Indonesian Journal of EFL and Linguistics, Vol 8(1), 2023

eISSN: 2503-4197, pISSN: 2527-5070
Available online at:
www. indonesian-efl-journal.org
doi: http://dx.doi.org/10.21462/ijefl.v8i1.577

An Analysis of Cohesive Devices in EFL Students' Essay Writing

Jumaini Siregar [1], Nurlela [2], T. Thyrhaya Zein [3]
University of Sumatera Utara, Indonesia[123]
jumaini21.js@gmail.com, t.thyrhaya@usu.ac.id, nurlelamajrul@usu.ac.id

Abstract:

Students need to be able to make effective use of cohesive devices in order to produce high-quality essays. This research aimed to investigate the use of cohesive devices in EFL students' essay writing in the 2nd Semester of the English Language Department at a State University in North Sumatera. The data sources of this research were essays and transcripts of interviews. The method used in this research was qualitative content analysis and case study. The model used in data analysis were frequency count and content analysis by applying interactive models such as data collection, data condensation, data display, and conclusion. The research finding showed that Reference (59%) was the predominant grammatical cohesive device used by EFL students in essay writing compared to other types. Meanwhile, Ellipsis (0.3%) was the lowest. Moreover, compared to lexical cohesive devices, EFL students used Repetition at the highest rate (89%) in their essay writing whereas the percentage of Hyponyms used was the lowest (0.3%), however, Meronyms did not appear in this research. Furthermore, the students had adequate knowledge to apply grammatical cohesive devices appropriately (990 data), as opposed to the incohesive use acquired (105 data). Whereas in terms of lexical cohesive devices, all the phrases are cohesive. In this regard, the reasons for incohesive writing by students are interference from their native language and overgeneralization whereas the interference of the learning context is not found in this study. In conclusion, the understanding of cohesive devices can improve and embellish the knowledge in building a good and true sentence. This is also useful in avoid students from writing inappropriate sentences. Therefore, English writing lecturers are expected to help students facing obstacles such as the use of cohesive devices by applying explicit teaching and increasing their performance in terms of cohesive devices in essay writing.

Keywords: *Essay writing; Grammatical cohesive devices; Lexical cohesive devices*

1. INTRODUCTION

Essay writing is one of the most essential abilities necessary for students to achieve academic success (Rahman, 2017). To create an excellent essay, it must be written as effectively as possible (Redmen & Maples, 2017). The essay is meant to be comprehended and interpreted by its readers. For this reason, students need to convey their thoughts cohesively and coherently in their writing. However, the majority of international students confront challenges when writing essays because producing a well-written essay in a second language cannot be obtained naturally. As Hinkel (2003) and Hung & Thu (2014) said that many advanced English language learners and users still find it difficult to write coherently and cohesively.

Halliday & Hasan (1976) emphasize the significance of cohesion in discourse for achieving well-structured and intelligible writings. Cohesion and coherence play crucial roles in maintaining interconnection so that the sentences in an essay become cohesive (Ampa & Basri, 2019). Furthermore, Tanskanen (2006) believes that cohesive devices play a significant role in keeping text unity by distinguishing between unified texts and unconnected or disconnected sequences of sentences. Fadillah (2018) informed that when people read a written text, they must be knowledgeable about cohesive devices. The meaning of a written text is incomprehensible without cohesive devices. Therefore, students must grasp how to correctly employ cohesive devices in written texts. If the students write incohesive sentences, the message will not be conveyed to the intended audience.

There have been several researchers who have conducted research on this topic, such as Sinambela et al. (2021), Nurwahidah et al. (2022), and Noprival et al. (2022). Sinambela et al. (2021) conducted research to identify forms of lexical Cohesion in the text of the speech of German Prime Minister Angela Merkel. The result showed that the lexical antonym is the most dominant lexical type found in Angela Merkel's speech text. Next, Nurwahidah et al. (2022) examined Grammatical Cohesion in News Item Text of "Symphony 3" XII Grade English Textbook. It showed that the most frequent devices are references, while substitution is not identified in this textbook. Moreover, Noprival et al. (2022) analyzed Grammatical and Lexical Cohesion in A Legendary Short Story. The findings of this research suggested that reference had the highest frequency of the total grammatical cohesive devices. However, substitution and ellipsis were not found within this short story. On the other hand, among other aspects of lexical cohesion, repetition was dominantly used.

There have been some earlier studies that discuss the cohesiveness of students' writing (Ampa & Basri, 2019; Andayani et al., 2014; Ekowati et al., 2019; Hung & Thu, 2014; Khalil, 2019; Kristiana, 2020; Rahman, 2017; Rochma & Triyono, 2019; Rudiana, 2021) such as Hung & Thu (2014) carried out the research on investigating Vietnamese Learners' attention and use of Cohesive Devices in English Essay Writing At Dong Thap University. The findings indicated that the frequency and errors in Cohesive device use were consistent with prior studies conducted outside of the Vietnamese context. It was discovered that lexical Devices contributed to the greatest percentage of Cohesive devices use in the assigned essays, followed by reference and conjunctive devices.

Next, Rahman (2017) took research on the investigation of grammatical cohesion in students' academic essay writing in the 4th Semester of the English Language Department of Ibnu Khaldun University, Bogor. The results of his research show that Reference was the most common type of grammatical cohesive device used by students in academic essay writing when compared to other types. Then, Rochma & Triyono (2019) analyzed the cohesion of the introduction section of research articles written by undergraduate students of English Language Teaching. The finding revealed that reference is the highest type of cohesion used in the introduction section. Yet, lexical cohesion is still lacking in the introduction sections of research articles written by undergraduate English Language Teaching students.

