

**AN ANALYSIS OF STUDENTS' PROBLEMS IN USING  
COHESIVE DEVICES IN WRITING ANALYTICAL  
EXPOSITORY TEXT AT STKIP TAPANULI SELATAN  
PADANGSIDIMPUAN**

**THESIS**



By

**APRIDA IRMAYANA**

**NIM.1204351**

*Submitted as a partial fulfillment of the requirements  
to obtain a degree in Master of Education*

**LANGUAGE EDUCATION STUDY PROGRAM  
GRADUATE PROGRAM  
STATE UNIVERSITY OF PADANG  
2016**

## **ABSTRAK**

**Aprida Irmayana, 2016. Menganalisis Masalah Mahasiswa dalam penggunaan Alat -Alat Kohesi dalam Menulis Teks Analitikal Ekspositori: Studi di Program S1 Bahasa Inggris STKIP Tapanuli Selatan Padangsidimpuan. Tesis. Program Pascasarjana Universitas Negeri Padang.**

Penelitian ini bertujuan untuk mengetahui kualitas tulisan mahasiswa dilihat dari tulisan yang kohesif dan masalah-masalah mahasiswa dalam menggunakan alat-alat kohesi dalam menulis teks analitikal ekspositori. Penelitian ini adalah jenis penelitian gabungan antara kualitatif dan kuantitatif. Data penelitian adalah tulisan mahasiswa dalam mengarang teks analitikal ekspositori dan wawancara. Sumber data penelitian adalah mahasiswa semester dua jurusan Bahasa Inggris Kependidikan STKIP Tapanuli Selatan Padangsidimpuan sebanyak 80 orang. Hasil penelitian menunjukkan bahwa kualitas tulisan mahasiswa masih rendah dilihat dari penggunaan alat-alat kohesif. Mahasiswa memiliki masalah dalam menggunakan alat-alat kohesi. Hal ini dikarenakan oleh beberapa faktor, yaitu dari segi kebahasaan, pragmatik, kognitif, dan budaya. Keempat faktor tersebut berpengaruh besar terhadap masalah penggunaan alat-alat kohesi dalam menulis teks analitikal ekspositori. Masalah tersebut berdampak terhadap kualitas tulisan mahasiswa. Oleh karena itu, perlu diberikan perhatian lebih dari dosen untuk memfasilitasi mahasiswa melakukan latihan menulis dengan menitikberatkan pada alat-alat kohesi dan melakukan pengkoreksian dengan teman.

## **ABSTRACT**

**Aprida Irmayana, 2016. An Analysis of Students' Problems in Using Cohesive Devices in Writing Analytical Expository Text at Second Semester Students of English Department of STKIP Tapanuli Selatan Padangsidimpuan. Thesis, Graduate Program, State University of Padang.**

This research aims to explain the quality of students' writing in term of cohesive writing and to analyze students' problems in using cohesive devices in writing analytical expository text. This research is a mixed method research purpose to build on the synergy and strength that exist between quantitative and qualitative research methods to understand a phenomenon. This research also aims to know the causes of students' problems in using cohesive devices in writing analytical expository text. The data were the second semester students of English department of STKIP Tapanuli Selatan Padangsidimpuan. The sample were consisting of 80 students. The finding shows that the quality of students' writing was in the level of low category. They have problems in using cohesive devices. The problems are related to the use of reference, substitution, ellipsis, conjunction and lexical cohesion. The reason of the problems in using cohesive devices in writing is based on linguistic, pragmatic, cognitive and cultural factor. Four of them give influence that causes the lack cohesive writing. Therefore, an intensive attention should be given by the lecture to facilitate the students to practice writing in the classroom and do peer correction.

## PERSETUJUAN AKHIR TESIS

---

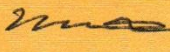
Mahasiswa : *Aprida Irmayana*  
NIM. : 1204351

**Nama**

**Tanda Tangan**

**Tanggal**

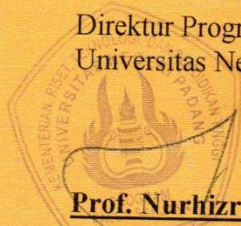
Prof. Dr. H. Mukhaiyar  
Pembimbing I

  
\_\_\_\_\_ 17/2/2017

Dr. Refnaldi, M.Lit.  
Pembimbing II

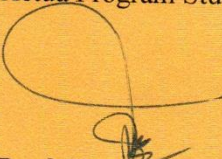
  
\_\_\_\_\_ 17/2-2017

Direktur Program Pascasarjana  
Universitas Negeri Padang



Prof. Nurhizrah Gistituati, M.Ed., Ed.D.  
NIP. 19580325 199403 2 001

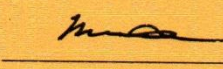
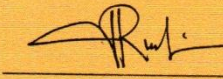
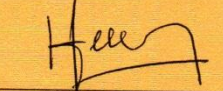
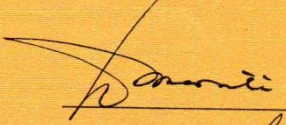
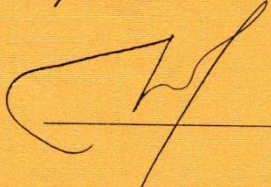
Ketua Program Studi/Konsentrasi



