

AN ANALYSIS OF STUDENTS' ABILITY IN BUILDING COHESION AND COHERENCE IN ARGUMENTATIVE ESSAYS WRITTEN BY THE FOURTH YEAR STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITY OF BENGKULU

*Zia Hisni Mubarak, Hamzah, Desmawati Radjab
State University of Padang*

Abstrak: *Ada beberapa permasalahan mendasar menulis seperti; kesalahan gramatikal, kohesi dan koheren, dan isi serta organisasi. Berdasarkan permasalahan yang ditemukan pada awal penelitian maka tujuan penelitian ini adalah untuk menemukan kemampuan mahasiswa tahun ke-empat dalam membangun kohesi dan koheren dalam menulis esai argumentatif pada program studi pendidikan bahasa Inggris Universitas Bengkulu. Penelitian ini adalah penelitian deskriptif. Populasi penelitian adalah mahasiswa tahun ke-empat program studi pendidikan bahasa Inggris Universitas Bengkulu yang terdaftar pada tahun ajaran 2012/2013. Sampel dipilih dengan menggunakan teknik purposive sampling. Data diperoleh melalui test menulis esai argumentatif. Data di analisa dengan menggunakan metode kuantitatif. Hasil penelitian menyimpulkan bahwa kemampuan mahasiswa dalam membangun kohesi adalah Low Average (LA) dan kemampuan mahasiswa dalam membangun koheren adalah Low Average (LA) dimana skor rata-rata menunjukkan bahwa beberapa siswa memiliki skor dengan rentang 3-3.5 yang berarti bahwa mereka memiliki pemahaman yang rendah terhadap macam-macam kohesi dan koheren.*

Key Words: *Student ability, Building cohesion and coherence, Argumentative Essays writing*

INTRODUCTION

There are four basic language skills in English such as listening, speaking, reading and writing. Those are important skills in learning English. From those skills, "writing is considered as the most difficult skill for L2 learners to master" (Richards and Renandya, 2002: 303). Based on that statement, the difficulty in writing is not only on how to generate and organize the ideas, but also how to translate the ideas into the readable text. Relating to the difficulty of writing above, the

students should pay more attention in writing and on how to express the ideas, thoughts, and opinions in the written form.

Moreover, as it is stated in the previous paragraph, writing is one of the important skills in English. There are some reasons relating to the importance of writing skill for students. The first is to lead the students to the academic success in the school. By developing the writing skill, students will gain benefit in writing their paper or essay assignments from a single paragraph and building multi-paragraphs essay.

Then, the other reason for students is to develop their critical thinking so that they will have confidence in writing academic papers. By having good critical thinking in writing skill, they will be confident to put the ideas into the paper and write their papers easily in several pages long.

Based on the preliminary research, the researcher found some major problems regarding to their writing. The problems were as follows: (1) grammatical errors on writing, (2) the representation of cohesion devices, (3) the representation of coherence devices and (4) content and organization in writing. Therefore, the researcher provided his preliminary research with empirical data of students' marks. The researcher took the data from 37 students in the class and the data described the students' ability in writing. The researcher found that 3 students (8.1 %) got the lowest mark in range 50 to 60. Then, 15 students (40.5 %) got the mark in range 61 to 70. After that, 12 students (32.5 %) got the mark in range 71 to 80. Then, the last range was 81 to 90 where 7 students (18.9 %) got the highest mark.

From the description of the empirical data above, the students' ability was average and more important that students at English Department of University of Bengkulu should be able to write better. As it is found in the field, students' problems in writing are common to be found in writing. Therefore, the process of writing may not be ignored by the students. They need to pay attention to the writing stages beginning from planning the text until finishing the draft. Thus, writing as a required subject at University of Bengkulu is

one subject which is considered as difficult subject for the students.

In fact, the students who are asked to write an essay, failed to represent the criteria of good text such as *cohesion* and *coherence*. The essay produced by the students was still disappointed. This happened due to the lack of knowledge of the students. In the university level, they are expected to acquire the knowledge on how to write good academic papers (a paragraph, an essay and a research report or research plan) in English.