As research by Kristiana (2020) examines the types of grammatical cohesive devices found in the narrative writing of the ninth-grade students of SMP Sint Carolus Bengkulu. The findings showed that Reference was the most common use. Yet, there was no Ellipsis in the writings. Then, there were 52 incorrect uses of cohesive devices discovered, 22 from reference, 6 from substitution, and 24 from conjunction. Next,

Rudiana (2021) conducted research on the realization of grammatical cohesion devices in EFL students' argumentative essays. The results revealed that personal reference and additive conjunction were the most common devices. Moreover, Khalil (2019) underwent research on an investigation of the use of lexical cohesive devices in academic writing essays of Grade 9 learners at an American School in Sharjah. This study also investigates the difficulties that grade 9 students at an American school in Sharjah city encounter in dealing with lexical cohesion in writing from the perspectives of teachers and learners. The result of this study was repetition and collocations were the most frequently used and the participants faced difficulties dealing with lexical cohesive devices such as lack of proper feedback and correction of cohesive ties in writing.

Based on the previous studies above, most researchers only focused on the total of cohesive devices used by students in their essays and the error used of cohesive devices. They rarely look into why this error happened. Most of them also focused on one of the cohesive devices, not the whole cohesive devices (grammatical and lexical). These two reasons are a gap in this study, so the research's novelty will be found here.

Based on preliminary data collected from EFL students at a state university in North Sumatra, students have difficulty connecting their thoughts by employing cohesive devices, causing their essays to be unclear and too casual for academic writing. As a result, these essays are not appropriate for academic work. It indicates that students are still having difficulty with using cohesive devices in their essays, as their writing tends to be disconnected or incoherent. In this situation, it implies that they lack sufficient knowledge of cohesive links. Therefore, the writer thinks it is really important to conduct the study about this because it can be reflecting the EFL students' ability in writing and also to know what causes them to commit incorrect use of cohesive devices. This study aimed to investigate:

(1) What are the types of cohesive devices used in EFL students' essay writing?
(2) How are the types of cohesive devices used in EFL students' essay writing in terms of cohesiveness?
(3) If there are incohesive in EFL students' essay writing, why are they doing so?

2. LITERATURE REVIEW

2.1 Cohesion

Cohesion is described as the ties that link a text together and give it meaning (Klimova & Hubackova, 2014). According to Nunan (1993), sequences of phrases or utterances that appear to 'hang together' contain what are known as text-forming devices. These are words and phrases that allow the writer or speaker to establish relationships beyond a sentence or utterance boundaries and help to connect sentences within a text. For Castro (2004), cohesion is the link that connects ideas in a text and helps the flow of thoughts to be coherent and understandable for the reader. Similarly, Halliday & Hasan (1976) describe cohesion as "the relationships of meaning that are existent or present inside a text, and that form and determine it as a text." In addition, Janjua (2012) defined cohesion as a relationship between structurally independent text components that serves to identify text from a collection of unconnected sentences.

2.2 Cohesive Devices

Halliday et al. (2014) classify cohesive devices into two distinct categories grammatical and lexical cohesive devices.

Grammatical Cohesive Devices

Reference, substitution, ellipsis, and conjunction are the four types of grammatical cohesive devices (Halliday et al., 2014). These devices are essential for the coherence and cohesion of both written and spoken text.

Reference

Halliday & Hasan (1976) define Reference as the specific nature of the information signified for retrieval. In the case of Reference, the information to be retrieved consists of the referential meaning and identity of the specific thing or class of things being referred to. The term "reference" refers to resources for referring to a specific or contextual element whose identity can be recovered (Schiffrin et al., 2001). The Reference retrieval system is separated into homophora, exophora, and endophora categories. Homophora, according to Gerot & Wignell (1995), is the retrieval of information through cultural context.

When I was back home this night, the moon was beautiful.

In this sentence, it retrieved the identity of 'the moon' through cultural knowledge; no one could ask 'which moon?' it is only Earth's moon that makes sense.

Furthermore, Exophora is a reference to something outside of the text in terms of the situation's context (Gerot & Wignell, 1995).

That library next to the park is wonderful.

The sentence above is to identify "that library next to the park" it would have to be in the context.

Whereas Endophora is a participant mentioned in the text (Gerot & Wignell, 1995). Cataphora and anaphora are the two distinct types of endophora reference.

I buy some cookies for Jane, but she does not like them.

The referring item is the pronoun /she/, and the referred-to item is Jane. In other words, Jane is the antecedent of the item being referred to, hence this is referred to as an anaphoric reference.

When I give him a letter, John was happy and smile at me.

The object of the pronoun 'him' in this sentence is the proper noun 'John'. It signifies that the referent precedes the antecedent, hence this is known as a cataphoric reference.

Moreover, Halliday et al. (2014) inform that there are three types of reference: personal, demonstrative, and comparative. The category of person is used for personal reference (Halliday et al., 2014). Personal pronouns, possessive determiners (also known as possessive adjectives), and possessive pronouns are all part of the types of personal reference (Halliday & Hasan, 1976). The second type of referential cohesion is demonstrative, which is "basically a type of verbal pointing" (Halliday & Hasan, 1976). Determiners (this, these, that, those, and the) and adverbs (here, there, now, and then) are used to express demonstrative reference. The last one is Comparative reference, which uses adjectives and adverbs to compare items within a text in terms of similarity or identity (Halliday & Hasan, 1976). Halliday and Hasan distinguish the subtypes of comparative reference as "general comparative" and "particular comparative."

Substitution

Substitution is the lexico-grammatical replacement of a word or element in a sentence with a particular word. Substitution is the replacing of verbs, nouns, or clauses to replace information delivered previously (Yasuda, 2019). There are three basic substitution contexts in English. This includes the clause, the verbal group, and the nominal group (Halliday et al., 2014).

