

DISCOURSE ANALYSIS ON THE COHESION OF DESCRIPTIVE WRITING PRODUCED BY STUDENTS OF UIN RIL LAMPUNG.

Nurul Puspita¹⁾, Umar Alfaruq A. Hasyim²⁾

¹ UIN Raden Intan Lampung

Email:nurulpuspita17@gmail.com

² Institut Agama Islam Ma'arif NU Metro Lampung

Email:alfaruqedu@gmail.com

Abstract

Discourse analysis considered important for EFL learners. It is because mastering discourse will arise comprehensive communication, especially in written text. One of discourse issues are cohesion. It is beneficial for connecting among ideas of the text. More technically, cohesion appears by applying cohesive devices such as references, ellipsis, substitution, conjunction and lexical cohesion. This research is descriptive one that aims at describing the usage of cohesive devices on the descriptive paragraphs written by 21 matriculation program students of UIN RIL Lampung. The result found that the students mostly use references as the cohesive devices on their paragraphs. In addition, the references used were pronouns he and she. The pronoun he used by 14 students and the pronoun she used by 7 students.

Key words: *Discourse analysis, Cohesion, Descriptive writing*

Abstrak

Analisa wacana merupakan hal yang penting untuk para pembelajar Bahasa Inggris. Karena memahami wacana akan menumbuhkan pemahaman komunikasi, khususnya teks tertulis. Salah satu isu dalam analisa wacana adalah cohesion. Hal ini sangat penting untuk menghubungkan antara ide-ide dalam teks. Secara teknis, cohesion akan muncul dengan menerapkan cohesive devices seperti; references, ellipsis, substitution, conjunction dan lexical cohesion. Penelitian ini adalah penelitian deskriptif yang bertujuan untuk mendiskripsikan penggunaan cohesive devices pada paragraph deskriptif yang ditulis oleh 21 mahasiswa program matrikulasi UIN RIL Lampung. Hasilnya menunjukkan bahwa cohesive devices yang

sering digunakan adalah reference. Seperti kata ganti he dan she. Kata ganti he digunakan oleh 14 mahasiswa dan kata ganti she digunakan oleh 7 mahasiswa.

Kata kunci: *Analisa wacana, cohesion, paragraf deskriptif*

INTRODUCTION

Language systems are interesting to be examined by the scholars, because the interpretation language is influenced by context of culture. "Language and culture are related with each other. Culture and Language are like two sides of coin both of them cannot be separated."¹ All of the aspects language system should be understood, for instance discourse analysis. Discourse analysis is considered important for English Foreign Language (EFL) learners, due to understanding discourse will lead them comprehend the language in a certain context. McCarthy argues that discourse analysis concerns on studying language and the context being used². Moreover, in teaching and learning English as a foreign language (EFL), discourse emerges in spoken and written communication as part of language skill. Those written and spoken skills are considered as productive one that required EFL learners to master comprehensively as a means of effective communication. As stated by Harmer, structuring discourse in spoken and written communication is very important in order to emerge successful communication and provide comprehension among the speakers and the listeners as well as the writers and the readers³. Therefore, comprehending discourse is a

¹ Umar Alfaruq A. Hasyim dan Suhono Suhono, "Restoring Moslem identity by integrating Islamic values in English speaking class," *ATTARBIYAH: Journal of Islamic Culture and Education* 2, no. 1 (2017): 1–27.

² Michael McCarthy, *Discourse Analysis for Language Teachers* (Cambridge: Cambridge University Press, 1991), p.5.

³ Jeremy Harmer, *The Practice of English Language Teaching* (4thed) (Harlow: Pearson Education Ltd, 2007), p.276.

requirement for EFL learners to prepare them for effective and comprehensive communication.