Moreover, they need to be familiar with kinds of genre in the text, one of them is genre of arguing or which is known as argumentative essays; discussion, analytical and hortatory exposition text. These kinds of the text have their own function to each other but together they employ some arguments to be discussed. This genre correlates to the task of writing subjects to write papers in some paragraphs or an essay or research report or research plan which involve the argumentation itself. This genre also represents the criteria of cohesion and coherence into its essay.

Based on the limitation of the problem above, the problems of the research are formulated as follows: How is the fourth year English department students' ability in (1) building cohesion devices in writing argumentative essays at University of Bengkulu? And (2) building coherence devices in writing argumentative essays at University of Bengkulu? In relation to the formulation of the problem above, this research has two purposes as follows: to find out the fourth year English department students' ability in (1) building cohesion devices in

writing argumentative essays at University of Bengkulu, and (2) building coherence devices in writing argumentative essays at University of Bengkulu.

Oshima & Hogue (1991: 3) emphasize a kind of writing for college or university, it is called an academic writing. They argue that academic writing is different from other kinds of writing in several ways. For instance, personal writing, literary writing, journalistic writing, business writing, etc. In addition, Swales & Feak (2004: 7) mention that "graduate students face a variety of writing task as they work toward their chosen degree". It means that graduate students will face an academic writing as well.

O'Malley and Pierce (1996:136) define writing as a "personal act where the writers take ideas or prompts and transform them into 'self-initiated' topics". The writer draws on background knowledge and complex mental processes in developing new insights. Moreover, Coulmas (2003: 1) defines some definitions of writing. The first definition is "a system of recording language by means of visible or tactile marks". Then, the second definition is "the activity of putting such a system to use". After that, she defines writing as "the result of such activity, a text". Next definition is "the particular form of such a result; a script style such as block letter writing". The fifth definition of writing is "artistic composition". And the last definition of writing is as "a professional occupation". From those various definitions of writing, she reflects on the first definition as her major definition of writing.

Furthermore, the experts such Murray and Moore (2006: 5) define

writing as "the manifestation of professional learning journey and it is a continuous process involving reflection, improvement, development, progress and fulfillment of various types and in varying measures". They also believe that writing contains different process and phases in each process. At last, it is expected then that the second language learner will be able to write coherent essays with artfully chosen rhetorical and discourse devices.

Another expert such Gordon (2008: 244) defines writing as an extension of grammar and therefore focuses on accuracy. His explanation based on one end of the theoretical continuum whereas at the other end the communication of meaning is paramount and accuracy is a side issue. Subsequently, Brown & Abeywickrama (2010: 259) state that writing is "primarily a convention for recording speech and reinforcing grammatical and lexical features of language". They who are writing must be well educated person since in writing it is completed with its own features and conventions.

Teaching writing is different from the teaching of other skills. Brown (1994: 319) compares writing to the swimming. He argues both are the same because students need media and someone who teach them those skills. According to him, practice to write the ideas into written text is the best way to achieve the best skills to be advanced in writing.

Moreover, Ur (1994: 159) gives his view on the difference between teaching writing and speaking. The difference lies on the two types of discourse which differ in some basic characteristics. "The

differences between two types of discourse -written and spoken discourse- are some generalizations of both discourses such as permanence, explicitness, density, detachment, organization, slowness of production; speed of reception, standard language, a learnt skill, and sheer amount and importance”.

In teaching writing, there are two concepts which should be noticed, cohesion and coherence. The concepts of cohesion and coherence have been widely discussed by researchers in text and discourse studies. It is agreed that there is a difference between cohesion and coherence by the point of view of researchers. Louwse and Graesser (2005: 1) apply the term cohesion to the surface structure of the text and the term coherence to the concepts and relations underlying its meaning. Meanwhile, Tanskanen (2006: 7) argues that cohesion refers to “the grammatical and lexical elements on the surface of a text which can form connections between parts of the text. Coherence, on the other hand, resides not in the text, but is rather the outcome of a dialogue between the text and its listener or reader”.