In clausal substitution, what is assumed is not a component of the clause, but the entire clause itself. "So" and "not" are used as substitutes (Halliday et al., 2014). For instance:

"You are his mom, of course, you know his habits".

"I believe so [Ø: know his habits].

Has everyone done the exercise?

No, [Ø: we] probably not [Ø: done the exercise].

Verbal substitution is the replacement of a lingual unit that is classified as verbal with another lingual unit that is also classified as verbal. That verbal substitute is "do". As an example:

Does Michelle buy the fruits?

No, but Jordi does [buy the fruits].

Nominal substitution is the replacement of a nominally classified linguistic unit with another unit of the same category. Typically, one or ones (singular or plural) are used to express it. For example:

My dress is too old. I have to buy a new one.

Sarah doesn't read those books; she thinks she can find some interesting ones [books].

Ellipsis

Ngo (2019) describe an ellipsis as the omission of a specific item. Similar processes exist between Ellipsis and Substitution; therefore, Ellipsis could be referred to as Substitution by zero (Halliday & Hasan, 1976). These are referred to as similar processes because both Ellipsis and Substitution involve the replacement of linguistic elements, although Ellipsis replaces nothing. The three types of Ellipsis are the same as those of Substitution: clausal ellipsis, verbal ellipsis, and nominal ellipsis.

Clausal ellipsis is related to the question-answer process in conversation; consequently, there are two types: (a) yes/no Ellipsis and (b) WH- Ellipsis.

(a) yes/no Ellipsis: (i) the entire clause. In a yes/no question-response sequence, the response may involve an ellipsis of the entire clause, for instance:

A: Can you read it?

B: Yes. [Ø: I can read it.]

(b) yes/no Ellipsis: (ii) a part of the clause. As an alternative to the ellipsis of the entire clause, only the Residue may be omitted. For instance:

You're not available this morning, are you? –I am [Ø: not available this morning].

(c) WH- Ellipsis: (i) the entire clause. In a WH- sequence, the entire clause is typically omitted with the exception of the WH-element or the item that serves as the response to the WH-element:

What has she watched? – [Ø: she has watched] Harry Potter.

(d) WH- Ellipsis: (ii) part of the clause. Occasionally, in a WH- clause or its response, only the Residue is omitted, leaving the Mood element intact. For instance,

The Professor takes a new experiment, Andi told me that. – Who did [Ø: tell you that]?

The next type of ellipsis is the verbal ellipsis, which happens within verbal groups "whose structure does not fully express its systemic characteristics" (Halliday & Hasan, 1976). As an example:

What was she doing yesterday? Painting.

Moreover, nominal ellipsis, it is meant that the function of the omitted head is assumed by a modifying element within the nominal group. As an example:

A: Have another cookie.

B: No thanks; I've had my five.

Conjunction

Conjunction differs from Reference, Substitution, and Ellipsis in that it does not depend on previous context-dependent linguistic elements. While it relates to various expressions that appear between the preceding and subsequent clauses or sentences. Conjunction is the way the writer wants the readers to connect what is coming to be said to what has already been said (Mohammed, 2015). It refers to a description of how what comes next is connected to what came before in a systematic manner. This is typically accomplished through the use of connectives. Halliday and Matthiessen have developed conjunction systems that include three types of expansion: elaborating, extending, and enhancing identifying the relations between semantic domains, i.e., between text segments (Halliday et al., 2014).

Lexical Cohesive Devices

According to Halliday et al. (2014), Lexical cohesion is best defined as the cohesive impact or result accomplished mostly through the choice of vocabularies. Halliday et al. (2014) classify lexical cohesion according to repetition, synonyms, antonyms, meronyms, hyponyms, and collocation.

According to Sinambela et al. (2021), Repetition refers to the repetition of words in a text. As an example: The event will be held by the Student Council. (B) The event will be done at night.

Alarcon (2013) defines Synonyms as the relationship between lexical elements with the same or nearly the same meaning, such as buy and purchase.

Bahaziq (2016) states that an antonym describes the relationship between two words with contrasting meanings, such as happy and sad.

Halliday et al. (2014) described Hyponymy refers to the act of classifying (specific to general) For instance:

There are many kinds of birds in this world such as, eagle, crow, pigeon, and seagull. The pigeon is easy to find around the church, this bird often flies over the church.

The example above, eagle, crow, pigeon, and seagull are co-hyponyms of bird.

"Be a part of" is what meronymy means. To give one illustration:

Every human has two hands, and each hand has five fingers. The name of the five fingers is the thumb, followed the by index finger or pointer finger, middle finger, ring finger, and little finger or pinkie.

In this example, "finger" is a meronym of "hand" because a finger is part of a hand.

McCarthy & O'Dell (2005) inform that the term "collocation" is used to refer to the way in which words are grouped together or related in a natural way. Combinations of verbs and nouns, such as "have a fight," adjectives and nouns, such as "heavy rain," are examples of collocation.

2.3 Causes of Error

Brown (2007) classified error sources into interlingual transfer (the negative influence of the mother tongue or interference from the native language), intralingual transfer (the negative transfer within the target language). In other words, it is the incorrect generalization of rules in the target language. Moreover, Learning context overlaps both transfer kinds. In the classroom, for instance, the teacher and textbook can persuade the student to incorrectly generalize about the language. "I am go to school every day," for example. It is the result of the teacher promoting one tense, present progressive tense, to such an extent that students abuse it while transitioning to a new pattern. According to Hubbard (1983), "Error is indicative of inadequate instruction or lack of control.", the error may appear to be produced by the teaching process. If material is carefully selected, graded, and delivered, errors should be infrequent (p. 142).