Cohesion is part of discourse features which is essential for EFL learners. Since it is part of discourse features, cohesion is beneficial for binding the ideas. It is stated by Korani, cohesion has cohesive ties that consist of reference, substitution, ellipsis, conjunction and lexical ties which are used to tie the text⁴ Furthermore, cohesion is the same as transition as the connector sentence to sentence. Suhono asserted that transition as a signal relationship among the sentences of the paragraph and has the function as support coherence among the sentence and leads the sentence which will be discussed.⁵ More specifically, Halliday and Hasan propose classification of cohesion namely grammatical cohesion that divided in to reference, substitution, conjunction as well as ellipsis and the second classification is lexical cohesion that consists of reiteration and vocabulary or diction⁶. Those binding elements of a text, lexical and grammatical cohesion, have significant role to tie the ideas on a text. Therefore, applying those features on written and spoken text can elevate cohesiveness that makes the text more understandable and in a harmony.

Cohesion in written text is a requirement to be mastered by the EFL learners in order to enable them to construct a good and comprehensive text. It has the function "as a support paragraph in order to the paragraph can provide coherence each

⁴ Akram Korani, "A Survey of The Cohesive Ties-reference and Lexical Cohesion-in History Books of The Second and third Grades in Guidance School in Iran". *Procedia-Social and Behavioral Sciences*, No. 47 (2012):240-243

⁵ Yeasy Agustina Sari dan Suhono Suhono, "Applying Transition Action Detail Strategy on Written Text of EFL Young Learners," *Iqra': Jurnal Kajian Ilmu Pendidikan* 2, no. 1 (2017): 1-24.

⁶ M.A.K Halliday, Ruqaiya Hasan, *Cohesion in English* (London: Longman Group Ltd, 1976)

other.⁷ Therefore, many researchers devote the notion to that issue. Todd, Khongput and Darasawang conducted a research on relationship between connectedness (coherence and cohesion) on postgraduate essay of Thai University students in 2007 and the in-text comment of the tutor, the research showed that there was little relationship between the tutor's comment and the connectedness⁸. Moreover, In 2013, Struthers, Lapadat, Macmillan, developed a checklist which was beneficial for assessing cohesion particularly to children's writing⁹.

Crossly, Kyle and McNamarain 2016 depicted the development and the usage of second language (L2) writing and the relations to the judgments of essay quality, they found that 36% of the variance of human judgment of text cohesion was explained by the usage of local, global, and text cohesive features, meanwhile 42% of the variance is in overall judgment of writing quality¹⁰. In addition, the most recent research was conducted by Jiang and Hyland in 2017, they analyzed metadiscursive nouns to see the interaction and cohesion in abstract written by 240 researchers, they found that the nouns are usually used to construct and manage the arguments coherently, claim discipline legitimacy, and promote the value and the relevance of the research¹¹.

⁷ Sari dan Suhono, "Applying Transition Action Detail Strategy on Written Text of EFL Young Learners."

⁸ Richard Watson Todd, Somreudee Khongput, Pornapit Darasawang, "Coherence, cohesion and comments on students' academic essays". *Assessing Writing*. No.12 (2007):10-25.

⁹ Linda Struthers, Judith C. Lapadat, Peter D. MacMillan. "Assessing cohesion in children's writing: Development of checklist". *Assessing Writing*. No.18 (2013):187-201.

¹⁰ Scott A. Crossley, Kristopher Kyle, Danielle S. McNamara, "The development and the use of cohesive devices in L2 writing and their relations to judgment of essay quality". *Journal of Second Language Writing*. No.32 (2016):1-16.

¹¹ Freng Kevin Jiang, Ken Hyland, "Metadiscursive nouns: Interaction and cohesion in abstract moves". *English for Specific Purposes*. No. 46 (2017):1-14.

This research is different from previous one due to this research described cohesion features used by the first year of matriculation students and their manner on applying the features on the descriptive writing. It is very important to be conducted in order to give comprehension towards the usage of cohesion features on the written text to students and English teacher. Moreover, it also provides understanding about descriptive text that should be understood by both students and the teacher. For others researchers, this research is also beneficial as the alternative way to see the usage of the discourse features namely cohesion on the written text. In short, this research hopefully gives benefit to the students, teacher and the others researcher in order to obtain recent information on the cohesion and its importance to written text.