Halliday and Hasan (1976: 4) explain the concept of cohesion as “a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text”. Thus, the concept of cohesion from both experts is the main concept of cohesion which is referred to this study. Furthermore, they argue that the general meaning of cohesion “is embodied in the concept of text” (p: 298). By this role, cohesion helps to create a text and they also explain that what create the text is component of the linguistic system

or it is known as the textual or text forming (p: 299).

Bailey (2003: 55) defines the cohesion as the phrases which is linking together to make the whole text clear and readable. At the same way, Renkema (2004: 103) explains cohesion that is referring to the “connections which have their manifestation in the discourse itself”. He gives an example in a sentence like *Mary got pregnant and she married*, the example of cohesion is shown by the word *she* which is referred to *Mary*. In other words, cohesion concerns the way in which the components of the surface text, i.e. the actual words we hear or see are mutually connected within a sequence. In conclusion, to make a good text, it should meet the standards of a good text, it is cohesion.

Knapp and Megan (2005: 47) explain that cohesion refers to the devices available to help link information in writing and help the text flow and hold together. From those definitions, it is known that cohesion in the text related to the connection between texts to another text. In addition, Matthews (2007: 62) defines cohesion as “the connection between successive sentences in the texts, conversations, etc., in so far as it can be described in terms of specific syntactic units”.

Furthermore, Halliday and Hasan (1976: 303) discuss that the classification of cohesion which is based on the linguistic form which has five main kinds of devices such as substitution, ellipsis, reference, conjunction and lexical cohesion. Where, some cohesion devices such as substitution, ellipsis and reference are clearly referred to the grammatical. Lexical cohesion is

referred to the lexical which involves a kind of choice and conjunction which is in the border line of grammatical and lexical.

Renkema (2004: 103-106) explains five types of cohesion; they are substitution, ellipsis, reference, conjunction and lexical cohesion. According to Renkema (2004: 103-106), the cohesion devices such as substitution, ellipsis, conjunction, and lexical cohesion have some types that distinguished every part of cohesion devices. There are three frequently occurring types of substitution such as substitution of a noun, substitution of a verb and substitution of a clause. He also adds that ellipsis has three kinds such as nominal ellipsis, verbal ellipsis, and clausal ellipsis. After that, he explains three frequently occurring relationships in conjunction such as; addition, temporality, causality. The relationship can be hypotactic (as in the first-examples, which combine a main clause with a subordinate clause or phrase) or paratactic (as in the second-examples, which have two main clauses). Finally, he explains that there are two types of lexical cohesion that can be distinguished: reiteration and collocation.

Secondly, the concept of coherence is explained as the word which is derived from the Latin words, *Co-* is a Latin prefix that means “together” or “with”. The verb *cohere* means “hold together”. In order to have coherence in writing, the movement from one sentence to the next (and in longer essays, from one paragraph to the next) must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly

into the next one (Oshima and Hogue, 1991: 39).

Kehler (2002: 15) explains the theory of coherence as the relation between utterances. The reason is when we comprehend a discourse; we do not merely interpret each utterance within it, but we attempt to recover ways in which these utterances are related to one another. He also argues that the attempt to identify syntactic and semantic relationships when presented with sequences of words in discourse is the attempt to identify the coherence relationships.

Zemach and Rumisek (2003, 2005: 82) explain that coherence is the arrangement of ideas in a clear and logical way. When a text is unified and coherent, the reader can easily understand the main points. In other words, coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signals.

There are several ways to achieve coherence. According to Oshima & Hogue (1991: 39-50), there are four ways to achieve coherence. The first two ways involves repeating key nouns and using pronouns which refer back to key nouns. The third way is to use transition signals to show how one idea is related to the next. The fourth way to achieve coherence is to arrange the sentences in logical orders. Three of common logical order is chronological order (order by time), logical division, and order of importance.

Moreover, there are various genres in teaching English. As proposed by Knapp and Megan

(2005: 27) that divide genre into five common forms such as genre of describing, genre of explaining, genre of instructing, genre of arguing and genre of narrating. In each genre, there are some products which commonly used by each genre, for example in the genre of arguing, it is commonly used in essays, expositions text (analytical and hortatory), discussions text, debates, interpretations and evaluations.