3. RESEARCH METHODOLOGY

This research was conducted in qualitative content analysis. In qualitative research, qualitative content analysis is commonly used as a "flexible method for examining text data" (Hsieh & Shannon, 2005). Hsieh and Shannon define qualitative content analysis as "a research method for the subjective evaluation of the content of text data through the systematic categorization of coding and the identification of themes or patterns." Moreover, to investigate the causes of EFL students' essay writing incohesive, a case study research method has been used. Yin (1994) asserts that the case study design is particularly suitable in situations where it is impossible to separate the phenomena under study from its context. Describe what, how, to whom the instruments used in the study. Describe what, how, to whom the instruments used in the study. Describe what, how, to whom the instruments used in the study. Describe what, how, to whom the instruments used in the study. Describe what, how, to whom the instruments used in the study. Describe what, how, to whom the instruments used in the study. Describe what, how, to whom the instruments used in the study.

Describe how the data were collected and analyzed in the study. Describe how the data were collected and analyzed in the study. Describe how the data were collected and analyzed in the study. Describe how the data were collected and analyzed in the study.

3.1 The Participants

At the time, when the covid-19 pandemic was still growing and the majority of teaching and learning activities were still conducted online, the school enabled the researcher to conduct the study with only one class. There were 28 students as the sample who participated in this research. The participants were English Department students in the second semester at a State University of North Sumatera. Students are all non-native English speakers who come from different ethnics.

3.2 Instruments

A test of writing and interview were used by the researcher in collecting data. Every student needs to write 2 essays. Then, the interview was done to find what causes lead the students to commit incohesive in their essay writing.

3.3 Data Analysis

There are two types of data analysis in this research involved, namely frequency count and content analysis. The frequency count is the calculation of how many cohesive devices are used in EFL students' essay writing and how many cohesive and incohesive appeared in their essay writing. They were analyzed using Halliday & Hasan (1976) and Halliday et al. (2014) taxonomy of grammatical and lexical cohesive devices, these devices included reference, substitution, ellipsis, and conjunction (grammatical) and repetition, synonyms, antonyms, meronyms, hyponyms, and collocation (lexical).

After the numerical data was done, the content analysis was involved qualitatively in order to answer the causes that lead the students to commit incohesive in their essay writing. It was analyzed using the framework by Brown (2007). Interactive Model Techniques by Miles et al. (2014) were used to analyze this question. According to them in this model, there were data collection, data condensation, data display, and conclusion.

4. RESULTS

4.1. The Percentage of Cohesive Devices used in EFL Students' Essay Writing

The use of grammatical cohesive devices is shown in the percentage in Chart 1 based on the data that was gathered from the writing test.

Figure 1. Grammatical Cohesive Devices Used in EFL Students' Essay Writing

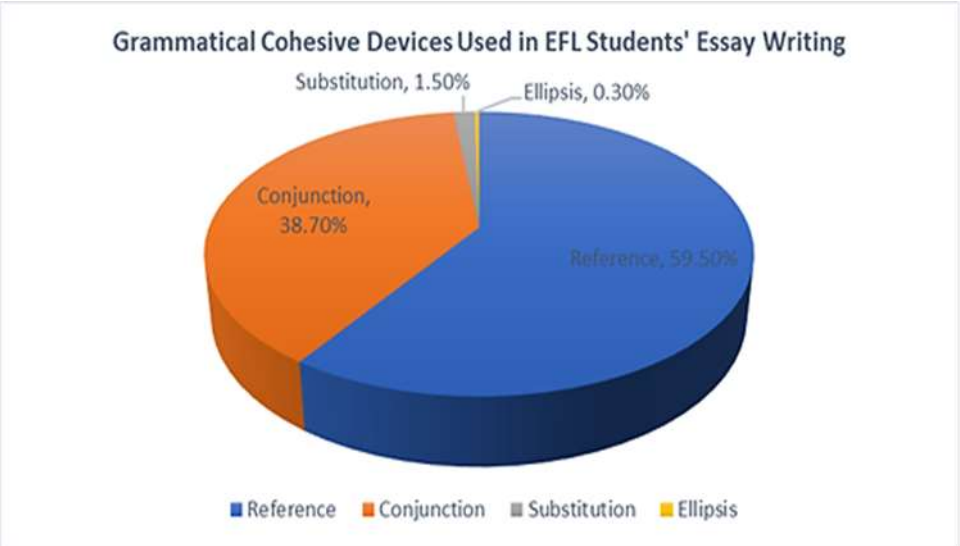

Chart 1 provided information about the percentage of grammatical cohesive devices in EFL Students' essay writing. It was immediately apparent that the most frequently used grammatical cohesive device by EFL students was Reference. Ellipsis, on the other hand, was the grammatical cohesive device that was used by EFL students at the lowest percentage. This finding was in line with the findings of several other researchers that evaluated research on cohesion and found that Reference was the sort of grammatical cohesive device that was used the most frequently (Ampa & Basri, 2019; Andayani et al., 2014; Bahaziq, 2016; Hung & Thu, 2014; Kristiana, 2020; Rahman, 2017; Rochma & Triyono, 2019). For example, Rochma & Triyono (2019) who conducted research on investigating the cohesion of the introduction section of research articles written by the undergraduate students of English Language Teaching. It was discovered that the reference is the highest sort of cohesion used in the introduction section as a strategy to reveal the link between each sentence within the research articles. Then, Kristiana (2020) analyzed the sorts of grammatical cohesive devices identified in narrative writing and discovered that reference was found 2295 times, accounting for 62.88% of all grammatical cohesive devices found in the students' narrative text. However, no ellipsis was identified in the students' writing.