Discourse Features in Written Text

Discourse features cover issues that become the concern of discourse analysis field. Brown and Yule proposed some terms which are commonly grabbed discourse analysts attention namely reference, presupposition, implicature and inference¹². More specifically, Sanders and Maat distinguished types of cohesion as a feature of discourse analysis, they are reference, substitution, ellipsis, conjunction, and lexical cohesion¹³. In addition, Yang and Sun also divided the cohesion in to five categories such as reference, conjunction, substitution, ellipses and lexical cohesion which are emerge on

¹² GillinBorwn, George Yule, *Discourse Analysis* (Cambridge: Cambridge University Press, 1988):36.

¹³ T sanders, H Pander Maat, "Cohesion and Coherence: Linguistic Approaches". *Elsevier*. No. (2006):591-595.

the text¹⁴. It is also strengthened by Halliday and Hasan, they proposed classification of cohesive features consists of reference, substitution, ellipses and lexical cohesion¹⁵. Therefore, it can be summarized that cohesion as part of discourse features consist of five elements namely reference, substitution, conjunction, ellipses and lexical cohesion. In other word it can be named connector. To make coherence of the sentences, connector can be used in the beginning, middle or the end of sentence in order to there are connection from the action that comes before.¹⁶

Reference is one of important element that decides the connectedness of a written text. According to Makinen et.al, referential cohesion can be identified by the usage of pronouns and determiners¹⁷. It is also explained by Gupta et.al, about the pronoun as one of referential cohesive signal that is used to refer backwards to a previously mentioned entity¹⁸. Arfe and Perodi inform that referential cohesion covers pronoun and determiners which are useful for developing discourse skill¹⁹. In addition, McCarty explained tree kinds of reference, anaphoric (looking backward) and exophoric (looking outward) as well as cataphoric (looking forward) and the items consist of pronoun (he, she, it, him, they and etc), demonstrative (that, these, this and etc), and

¹⁴ Wenxing Yang, Yin Sun, "The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency level". *Linguistics and Education*. No.23 (2012):.31-48.

¹⁵ Wenxing, Yin Sun: 308

¹⁶ Sari dan Suhono, "Applying Transition Action Detail Strategy on Written Text of EFL Young Learners."

¹⁷ Leena Makinen, et. al. "The development of narrative productivity, syntactic complexity, referential cohesion and event content in four-to eight-year-old". *First Language*. Vol 34.No. 1 (2014): 24-42.

¹⁸ Tina Gupta et. al. "Automated analysis of written narrative reveals abnormalities in referential cohesion in youth at ultra high risk for psychosis". *Schizophrenia Research*. (2017): 1-7.

¹⁹ Barbara Arfe, Irene Perodi. "Deaf and hearing students' referential strategies in writing: what referential cohesion tells us about deaf students' literacy development". *First Language*. Vol 28.No.4(2008): 355-374.

the article²⁰. Finally, it can be inferred that reference devices divided in to tree parts namely anaphoric,exophoric and cataphoricreferences.Anaphoric references look for the referent in the text backward. Exophoricreferences look for referent outward from the text.Cataphoric focuses on finding referent forward of the text. Moreover, those references consist of reference items such as pronoun, demonstrative and article.

Ellipsis and substitution are also listed in cohesive features. Ellipsis is omission of elements that considered obvious meanwhile substitution substitutes the elements²¹. Foley and Hall in Vujetic inform about cohesion mechanism, substitutionand ellipsis,which are about replacement and omission of language category in order to avoid unnecessary repetition²². In addition, ellipsis can be divided in to three sub-categories namely noun phrase, prediction and clause meanwhile conjunction focuses on additive, adversative, causative, temporal and continuative²³. Those cohesive devices, ellipsis and substitution, also proposed by Rahman, he informed that substitution used pro-form and pro-verb phrases to emerge the cohesion, ellipsis did on the contrary by omitting the word or phrase²⁴. Thus, ellipsis and substitution are cohesive devices that function as eraser and inserter. Those cohesive devices erase unnecessary segments and insert the necessary one on a text.