Genre of arguing is important in language teaching where most of writing activities in the school are involving the genre of arguing. Knapp and Megan (2005: 187) write that "the genre of arguing is a fundamental language process for teaching or learning" where students are asked to give an opinion of story, write about topical issue, or give reasons for a viewpoint and they have to employ the genre of arguing as well. As stated by Knapp and Megan (2005: 27), the genre of arguing is commonly used in essays, expositions text (analytical and hortatory), discussions text, debates, interpretations and evaluations.

One kind of the text which tends to focus in written arguments is exposition. Basically, there are two types of exposition text; they are analytical exposition and hortatory exposition. Analytical exposition is also known as argumentative while hortatory exposition is known as persuasive. First of all, Gerot and Wignell (1994: 197-199) explain about analytical exposition as well. They argue that analytical exposition has social function to persuade the reader or listener that something is the case. They also define that analytical exposition has three generic (schematic) structures such as thesis, arguments, and reiteration.

In addition, they give some significant lexico-grammatical features of analytical exposition such as; focuses on generic human and non-human participants, uses simple present tense, uses relational processes, uses external temporal conjunction to stage argument, and reasoning through causal conjunction or nominalization (Gerot and Wignell, 1994: 198).

While in hortatory exposition, the writer gives his or her view, idea, opinion, or suggestion that one topic or phenomenon or problem needs to be explained, or to get the attention by persuading the reader to be pro-contra in his or her view, idea, opinion, or suggestion. Moreover, hortatory exposition has social function namely to persuade the reader or listener that something should or should not be the case. Moreover, the generic structures of hortatory exposition explains the thesis which announce the issue to be concerned, while the arguments explain reasons for concerning something and leading to recommendation and in the recommendation, the writer gives the statement of what ought or ought not to happen. Besides generic structures, there are some lexico-grammatical features such as focus on generic human and non-human participant, the use of mental, material and relational processes and the use of simple present tense (Gerot and Wignell: 1994: 210).

The discussion text is one of the argumentative essays as well as hortatory and analytical exposition. According to Gerot and Wignell (1994: 214), discussion text has social function to present at least two points of view about an issue. The generic structure of discussion text

such as the issue, arguments for and against or statements of differing point of view and the last is the conclusion or recommendations. Where, in the first point, the writer states the issue by giving the statement and preview about two points of view of the issue. After that, the writer gives any point of arguments and elaborated them. The last, the writer concludes or recommends the arguments have been discussed.

Moreover, Knapp and Megan (2005: 194) explain that the purpose of discussion text is “a more sophisticated as it involves the consideration of an issue from a number of perspectives”. In the discussion text, it has some arguments which are for and against one to another. There are at least two viewpoints of arguments in the text which are both for and against. Then, discussion text concludes by giving the recommendation that states the writers’ viewpoints and summarize the evident presented. Finally, they argue that discussion text is much more than commentary on opposing viewpoints.

Based on the classification of argumentative essays above, there are three kinds of essay writing in argumentative essays such as *exposition text (analytical and hortatory)* and *discussion text*. First of all, the essay writing consists of some paragraphs. At least there are three paragraphs in the essay writing. They are introductory paragraph, body, and conclusion paragraph. In analytical exposition, there are thesis, arguments and reiteration. While in hortatory, there are issue, arguments and recommendation. At last, in discussion text, they are issue, pro or contra arguments and

recommendation or conclusion. Meanwhile, the paragraph has its own structures and also the essay itself.

In this case, to assess students’ cohesion and coherence on their writing of argumentative essays, the researcher uses the scoring rubric for cohesion and coherence which is adapted from Hamp-Lyons (1992: 6-7) and derives the criteria of each indicator based on some experts’ arguments on behalf of their explanation about cohesion and coherence (see appendix 1 and 2 for complete scoring rubrics). There are five ways to achieve cohesion, the cohesion devices are; substitution, ellipsis, reference, conjunction, and lexical cohesion. To support the ideas on cohesion, there are four features of cohesion such as sentence adverbials or linking terms, referring expressions, coordinating structures, and vocabulary. On the other hand, there are four ways to achieve coherence in writing. The coherence devices are; repetition of key nouns, the use of pronouns, the use of transition signals, and chronological order.