It was implied that the majority of students had a tendency to make use of the Reference in order to build cohesiveness by connecting various elements (Halliday et al., 2014). Despite this, it should not be assumed that the essays written by students were in any way effectively based on the Reference that was most predominant. It was clear that they had made excessive use of the Reference, which caused them to engage in repetitive Reference usage in order to create connections between text components. Then, it also implied that the students were unfamiliar with Ellipsis, as it appeared so sparingly in their essay writing. They omitted other forms of grammatical cohesion, most noticeably the use of Ellipsis and Substitution, which are both acceptable in writing (Halliday et al., 2014),even though most researchers stated that both Ellipsis and Substitution were frequently used in speaking (Halliday et al., 2014).

Additionally, when compared to the Reference result, the percentage of Conjunction usage (39%) was nearly identical to the percentage of Reference usage. This finding was in line with the findings of several other researchers (Alarcon & Morales, 2011; Ampa & Basri, 2019; Bahaziq, 2016; Hidayat, 2016; Rahman, 2017). For example, Ampa & Basri (2019) found that Reference and Conjunction were the dominant features in grammatical cohesive devices, which was similar to this study's findings. Meanwhile, the study conducted by Ekowati et al. (2019) found that Conjunctions were mostly used in the text Report

on Student Observation Results. In this sense, it shows that the students have sufficient knowledge to apply them in the development of links between elements and continuity within a complete clause or a series of clauses. (Halliday et al., 2014). Chart 2 below showed the percentage of the use of lexical cohesive devices in EFL Students' essay writing.

Figure 2. Lexical Cohesive Devices Used in EFL Students' Essay Writing

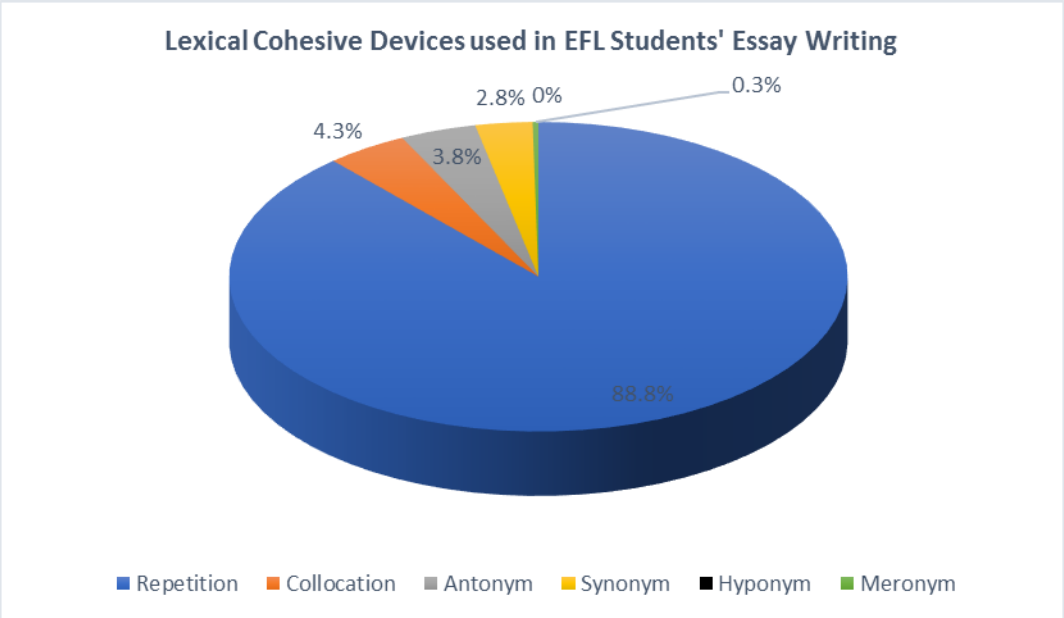

Chart 2 represented the percentage of lexical cohesive devices in EFL Students' essay writing. It was readily apparent that the highest percentage of lexical cohesive devices used by EFL students was Repetition at 89%. In contrast, Hyponyms (0.3% of lexical cohesive devices used by EFL students) achieved the lowest percentage. This result was in line with the findings of certain researchers who examined cohesion studies, who discovered that Repetition was the most prevalent type of lexical cohesion among the cohesive devices (Ampa & Basri, 2019; Andayani et al., 2014; Ekowati et al., 2019; Hung & Thu, 2014), while hyponym was the lowest prevalent type of lexical cohesion among the cohesive devices (Ampa & Basri, 2019; Khalil, 2019). In the essays of the participants in this study, meronyms practically never appeared. Andayani et al. (2014) conducted study about Analysis of the Cohesion and Coherence of the Students' Narrative and found that repetition the most familiar. This finding implied that the students still repeated the similar word or phrases to create cohesion in their narrative.

Thus, it could be concluded that certain lexical cohesive devices, such as meronyms and hyponyms, were unfamiliar to participants. Despite this, it appeared as though the participants were unable to employ all six categories of Lexical cohesive devices equally in their written essays, as evidenced by their frequent use of Repetition in comparison to collocation, antonyms, meronyms, hyponyms, and synonyms, which together accounted for less than 15% of all Lexical cohesive devices used.

4.2. The Cohesive and Incohesive Appeared in EFL Students' Essay Writing

After outlining the various types of cohesive devices, the researcher attempted to outline their cohesive and incohesive applications. It was found that the incohesive of their essay writing mostly appears in grammatical cohesive devices, whereas the term lexical cohesive devices were not found. In this way, the researcher described the data in Table 1 to facilitate easy reading and interpretation by the readers.