Conjunction functions as semantic relation which has conjunctive element signals that connect systematically among segments. It is stated by Halliday and Hasan in Roen that

²⁰Barbara Arfe, Irene Perodi:36

²¹Barbara Arfe, Irene perodi:43

²² Vera M Vujevic."Ellipsis and Subtitution as Cohesive Devices",
OriginalniNaucni Rad. No.81 (2011):407-415.

²³ Mohsen Ghasemi."An Investigation in to the use of cohesive devices in second language writing".*Theory and Prectice in Language Studies*.Vol.3 No.9 (2013):1615-1623.

²⁴Zahir Abdul Amir Abdul Rahman."The use of cohesive devices in descriptive writing by omani student-teachers".*Sage Open*. No. (2013):1-10

conjunction has four categories such as additive conjunction (like, likewise and moreover), adversative conjunction (on the other hand, however and conversely), causal conjunction (consequently, as a result and for this reason), and temporal conjunction (next, finally and then)²⁵. In addition, Yin proposed linking adverbial as one of cohesive devices for instance furthermore, nevertheless, however, moreover, in addition, thus etc²⁶. Gashemi also informed that conjunction was categorized in to five they are, additive, adversative, causative, temporal and continuative²⁷. It can be summarized that conjunction divided in to four namely additive, adversative, causal and temporal.

Lexical cohesion is a cohesion feature that focuses on studying vocabulary above sentence. McCarty argues that there are two elements of lexical cohesion reiteration and collocation²⁸. Ibrahim assumes that lexical cohesion emerges in a text by the emergence of lexical devices such as repetition, synonym, general words, sub-ordinate etc²⁹. Specifically, Halliday and Hasan in Mahlberg informed that reiteration is the repetition of vocabulary or lexical item and synonym in the context of reference, in the other hand collocation covers all kinds of lexical relations that do not need referential identity³⁰. Jobbins and Evett also informed about lexical cohesion, it is divided in to three parts such as general noun, reiteration and

²⁵Duane H Roen."The effects of cohesive conjunctions, reference, response rhetorical predicates, and topic on reading rate and written free recall". *Journal of Reading Behaviour*.XVII, No.1 (1984):15-26.

²⁶Zihan Yin, "Principles of teaching cohesion in the English language teaching". *RELC Journal*.(2017): 1-18.

²⁷Zihan Yin:16

²⁸Zihan Yin:32

²⁹Atyafhasan Ibrahim, "Investigating reiteration in English and Arabic advertisements (a contrastive analysis)". *People:International Journal of Social Science*.Volume 3 No.1. (2017):403-423.

³⁰ Michaela Mahlberg,"Lexical cohesion: Corpus linguistics theory and its application in English Language Teaching". *International Journal of Corpus Linguistics*.Vol 3 No.11. (2006),p.363-383.

collocation. General noun can be part of grammatical and lexical, meanwhile, reiteration consist of word repetition, synonym and general word. Collocation is typically pair wise words as predisposed combination of words³¹. In short, lexical cohesion consists of reiteration and collocation, reiteration is reiterated or repeated the vocabulary in the contrary collocation is word combination that predispose each other.

Writing

In learning foreign language, language learners begin learning a language from their mother tongue, sometimes encounter mistake.³² Language is a means of communication among individuals. It is a signaling system which is operated with symbolic vocal sound to get the purpose of communication. "Learning English language is one of science that should be learnt to all the people. English becomes very important and useful for us".³³ One of aspect of learning english is writing. Writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. Furthermore, writing also defines as a mental activity of skilful decision-making, appropriate for the situation. It means that the writer is able to make decision as consideration to the purpose of writing, the objective of the readers in reading text, situation and condition during the process of writing done.

³¹ Amanda C Jobbins, Lindsay J Evett."Text Segmentation Using Reiteration and Collocation".In *Proceedings of the 36th Annual Meeting of the Association for Computational Linguistics and 17th International Conference on Computational Linguistics*. Vol 1 (1998),p.614-618.