METHOD

The analysis of students’ ability in building cohesion and coherence into argumentative essays is analyzed by using quantitative analysis. By this analysis, the researcher worked in objective way and systematically by using quantitative approach. By using purposive sampling technique, the class A students in the fourth year of English Department at University of Bengkulu; enroll in the 2012/ 2013 academic year was taken as the sample.

In the process of data collecting, this research used argumentative writing test as the instrument to collect the data. The writing test was used to investigate the students' ability in building cohesion and coherence in students' argumentative writing at English Department of University of Bengkulu enrolled in the 2012/2013 academic year. Moreover, the instrument in this research was conducted to collect the data from the seventh semester students of English Department at University of Bengkulu. The writing test was a writing task to compose argumentative essays such as analytical exposition text, hortatory exposition text and discussion text. In order to get a natural result of the test, the topic was given before they start to compose their paragraph. The students were free to choose the desired topic and developed them into the title of argumentative essays such analytical exposition text, hortatory exposition text and discussion text as well. The topics provided in the test such as: (1) *The Importance of English*, (2) *Is Smoking Good for Us?*, (3) *The advantages and Disadvantages of Fast food*, (4) *Children should be controlled to use facebook*, (5) *Death penalty in democracy country*.

To see the cohesion and coherence devices presented by the students in their writing argumentative essays, the researcher referred to the indicators of the ideal cohesion and coherence devices which were adapted by the understanding of both indicators from some experts. The scoring rubrics related to those indicators can be seen in the appendices.

In addition, the scoring rubrics adapted from Hamp-Lyon (1992: 6-7) with some categories or scores in each indicator. The ideal cohesion and coherence devices were labeled with the score of 6 with category of high/excellent. The range of the scores was from 1 to 6 with the category and score presented as; low/very weak (1), weak (2), low average (3), high average (4), good (5), and high/excellent (6).

FINDING AND DISCUSSION

Finally, to know the average of students' ability in building cohesion and coherence into their writing, the researcher calculated all students' scores to find the average score. The average scores then were converted to the criteria of Hamp-Lyon's holistic scoring (1992: 6-7). The figure 1 described the average of students' ability in building cohesion into their writing of argumentative essays. The figure 1 presented the average score of each cohesion devices and the total average score for building cohesion in argumentative essays.

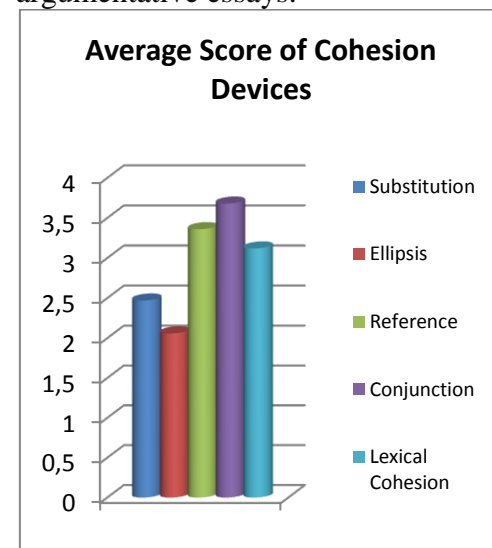


Figure 1: The Average score of Cohesion Devices

From the figure 1, it could be seen that the average score in representing substitution was 2.47. It meant that their ability in representing substitution was in Weak (W) category. Then, the second cohesion devices was ellipsis where the average score in representing ellipsis was 2.06 or it was also in the Weak (W) category. After that, there was an improvement in the third cohesion devices. It showed that the students' ability in representing reference was Low Average (LA) with the average score 3.36. Next cohesion devices was conjunction where the students' ability in representing conjunction in the argumentative essays was the highest one with the average score 3.68 or it could be best described that their ability in representing conjunction was in High Average (HA) category. The last cohesion devices was lexical cohesion where the students' ability in representing lexical cohesion was Low Average (LA) with the average score 3.12.