Prof. Yenni Rozimela, M.Ed., Ph.D.  
NIP. 19620919 198703 2 002



**PERSETUJUAN KOMISI  
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1	<u>Prof. Dr. H. Mukhaiyar</u> (Ketua)	
2	<u>Dr. Refnaldi, M.Lit.</u> (Sekretaris)	
3	<u>Dr. Hamzah, M.A., M.M.</u> (Anggota)	
4	<u>Dr. Desmawati Radjab, M.Pd.</u> (Anggota)	
5	<u>Prof. Nurhizrah Gistituati, M.Ed., Ed.D.</u> (Anggota)	

Mahasiswa

Mahasiswa : *Aprida Irmayana*  
NIM. : 1204351  
Tanggal Ujian : 7 - 12 - 2016



## SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa :

1. Karya tulis saya dengan judul "An analysis of Students' Problems in Using Cohesive Devices in Writing Analytical Expository Text at STKIP Tapanuli Selatan Padangsidempuan" adalah asli dan belum pernah diajukan untuk mendapat gelar akademik baik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan di dalam naskah dengan disebutkan nama pengarangnya dan dicantumkan di dalam daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, Februari 2017

Saya yang menyatakan ,



A handwritten signature in black ink, appearing to read "Aprida Irmayana".

APRIDA IRMAYANA  
NIM. 1204351

## **ACKNOWLEDGEMENT**

First of all, I would like to extend my profound gratefulness to the almighty Allah SWT, for his great blessing that this thesis is finally accomplish. Also, for His such abundant love in my life that I can always fill my days with smile and gratitude and I can complete this thesis entitle An Analysis of Students' Problems in Using Cohesive Devices in Writing Analytical Expository Text at STKIP Tapanuli Selatan Padangsidempuan. Peace and salutation be upon the most honorable prophet Muhammad SAW who had deserved in passing the Al-Quran and Sunnah to be guide to the true path of Allah SWT which He approves.

I particularly would like to express my deepest gratitude to my advisor, Prof. Dr. Mukhaiyar, M.Pd, for his invaluable guidance, constructive criticism and help me clarify the ideas of this research. My gratitude also extend to Dr. Refnaldi, M.Litt, for his valuable guidance encouragement, patient, correction, advise and suggestion in early stage of my thesis. I sincerely dedicate my thank to all my great lecturers for the wonderful years in which I learn not only to improve my academic ability but also to develop myself.

Apart of that, I also received a lot of encouragement from my contributors trough their critics and suggestion, Dr.Desmawati Radjab, M.Pd, Dr. Hamzah, M.A., MM, and Prof. Dr. Nurhizrah Gistituati, M.Ed, my great appreciation goes to all of them.

The last, it is expected that this thesis will be usefull not only for the researcher but also for readers. For this reason, constructive thought full suggestion and critics are welcome to make this thesis better.

Padang, September 2016

## TABLE OF CONTENTS

	Page
<b>ABSTRAK.....</b>	<b>i</b>
<b>ABSTRACT.....</b>	<b>ii</b>
<b>PERSETUJUAN AKHIR TESIS .....</b>	<b>iii</b>
<b>PERSETUJUAN KOMISI UJIAN TESIS .....</b>	<b>iv</b>
<b>SURAT PERNYATAAN.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>
 <b>CHAPTER I. INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem .....	6
D. Formulation of the Problem .....	6
E. Purposes of the Study .....	7
F. Significance of the Study .....	7
G. Definition of Key Terms .....	8
 <b>CHAPTER II. REVIEW OF RELATED LITERATURE</b>	
A. Review of Related Theories.....	9
1. Writing Skill.....	9
2. Elements of Good Writing.....	11



a. Unity.....	11
b. Coherence.....	12
c. Cohesion.....	14
3. Concept of Cohesive devices.....	15
4. Cohesive Devices .....	20
a. Reference.....	21
1) Types of Reference.....	23
a) Personal Reference.....	24
b) Demonstrative reference.....	24
c) Comparative Reference.....	25
2) Form of Reference.....	26
b. Substitution .....	27
c. Ellipsis .....	29
d. Lexical Cohesion.....	32
e. Conjunction.....	34
5. Problems in Using Cohesive Devices in writing	
analytical expository text .....	36
6. Causes of students' Problem in using cohesive devices	
in writing analytical expository text.....	39
7. Analytical expository text.....	42
a. Social function.....	43
b. Generic Structure.....	44
c. Lexico grammatical feature.....	45
8. Cohesive devices in analytical expository text.....	46
9. Assessing Cohesive Devices in Writing Analytical	
Expository text.....	48
B. Review of Related Findings.....	49
C. Conceptual Framework.....	53