³² Suhono Suhono, "An ANALYSIS OF WRITTEN ERROR AMONG EFL STUDENTS OF ENGLISH PROFICIENCY LEVEL OF INTERNATIONAL PROGRAM," *Pedagogy: Journal of English Language Teaching* 4, no. 1 (2017): 72–81.

³³ Suhono Suhono, "SURFACE STRATEGY TAXONOMY ON THE EFL STUDENTS' COMPOSITION A STUDY OF ERROR ANALYSIS," *Iqra': Jurnal Kajian Ilmu Pendidikan* 1, no. 2 (2017): 1–30.

Moreover, Grundy assumes that writing is like as playing tennis, it is an activity made up of several processes, such as thinking what to write and the order to put it in³⁴. In the process, writing and thinking are so inseparable, if the researcher cannot think clearly about an idea, he cannot write well. On the contrary, if he has creative thinking in the writing process, the actual writing process will be easier. Meanwhile, Hyland states that writing is seen as a process through which writers discover and reformulates their ideas as they attempt to create meaning³⁵. It is more of a problem solving activity than an act of communication. How people approach a writing task as the solution to a series of problems.

In addition, Writing consist of words and these words are put together into paragraphs. Moreover, Sari and Suhono said that “Writing involves transferring a message from our thoughts using language in the written form. By writing, the students can share information and ideas in the written form.”³⁶ As a researcher must be able to arrange the words into sentences in the form of the written text in which the reader will eventually understand the ideas and their meaning. Thus, the researcher is demanded to pay the content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.

Based on the theories above, it can be assumed that writing is a thinking process to produce a written text. it is obtained by process of thinking to arrange the words into the sentences, and then the sentences are grouped together into the

³⁴ Peter Grundy. *Beginning to Write: Writing Activity for elementary and Intermediate Learners.* (Cambridge: Cambridge University Press, 1991),p.7.

³⁵ K Hyland. *Teaching Writing and Researching Writing.*(London: Pearson Education.2002)

³⁶ Sari dan Suhono, “Applying Transition Action Detail Strategy on Written Text of EFL Young Learners.”

paragraphs. The result of the written text is reflection of the mental activity of the writer in understanding the context situation that faced by the researcher.

Descriptive Text

Descriptive is a genre that is applied in spoken in written communication. According to Siburain, descriptive paragraph describes a person, place or things that lead readers come in to the writer's experience³⁷. More specifically, Gerot and Wignell in Masitoh and Suprijadi proposed the generic structure of descriptive text such as;

- a. Identification (identifies phenomenon will be describe) and
- b. Description (describe parts, qualities or characteristics of something or someone)³⁸.

In addition Gerot and Wignell in Anggun add that descriptive text applies linguistics features, they are;

- a. specific participant (main character),
- b. Using present tense,
- c. Linking verb,
- d. Action verb, mental verb or mental process,
- e. Nominal group,
- f. Adjective,
- g. Adverb and adverbial phrase³⁹.

³⁷ TiurAsihSiburain, "Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share". *IJLALW*. Vol.3. No.3 (2013):30-43.

³⁸ SitiMasitoh, DasepSuprijadi. "Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) At The Eight Grade Students of SMP Islam Terpadu Fitrah Insani". *ELTIN Journal*. Vol 3 No.1 (2015):38-52.

³⁹ShafiraKhairinaAnggun, "An Analysis of Descriptive text in English Textbook Using Transitivity System (A Case Study of Reading Passage)". *Journal of English and Education*. Vol .4 No.1. (2016):147-158.

Thus, it is clear that descriptive text is used to give information to the reader about a certain place, person, things and etc. Therefore, it has typical usage of the linguistic features such as using present tense, linking verb, action verb and etc. It has also generic structures, identification and description.

RESEARCH METHOD

This research is descriptive qualitative. This research aims at describing the implementation of cohesive devices in descriptive text. Therefore, the question of this research is “what are the cohesive devices used in the descriptive writing written by first semester students of UIN Raden Intan Lampung?”. The research was conducted in the academic year 2016/2017. The subjects of the research are 21 students who took matriculation program.

