does not mean that peer reviews cannot be used by students to improve their writing. They can encourage critical thinking; if students have to critique another's essay, they have to be more aware of defining precisely what is wrong and what is correct.

## REFERENCES

- Alarcon, J., (2013). Lexical cohesion in students argumentative essay among a select group of Filipino college students. *i-Manager's Journal on English Language Teaching*. Vol(2). 114-127.
- Ariyati, L.M., (2016). *The influence of English on Indonesian Lexis in IT (Information Technology)* (Doctoral dissertation, Widya Mandala Catholic University Surabaya). Vol(1)
- Azzouz, B. (2009). *A discourse analysis of grammatical cohesion in student's writing*. Algeria:Mentoury University Constantine.
- Bailey, S., (2003). *Academic writing: a practical guide for students*. Psychology Press. London.
- Berg, E.C., (1999). The effects of trained peer response on ESL students' revision types and writing quality. *Journal of second language writing*. Vol(3).124.
- Carson, J.G. and Nelson, G.L., (1996). Chinese students' perceptions of ESL peer response group interaction. *Journal of second language writing*. Vol(2).125.
- Carter, R., (2001). *Working with texts: a core introduction to language analysis*. Psychology Press. *teaching: A guide for language teachers*. Ernst Klett Sprachen. Vol(4). 243.
- Celce-Murcia, M. and Olshtain, E., (2000). *Discourse and context in language* 225. London: Routledge.
- Cohen, L., and Manion, L., (1994). *Research Method in Education*. Fourth edition. London: Routledge 11 New Fetter Lane.
- Connor, U., (1984).A study of cohesion and coherence in English as a second language students' writing. *Research on Language & Social Interaction*. Vol(2).126.

- Cook, G., (2007). *Discourse*. Oxford: Oxford University Press.
- Dastjerdi, H.V. and Samian, S.H., (2011). Quality of Iranian EFL learners' argumentative essays: Cohesive devices in focus. *Mediterranean Journal of Social Sciences*. Vol(2). 65.
- Eggins, S., (2004). *Introduction to systemic functional linguistics*. A&C Black. London. British Library.
- Enkvist, N.E., (1990). Seven problems in the study of coherence and interpretability. *Coherence in writing: Research and pedagogical perspectives*. Vol(2) .9-28.
- Erkaya, O.R., (2005). Benefits of Using Short Stories in the EFL Context. *Online Submission*. Vol(8). 13.
- Fadjrin, N.L.M., (2011). An Analysis grammatical and lexical cohesion on the journalistic of VoANEWS.COM.
- Grabe, W. and Kaplan, R.B., (2014). *Theory and practice of writing: An applied linguistic perspective*. London: Routledge.
- Grabe, W.P. and Stoller, F.L., (2013). *Teaching and researching: Reading*. London: Routledge.
- Gray, D.E., (2013). *Doing research in the real world*. London. Sage.
- Gu, Q. and Maley, A., (2008). Changing places: A study of Chinese students in the UK. *Language and Intercultural Communication*. 8(4). 224-245.
- Halliday, M.A. and Hasan, R., (1967). Cohesion in. *English*. London : Longman.

- Heaton, J.B., Harmer, J., Kingsbury, R. and Parkins, D., (1988). *Writing English language tests* .Vol. 1. 145-146.
- Hinkel, E., 2001. Matters of cohesion in L2 academic texts. *Applied Language Learning*. Vol (2).111-132.
- Hoey, M., (1991).Patterns of lexis in text. Oxford: London. Oxford University Press.
- Jafarpur, A., (1991). Cohesiveness a basis for evaluating compositions. *System*. Vol(4). 459.
- Krashen, S.D., (1996). The case for narrow listening. *System*. Vol(24).97-100.
- Kuo, C.H., (1995). Cohesion and coherence in academic writing: From lexical choice to organization. *RELC Journal*. Vol(1). 47-62.
- Liu, M. and Braine, G., (2005). Cohesive features in argumentative writing produced by Chinese undergraduates. *System*. Vol. (4). 33
- Meisuo, Z., (2000). Cohesive features in the expository writing of undergraduates in two Chinese universities. *RELC journal*. Vol(1).31
- Milton, J.C. and Tsang, E.S.C., (1993). A corpus-based study of logical connectors in EFL s' writing: directions for future research. In *Studies in lexis. Proceedings of a seminar on lexis organized by the Language Centre of the HKUST, Hong Kong (Language Centre, HKUST, Hong Kong,1993)*.
- Moreno, A.L., (2003). The role of cohesive devices as textual constraints on relevance: A discourse-as-process view. *International Journal of English Studies*. Vol(3). 111-165.
- Munsell, P and Clough, M., (1984).A practical guide for advanced writers in English as a second language. New York: Macmillan publishing company.

- Murray, Donald M. (2009). *The Essential Don Murray: Lessons from America's greatest writing teacher*. Portsmouth: Boynton/Cook Publishers Heinemann. pp.3-4.
- Nordquist, R., (2016). Cohesion Strategies: Repeating Key Words and Structures. [online] Available at: <https://www.thoughtco.com/repeating-key-words-and-structures-1690555>.
- Olateju, M., (2006). Cohesion in ESL classroom written texts. *Nordic Journal of African Studies*. 15(3). 314-331.
- Omaggio, A. C., (1986). *Teaching Language in Context*. Boston: Heinle & Heinle.
- Plakans, L., (2009). The role of reading strategies in integrated L2 writing tasks. *Journal of English for Academic Purposes*. Vol(4). 252-266
- Reid, J., (1992). A computer text analysis of four cohesion devices in English discourse by native and nonnative writers. *Journal of Second Language Writing*. Vol(2). 79-107.
- Reynolds, D.W., (1995). Repetition in nonnative speaker writing: More than quantity. *Studies in Second Language Acquisition*. Vol17(2). 188.
- Swales, J., (1990). *Genre analysis: English in academic and research settings*: London Cambridge University Press.
- Tsareva, A., (2010). *Grammatical cohesion in argumentative essays by Norwegian and Russian learners* (Master's thesis). The department of Literature, Area studies and European Languages. Norwegian: The university of Oslo.

- Villamil, O.S. and De Guerrero, M.C., (1996). Peer revision in the L2 classroom: Social-cognitive activities, mediating strategies, and aspects of social behavior. *Journal of Second Language Writing*. Vol 5(1). 51-75.
- Watanabe, Y., (2001). *Read-to-write tasks for the assessment of second language academic writing skills: Investigating text features and rater reactions* (Doctoral dissertation, University of Hawaii at Manoa).
- Witte, S.P. and Faigley, L., (1981). Coherence, cohesion, and writing quality. *College composition and communication*. Vol(32)189-204.
- Yang, W. and Sun, Y., (2012). The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency levels. *Linguistics and Education*. Vol(1). 23.
- Zha, P., Walczyk, J.J., Griffith-Ross, D.A., Tobacyk, J.J. and Walczyk, D.F., (2006). The impact of culture and individualism–collectivism on the creative potential and achievement of American and Chinese adults. *Creativity Research Journal*. Vol(3)18. 355-366.
- Zhang, S., (1999). Thoughts on some recent evidence concerning the affective advantage of peer feedback. *Journal*. Vol 8(3). 321-326.