Table 1 Cohesive and Incohesive Use of Grammatical Cohesive Devices

Category	Reference		Substitution		Ellipsis		Conjunction		Total
	F	%	F	%	F	%	F	%	
Cohesive Use	588	59.3	15	1.5	3	0.3	384	38.7	990
Incohesive Use	64	60.9	1	1.0	0	0	40	38	105
Total	652	59.5	16	1.5	3	0.3	424	38.7	1095

From Table 1 above, it can be seen that the majority of students applied grammatical cohesive devices cohesively (with a total of 990), whereas incohesive use only gained (a total of 105). In detail, Reference (59.3%) was the predominant cohesive use of grammatical cohesive devices while Ellipsis (0.3%) was the least. Moreover, in the incohesive percentage, Reference (60.9%) was the most prevalent incohesive use of grammatical cohesive devices in essays, followed by Conjunction (38%). This indicated that the students tended to have difficulty generating cohesive sentences. Some of them continue to exhibit incohesive writing, particularly when utilizing Reference and Conjunction.

Reference

From table 1 above, Reference was more used inappropriately than other devices. In this sense, the researcher described some examples of incohesive References.

(1) The teacher as a teacher must also accept criticism from his *students*, don't even punish **him** because we know that criticism is very good for us in the future. (MZF: line 18)
(2) If *student* want to express **their** feeling about something to **their** teacher, **they** must give evaluation. (LS: line 22)
(3) *Teacher* also need an evaluation in the way **they** teach and provide education. (RAH: line 5)
(4) For example, at the end of the semester, *the teachers* asks students for their opinion, how is the teaching that **she** brought so far? Is it good and easy to understand? (YAR: line 6)

The examples (1,2,3) and (4) above, the students were inconsistent to use singular or plural pronouns for singular or plural nouns. The pronoun “him” did not appropriately refer to “students”. To make it cohesive, it is better for the student to make “student” singular or change “him” into “them”. Next, the possessive adjective “their” and pronoun “they” did not cohesively refer to “student”. To make it cohesive, the student should change “their/they” into “his/her, he/she” or add /s/ in the noun “student” to make it plural.

In example 3, the pronoun "they" does not accurately apply to the noun "teacher." Due to the context of the text, "the teacher" should be written as "the teachers" to create a continuous relationship. It discussed the teacher in generic terms. Thus, the choice to pluralize "the teacher" was the correct one. Furthermore, the personal pronoun "she" did not refer coherently to "the teachers." To make it more cohesive, the student should replace "she" with "they" or "the teachers" with a singular word. This phenomenon happened as a result of their daily speech patterns. It was generic. They applied what they had learned about particular English patterns to other patterns. This was known as overgeneralization (intralingual transfer).

(5) However, it also gains support, **that** *students* can evaluate and critic their teacher in kind and polite ways. (NSN: line 7)

In example (5), the usage of demonstrative reference was incohesive. The demonstrative "that" should be substituted with "those" because it refers to the plural form of "student." In this case, the student was

incapable of distinguishing between singular and plural nouns. This indicates the learner overgeneralized (intralingual transfer). Students found it challenging to discern between singular and plural references in Reference. It either occurred in personal or demonstrative reference.

Conjunction

From table 1 above, the conjunction percentage was 38% in the use of incohesive grammatical cohesive devices. The following examples illustrate the incohesive use of Conjunction:

(1) Therefore, student can't evaluate their teacher, because the data obtained by students will not be benchmark for evaluating the teacher. **Besides that**, there is a special supervisor who evaluate a teacher. (RAH: line 17)

In example (1), the conjunction "besides that" was incorrectly used. It was used as an additive. However, "that" should not be introduced to such Conjunctions. It should be "besides". The two potential causes in this instance are overgeneralization (intralingual transfer) and mother tongue interference (interlingual transfer). They may generalize some rules to another pattern and convert the word from Bahasa Indonesia to English, as "beside that" was "disamping itu" in Bahasa Indonesia.

(2) **Therefore** teachers are required to be able to understand the characteristics of the students, which is of course each student has different attitudes and abilities from each student who is still foreign to them. (TRAW: line 11)
(3) **Moreover** the criticism was conveyed through social media that everyone without limits could read it. (ERN: line 10)

In the examples (2 and 3) above, it can be seen that the students used the conjunction "Therefore" to introduce a result, and "Moreover" to add information. However, the students did not pay attention to the rules of the conjunction "therefore, moreover". When a sentence is started with "therefore, moreover", a comma is required after it. This phenomenon might be caused by overgeneralization (intralingual transfer).

4.3. The Causes of EFL Students' Essay Writing Incohesive

After explaining the various forms of grammatical and lexical cohesive devices and finding the cohesive and incohesive use of those devices in EFL students' essay writing, the researcher discussed the factors that contributed to the students' incohesive writing.

Interlingual Transfer

The interlingual transfer is the negative impact of the mother tongue or the native language's interference (Brown, 2007). In this regard, the researcher presented the following reasons by the students why interlingual transfer (mother tongue) causes the incohesive of their essay writing:

(1) "My mother tongue influences my writing inadvertently towards Indonesian writing patterns, especially since I often use the dictionary on my phone." (AJP)

(2) "It's (mother tongue) very affected, because I normally translate my writing from Indonesian to English, I usually use Google Translate." (AS)

(3) "Yes, I think it matters, because mother tongue is the first language like our local language, so it influences our writing." (FP)

Based on the reason (1) above, AJP translated Bahasa Indonesia's writing pattern into English unintentionally. It was similar to the other students who frequently adopted the Bahasa Indonesia writing pattern when writing in English.

Furthermore, as demonstrated in reason 2, the students frequently searched for Indonesian words when writing essays in English, and subsequently translated them into English. They usually use google translate

or e-dictionary on their phone to translate Bahasa Indonesia words into English. Moreover, the process of mother tongue interference had an unintended effect on written language. The students frequently applied the expression in their regular speech when they want to write in English.