The data was taken from 21 descriptive paragraphs written by students of UIN RadenIntan Lampung. Then, the data was analyzed according to McCarty’s cohesion features namely; reference, ellipsis, substitution, conjunction and lexical cohesion.

FINDING AND DISCUSSION

The reference mostly used by the students were pronoun *he* and *she*. It is categorized as anaphoric references due to look back the referents in text. Moreover, 7 students used pronoun *she* and 14 students used *he*. The following are the details;

Table 1. Anaphoric References Used by The Students

No	References (Anaphoric References)	
	<i>He/His</i>	<i>She/Her</i>
1.	My uncle is a teacher. He works in SMA N 7 Oku Sumsel He always helps me to do home works He always works every day He does complaint with its all	Ndya is a doctor. She practices at the hospital HarapnBunda Jakarta She is general practitioner at the hospital She always prescribe drugs

<p>2. My brother is a mechanic. He has a lot of responsibilities. He usually fixes car He always goes to work early He always goes to work at 7.30 He is always smile</p>	<p>My mother is a teacher. She is my inspiration She works from morning until afternoon She never complaint about her job She always fun She gives me great advice</p>
<p>3. My uncle is a teacher. He has a lot of responsibilities. He likes sport He always goes jogging</p>	<p>My mother is a housewife. She usually helps me doing school work. She wants to teach at 8 She finish teaching She always prepares lunch</p>
<p>4. My father is a teacher. He works every morning to help students.</p>	<p>My aunt is a teacher. She teaches in SMA N 5. She is very smart She always gets up at 5 She never complaint</p>
<p>5. My uncle is revolusioner. He has very hate about....</p>	<p>Ani is a teacher. She works every morning She always helps her students She usually goes to school by motorcycle She enjoys her job very much She always goes home late She usually does jogging She doesn't jogging every afternoon She always accustoms healthy living</p>
<p>6. Tan Malaka is a eliminate hero of Inodensia. Heever writing a book.....</p>	<p>My sister is a student. She always wakes up early to go to school. She is clever student She also never complains She is the child of my father</p>
<p>7. My uncle is a doctor. He has a lot of responsibilities. He helps people sick He never complains He does the job well He never forget</p>	<p>My sister is a doctor. She works in hospital. She is famous She becomes one of the leader She doesn't like swimming She likes jogging</p>
<p>8. My father is a teacher. Hehas a lot of responsibilities. He works in MIN Pringsewu</p>	

	<p>He usually goes to school by motorcycle He enjoys his job He goes home late in the afternoon</p>
9.	<p>My brother is a tailor. He works from 07.00-17.00 He goes with his motorcycle He goes alone He always hard work His workplace is very clean</p>
10	<p>My uncle is a fisherman. He has a lot of responsibility. He always prays... He spent on the gave to his wife</p>
11.	<p>My brother is a doctor. He works at the hospital. Doctor is his ambition He helps many people He enjoys his job He always ready to help He can helps other people</p>
12.	<p>My brother is a doctor. He works at hospital in Surabaya. He seldom meets with family His job is priority He always prays He never complains</p>
13.	<p>My brother is a teacher. He has a lot of responsibilities. He always drinks tea He dislike drink coffee He enjoys his job He always delivers motivation</p>
14.	<p>My father is a farmer. He decision priority children.</p>

The usage of pronoun *he* and *she* seems very dominant in the paragraphs. It is because, both pronouns were used to describe third person, the word *he* for male and *she* for female. However, in this research, it was not found others cohesive devices such as conjunction, ellipsis, lexical cohesion and substitution. It happened due to the text was in term of

descriptive. It mostly used pronoun *he* and *she*. Both of them are part of references which are well known as anaphoric reference.

CONCLUSION

Finally, it can be concluded that the usage of cohesive devices on the descriptive paragraphs produces by the students are only restricted on the references. The references mostly used were anaphoric references. These references look backward of the text to find referent. Moreover, there were two pronoun used as the references, they are *he* and *she*. There were 14 students used *he* and 7 students used *she*. Those pronouns are typically use on the descriptive paragraphs to describe male person (he) and female person (she).

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