Then, to know the average of students' ability in building coherence in argumentative essays, the researcher combined two kinds of scores from both scorers and labeled them with the criteria given. The figure 2 described the average of students' ability in building coherence into their writing of argumentative essays. The figure 2 presented the average score of each coherence devices and the total average score for building coherence in argumentative essays.

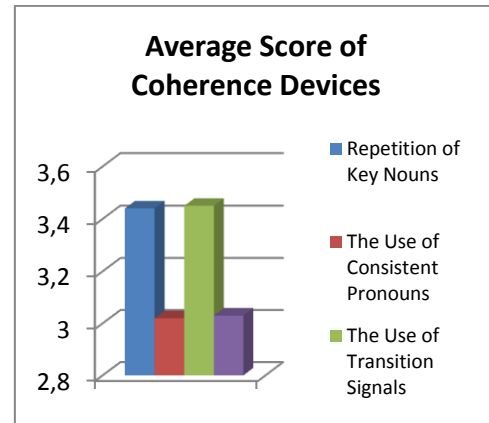


Figure 2: The Average score of Coherence Devices

From the figure 2, it could be seen that the average score for representing the repetition of key nouns was 3.44 and it was in the Low Average (LA) category. Then, the second coherence device was the use of consistent pronouns where the average score for it was 3.02 and it was in the Low Average (LA) category. After that, from the use of transition signals, the average score was 3.45 and it was also in the Low Average (LA) category. The last coherence device was logical orders where the average score for it was 3.03 and it was in the Low Average (LA) category.

Finally, from all average score, the total of average score in building cohesion was 2.94. It could be concluded that the students' overall ability in building coherence in argumentative essays written by seventh semester students of English department at university of Bengkulu was Low Average (LA). At last, the total average score in building coherence in argumentative essays was 3.23. It could be concluded that the students' overall ability in building coherence in argumentative essays written by seventh semester students of English department at university of Bengkulu was Low

Average (LA). The data above could be described as in figure 3:

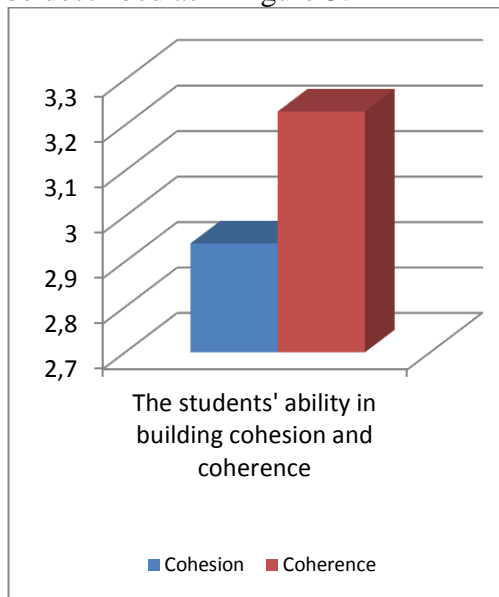


Figure 3: The Average score of students' ability in building Cohesion and Coherence

Furthermore, to know the percentage of students' ability in building cohesion and coherence into their writing, the researcher calculated each criterion of the student and determined the percentage of students' ability in building cohesion and coherence. The illustrations could be seen in the figure 4 which presented the general descriptions of the students' ability in building cohesion and coherence in argumentative essays. The cohesion devices were substitution, ellipsis, reference, conjunction, and lexical cohesion. The result of the cohesion devices was described as follow:

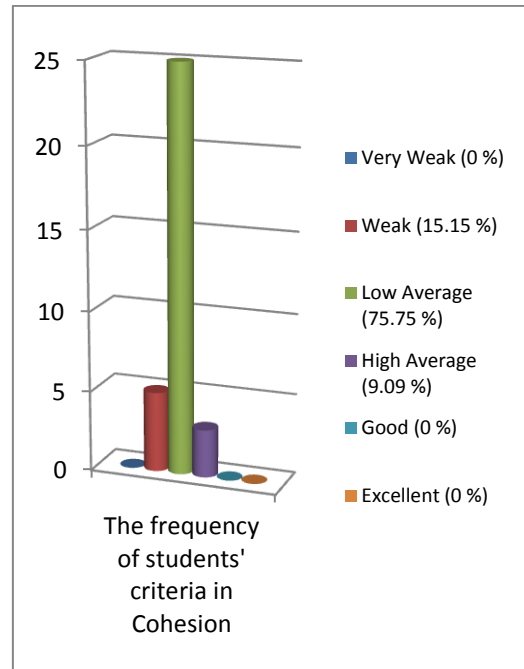


Figure 4: The frequency of students' criteria in Cohesion.