Intralingual Transfer

Intralingual transfer refers to the negative transmission that occurs within the target language. Alternatively, it is the inaccurate generalization of principles within a particular target language (Brown, 2007). In this regard, the researcher presented the following reasons by the students why intralingual transfer (overgeneralization) causes the incohesiveness of their essay writing:

(1) "sometimes I like to apply what has been taught." (AS)

(2) "Sometimes I apply previous lessons, perhaps due to lack of practice." (AJP)

(3) "In practice, I am often unfocused." (LS)

For reason (1) above, AS frequently applied what she had learned to another English pattern. In her essay writing, she frequently used the singular to refer to the plural. It implied that she was already familiar with the personal pronoun but was unable to apply it effectively when writing the essay.

Furthermore, AJP tended to generalize previously learned rules to other patterns in English. It was comparable to some students, who frequently applied learned rules to another pattern in English. Additionally, LS made the same errors as the other students since they were not paying attention to the rules. They also rarely utilized the new rules they had acquired as part of their English practice.

Context of Learning

The error could appear to have been introduced during the teaching process. In other words, they are referred to as teacher-induced errors (Hubbard, 1983). The teacher and the textbook can persuade the student to make incorrect generalizations about the language (Brown, 2007). However, based on the interview findings with students, no errors induced by the learning context were discovered.

(1) "The lecturer has explained how to use Conjunctions, the lecturer also guides me in class." (TR)

(2) "Lecturers have taught about Substitution, but in terms of application, I often don't focus." (LS)

(3) "The lecturer has explained about pronouns, but I often don't focus on practicing them" (RAH)

According to interviews that were conducted, students were always directed through the classroom exercise by the lecturer's explanation and discussion of the materials. Cohesion, however, was never explicitly taught as a topic in the study. McCarthy, cited in Hinkel (2003), notes that cohesion and cohesive features often play an important role in English texts and must be explicitly taught in second-language learner reading and writing curriculum (pp. 111–132). In addition, while all students had learned the material pertaining to grammatical features, the vast majority had forgotten how to utilize each one. furthermore, they stated that the lecturer guided them throughout the teaching and learning process in the classroom.

In brief, students who were lacking in narrative cohesive elements and committed incohesive writing did so because they were unaware of the value of grammatical cohesive devices in writing text and were disorganized while implementing the material that had been studied. Overgeneralization was committed by the students because they frequently applied the English grammatical rules, they had acquired another pattern in English in order to exercise the new rules they had learned. Additionally, in terms of mother tongue interference, students frequently adopted Bahasa Indonesia patterns while building phrases. Indeed, Bahasa Indonesia's patterns were remarkably dissimilar to those of English. Thus, the error was unavoidable if the students frequently utilized Bahasa Indonesia and subsequently translated it into English. It was necessary for them to be familiar with the English pattern when they wrote. Moreover,

while writing in English, the students used Bahasa Indonesia first, followed by a translation into English. They attempted to translate Indonesia's terminology into English and eventually wrote it as an essay.

5. CONCLUSION

In conclusion, based on the results, it was apparent that EFL students' general attention to cohesive devices use in English essay writing was not particularly high, as they overused some types of cohesive devices such as Reference, Conjunction, and Repetition. Meanwhile, other types of cohesive devices are rarely used in their essay writing. This might explain that they did make effort to create cohesive essays but not very often. This makes sense because writing an essay in another language is a difficult task that requires several components involved at content/ideas, language use, and discourse levels.

Some students still write incohesive, particularly when employing References and Conjunctions. The students had difficulty distinguishing between singular and plural references. It happened in both a personal and a demonstrative reference. Furthermore, the researcher found that conjunction was used less frequently as a transitional function to help maintain the continuity of the primary idea presented in the text, and she also noticed that students were unable to apply variable conjunction items.

Moreover, the causes of the students' committed incoherent writing included two factors. These were interferences with (i) the mother tongue (interlingual transmission) and (ii) overgeneralizations (intralingual transfer). Meanwhile, the learning context was not found. The context of learning was not found because students were constantly led through each activity in the classroom by the lecturer, who explained and stimulated discussion about the subjects.

6. REFERENCES

Alarcon, J. B. (2013). Lexical Cohesion in Students' Argumentative Essay among a Select Group of Filipino College Students. *Journal on English Language Teaching, 3*(2), 43–52.

Alarcon, J. B., & Morales, K. N. S. (2011). Grammatical Cohesion in Students Argumentative Essay. *Journal of English and Literature, 2*(5), 114–127.

Ampa, A. T., & Basri, D. M. (2019). Lexical and Grammatical Cohesions in the Students' Essay Writing as the English Productive skills. *Journal of Physics: Conference Series, 13*39(1), 012072. https://doi.org/10.1088/1742-6596/1339/1/012072

Andayani, P. O., Seken, I. K., & Marjohan, A. (2014). An Analysis of the Cohesion and Coherence of the Students' Narrative Writings in SMP Negeri 2 Banjar. *Jurnal Pendidikan Bahasa Inggris, 2*(1), 1–9.

Bahaziq, A. (2016). Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing. *English Language Teaching, 9*(7), 112. https://doi.org/10.5539/elt.v9n7p112

Brown, H. D. (2007). *Principle of Language Learning and Teaching (5th ed.).* Pearson Education, Inc.

Castro, C. D. (2004). Cohesion and the Social Construction of Meaning in the Essays of Filipino College Students Writing in L2 English. *Asia Pacific Education Review, 5*(2), 215–225. https://doi.org/10.1007/BF03024959

Ekowati, A., Rahmat, A., & Murtadho, F. (2019). Gramatical Cohesion and Lectical Cohesion in Text Report on Student Observation Results. *JETL (Journal Of Education, Teaching and Learning), 4*(1), 169. https://doi.org/10.26737/jetl.v4i1.991

Fadillah. (2018). *Grammatical Cohesive Devices Analysis in Jakarta Post Newspaper.* Thesis. Universitas Sumatera Utara.

Gerot, L., & Wignell, P. (1995). *Making Sense of Functional Grammar.* Gerd Stabler.

Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English.* Routladge.

Halliday, M. A. K., Matthiessen, C. M. I. M., Halliday, M., & Matthiessen, C. (2014). *An Introduction to Functional Grammar (4th ed.).* Routledge. https://doi.org/10.4324/9780203783771

Hidayat, A. (2016). An Analysis of Grammatical Cohesive Device of the Short Story the Little Match Girl by Hans Christian Andersen 2016/2017. *English Education: Jurnal Tadris Bahasa Inggris, 9*(2), 232–244. https://doi.org/10.24042/ee-jtbi.v9i2.282

Hinkel, E. (2003). *Teaching Academic ESL Writing*. Routledge. https://doi.org/10.4324/9781410609427

Hsieh, H.-F., & Shannon, S. E. (2005). Three Approaches to Qualitative Content Analysis. *Qualitative Health Research, 15*(9), 1277–1288. https://doi.org/10.1177/1049732305276687

Hubbard, P. (1983). *A Training Course for TEFL*. Oxford University Press.

Hung, D. M., & Thu, V. T. A. (2014). Vietnamese Learners' Attention and Use of Cohesive Devices in English Essay Writing at Dong Thap University. *Asian Journal of Educational Research, 2*(2), 1–14.

Janjua, F. (2012). Cohesion and Meanings. *Canadian Social Science, 8*(2), 149–155. https://doi.org/http://dx.doi.org/10.3968/j.css.1923669720120802.2060

Khalil, A. (2019). *An Investigation of the Use of Lexical Cohesive Devices in Academic Writing Essays of Grade 9 Learners at an American School in Sharjah.* Thesisi. The British University in Dubai.

Klimova, B. F., & Hubackova, S. (2014). Grammatical Cohesion in Abstracts. *Procedia - Social and Behavioral Sciences,* 116, 664–668. https://doi.org/10.1016/j.sbspro.2014.01.276

Kristiana, N. (2020). Grammatical Cohesion of the Narrative Writing the Ninth Grade Students of Junior High School. *International Conference on the Teaching English and Literature, 1*(1), 264–271.

McCarthy, M., & O'Dell, F. (2005). *English Collocations in Use.* Cambridge University Press.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis*. SAGE.

Mohammed, A. S. (2015). Conjunctions as Cohesive Devices in the Writings of English as Second Language Learners. *Procedia - Social and Behavioral Sciences,* 208, 74–81. https://doi.org/10.1016/j.sbspro.2015.11.182

Ngo, T. T. H. (2019). Grammatical and Lexical Cohesion: Their Contribution to Rhetorical Effect of Barack Obama's Presidential Inaugural Address. *Social Science and Humanities Journal, 3*(2), 1299–1305.

Noprival, N., Alfian, A., & Soma, R. (2022). Analyzing Grammatical and Lexical Cohesion in A Legendary Short Story. Indonesian *Journal of EFL and Linguistics, 7*(2), 251. https://doi.org/10.21462/ijefl.v7i2.488

Nunan, D. (1993). *Introducing Discourse Analysis.* Penguin English.

Nurwahidah, N., Hidayat, D. N., Husna, N., & Alek, A. (2022). A Discourse Analysis of Grammatical Cohesion in News Item Text of "Symphony 3" XII Grade English Textbook. *Journal of English Language Teaching and Linguistics, 7*(1), 171. https://doi.org/10.21462/jeltl.v7i1.764

Rahman, T. (2017). *Investigation of Grammatical Cohesion on Students' Academic Essay Writing (A Discourse Analysis).* Thesis. UIN Syarif Hidayatullah.

Redmen, P., & Maples, W. (2017). *Good Essay Writing: A Social Sciences Guide (5th ed.).* SAGE Publishing.

Rochma, A. F., & Triyono, S. (2019). A Discourse Analysis: Cohesion of the Introduction Section of Research Article. *Journal of English Language Teaching and Linguistics, 4*(1), 1–19. https://doi.org/10.21462/jeltl.v4i1.173

Rudiana, R. (2021). The Realization of Grammatical Cohesion Devices in EFL Students' Argumentative Essays. *JALL: Journal of Applied Linguistics and Literacy, 5*(1), 101–108. https://doi.org/http://dx.doi.org/10.25157/jall.v5i1.4975

Schiffrin, D., Tannen, D., & Hamilton, H. E. (2001*). The Handbook of Discourse Analysis*. Blackwell.

Sinambela, S. I., Nurlela, & Zein, T. T. (2021). The Study of Lexical Cohesion on Germany Prime Minister's Speech Angela Merkel. *Asian Social Science and Humanities Research Journal (ASHREJ), 3*(1), 82–87. https://doi.org/10.37698/ashrej.v3i1.65

Tanskanen, S.-K. (2006). *Collaborating Towards Coherence (*Vol. 146). John Benjamins Publishing Company. https://doi.org/10.1075/pbns.146

Yasuda, S. (2019). Children's Meaning-Making Choices in EFL Writing: The Use of Cohesive Devices and Interpersonal Resources. *System*, 85, 102108. https://doi.org/10.1016/j.system.2019.102108

Yin, R. K. (1994). *Case Study Research: Design and Methods*. SAGE.