From the descriptions of the students' score in building cohesion, it was found that 3 students (9.09 %) from the total students were in High Average (HA) criteria in building cohesion and applied the cohesion devices such as substitution, ellipsis, reference, conjunction, and lexical cohesion into their writing of argumentative essays better than others. After that, there were 25 students (75.75 %) from the total students were in Low Average (LA) criteria. Finally, the rest of them or 5 students (15.15 %) were in Weak (W) criteria in building cohesion and coherence. The scores represented the students' ability in building cohesion in general.

Meanwhile, the result of the students' ability in building coherence which could be achieved by repeating key nouns, the use of consistent pronoun, the use of transition signals, and logical orders were described as follow:

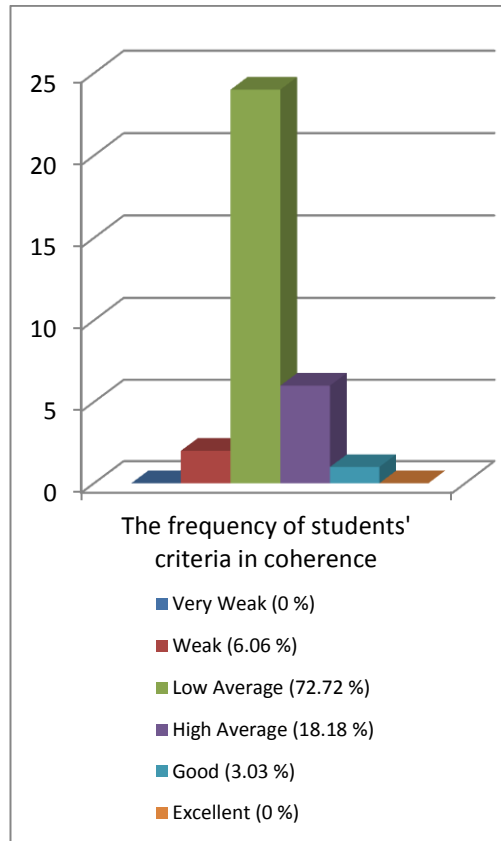


Figure 5: The frequency of students' criteria in Coherence.

From the descriptions of the students' score in building coherence, it was found that only one student (3.03 %) from the total students were in Good (G) criteria in building coherence and applied the coherence devices such as repeating key nouns, the use of consistent pronoun, the use of transition signals, and logical orders into their writing of argumentative essays better than others. Then, 6 students (18.18 %) from the total students were in High Average (HA) criteria. After that, 24 students (72.72 %) from the total students were in Low Average criteria (LA). The last, 2 students (6.06 %) were in Weak (W) criteria in building coherence into argumentative essays. From all students, more than half of the students had low average ability in

building coherence in argumentative essays. All the scores represented the students' ability in building coherence in general.

In conclusion, all figures showed the students' ability in building cohesion and coherence. Then, the figures also described the students' score in each indicator of cohesion and coherence devices which referred to their ability in building cohesion and coherence into their writing. From the research result, the students' overall ability in building cohesion in argumentative essays written by seventh semester students of English department at university of Bengkulu was Low Average (LA). Furthermore, the students' overall ability in building coherence in argumentative essays written by seventh semester students of English department at university of Bengkulu was Low Average (LA).

Conclusion

There are some conclusions which can be derived from the analysis: (1) The students' ability in building cohesion in argumentative essays written by fourth year students of English department at Bengkulu University is Low Average (LA) where the average score shows that some students have scores in the range of 3-3.5 which mean that they have low understanding on cohesion devices. (2) Meanwhile, the students' ability in building coherence in argumentative essays written by fourth year students of English department at Bengkulu University is Low Average (LA) where the average score shows that some students have scores in the range of 3-3.5 which means that they have low understanding on coherence devices.

Suggestion

From the conclusions above, the researcher would like to propose suggestion as follows; (1) English department students at University of Bengkulu are suggested to be aware to the kind of cohesion and coherence devices in writing especially when they are writing their argumentative essays. (2) English department lecturers at University of Bengkulu are suggested to give more practices in writing related to the students' ability in building cohesion and coherence into their writing whether writing in home or at campus and should be aware of instant writing which directly copying the sources from internet.

Note:

This article was written from researcher's thesis at State University of Padang with advisor and co-advisor: Dr. Hamzah, MA., MM., and Dr. Desmawati Radjab, M.Pd.

BIBLIOGRAPHY

- Bailey, Stephen. 2003. *Academic Writing: A Practical Guide for Students*. New York: RoutledgeFalmer.
- Brown, H Douglas. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.
- Brown, H Douglas and Priyanvada Abeywickrama. 2010. *Language Assessment: Principles and Classroom Practices (Second Edition)*. San Fransisco: Pearson Education.
- Coulmas, Florian. 2003. *Writing Systems: An Introduction to their Linguistic analysis*. New York: Cambridge University Press.
- Gerot, Linda and Peter Wignell. 1994. *Making Sense of Functional Grammar: An Introductory Workbook*. Sydney: Gerd Stabler.
- Gordon, Louise. 2008. "Writing and good language learners", in Griffiths, Carol (ed.), *Lessons From Good Language Learner* (p. 244-254). Cambridge: Cambridge University Press.
- Halliday, M. A. K. and Ruqaiya Hasan. 1976. *Cohesion in English*. London: Longman Group Limited.
- Hamp-Lyons, L. 1992. "Holistic writing assessment for LEP students", in Office of Bilingual Education and Minority Languages Affairs (ed.), *Proceedings of the Second National Research Symposium on Limited English Proficient Student Issues: Focus on Evaluation and Measurement*, Volume 2. Washington, DC: OBEMLA. 317-358.
- Kehler, Andrew. 2002. *Coherence, Reference, and the Theory of Grammar*. California: CSLI Publications.

- Knapp, P. and Megan Watskin. 2005. *Genre, Text, Grammar: Technologies for Teaching Writing and Assessing Writing*. Sydney: A UNSW Press Book.
- Louwerse, M.M. and Graesser, A.C. 2005. Coherence in Discourse. In Strazny, P. (ed), *Encyclopedia of Linguistics*. Chicago: Fitzroy Dearborn.
- Matthews, P.H. 2007. *The Concise Oxford Dictionary of Linguistics*. Oxford: Oxford University Press.
- Murray, Rowena and Sarah Moore. 2006. *The Handbook of Academic Writing: A Fresh Approach*. Berkshire: Mc. Graw-Hill Open University Press.
- O'Malley, J. Michael. and Lorraine Valdez Pierce. 1996. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Virginia: Addison-Wesley Publishing Company.
- Oshima, Alice. and Ann Hogue. 1991. *Writing Academic English*. United States of America: Addison-Wesley Publishing Company, Inc.
- Renkema, Jan. 2004. *Introduction to Discourse Studies*. Amsterdam: John Benjamins Publishing Company.
- Richards, Jack C. and W.A. Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Swales, John M. and Christine B. Feak. 2004. *Academic Writing for Graduate Students: Essential Tasks and Skills (Second Edition)*. Michigan: The University of Michigan Press.
- Tanskanen, Sanna-Kaisa. 2006. *Collaborating Towards Coherence: Lexical Cohesion in English Discourse*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Ur, Penny. 1991. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Zemach, Dorothy E.. and Lisa, A. Rumisek. 2005. *Academic Writing: From Paragraph to Essay*. Oxford: Macmillan Publisher Limited.
- Zemach, Dorothy E.. and Lisa, A. Rumisek. 2003. *College Writing: From Paragraph to Essay*. Oxford: Macmillan Publisher Limited.