### CHAPTER III. METHODOLOGY

A. Research Design.....	56
B. Population and Sample.....	56
1. Population .....	56
2. Sample .....	57
C. Instrumentations .....	58
1. Test .....	58
2. Interview guideline.....	61
D. Validity of Instruments.....	63
E. Technique of Data Collection .....	64
F. Technique of Data Analysis.....	65

### CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION

A. Data Description .....	71
B. <b>Data Analysis</b> .....	<b>74</b>
1. Students ability in using cohesive devices in writing analytical expository text .....	74
a. Students ability in using reference.....	75
b. Students ability in using substitution.....	75
c. Students ability in using ellipsis.....	76
d. Students ability in using lexical cohesion.....	77
e. Students ability in using conjunction.....	78
C. Research Findings.....	79
1. Students ability in using cohesive devices writing analytical expository text.....	80
a. Students ability in using reference.....	80
b. Students ability in using substitute.....	84
c. Students ability in using ellipsis.....	93

d. Students ability in using lexical cohesion.....	97
e. Students ability in using conjunction.....	100
2. Problems found in using cohesive devices writing analytical expository text.....	103
a. Students' problems in using reference.....	104
b. Students' problems in using substitution.....	107
c. Students' problems in using ellipsis.....	110
d. Students' problems in using conjunction.....	112
e. Students' problems in using lexical cohesion.. ..	116
3. Students' causes problems in using cohesive devices writing analytical expository text .....	120
a. Linguistic Factor.....	120
b. Pragmatic Factor.....	127
c. Cognitive Factor.....	131
d. Cultural Factor.....	135
D. Discussion.....	141
E. Limitation of the Research.....	144

## **CHAPTER V . CONCLUSIONS, IMPLICATION, AND SUGGESTION**

A. Conclusions.....	145
B. Implication of the Result Research .....	145
C. Suggestions.....	146

## **REFERENCES.....148**

## **APPENDICES.....152**



## LIST OF TABLES

		Page
TABLE 1	Table of population .....	57
TABLE 2	Indicators of cohesive devices .....	59
TABLE 3	Indicators of the students' problems in using cohesive devices .....	60
TABLE 4	Indicators of the students' causes problems in using cohesive devices.....	62
TABLE 5	Holistic scoring .....	66
TABLE 6	Students average score in using cohesive devices. ....	73
TABLE 7	Students ability in using references .....	75
TABLE 8	Students ability in using substitution .....	76
TABLE 9	Students ability in using ellipsis.....	77
TABLE 10	Students ability in using lexical cohesion ellipsis.....	77
TABLE 11	Students ability in using conjunction .....	78

## LISTS OF APPENDICES

	<b>Page</b>
Appendix 1      Scoring rubrics .....	152
Appendix 2      Writing test form.....	155
Appendix 3      Interview guideline .....	156
Appendix 4      Students scores and scoring (scorer 1).....	157
Appendix 5      Students scores and scoring (scorer 2).....	160
Appendix 6      Students score in using substitution.....	162
Appendix 7      Students score in using reference.....	164
Appendix 8      Students score in using conjunction.....	166
Appendix 9      Students score in using ellipsis .....	168
Appendix 10      Students score in using lexical cohesion.....	170
Appendix 11      Students' score and categories .....	172
Appendix 12      Percentage students ability.....	174
Appendix 13      Students scorer 1 .....	178
Appendix 14      Students scorer 2 .....	180
Appendix 15      Course syllabus .....	182
Appendix 16      The students' problems.....	184
Appendix 17      Percentage of the students' problems .....	190
Appendix 18      Interview transcription .....	191
Appendix 19      Example of writing test.....	195
Appendix 20      Surat izin penelitian UNP .....	196
Appendix 21      Surat izin penelitian STKIP TAPSEL .....	197

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Writing is one of the skills that should be mastered by students when they are learning a language, so there are some reasons for them to master it. First, writing is an activity to deliver information in written form by combining and arranging words. Then, writing is a form of communication to deliver thoughts to express feelings through written forms. It is used as a media to inform something and help writers to communicate with the readers about their ideas, thoughts, and feelings in various written form.

Writing is an important skill for students learning a language. In addition, students can generate more knowledge because when they are going to write, they should have a lot of ideas and information to write. It means that what students write can show how much knowledge they have got. Furthermore, writing can help students to improve their critical thinking. Because, when they write, they need to evaluate and then consider what kind of information they should deliver to readers in kinds of text. Thus, they need to select words to reflect their thought about the subject appropriately. In short, students can use writing as a media to communicate with other people and to entertain readers.

Based on the Curriculum in English Department of the Teacher College (STKIP) “Tapanuli Selatan” Padangsidempuan which has been implemented since 2004 and modified in 2012 by English Department. The



curriculum 2012 denotes writing as one of the compulsory subjects to be taught in English Department of the Teacher College (STKIP) “Tapanuli Selatan” Padangsidimpuan.

In addition, it cannot be neglected that the students find several problems in writing. Some of them find problems in producing grammatical sentences and in choosing the words they are going to use. Sometimes, students use words which are not appropriate based on their context. Even, some of them still find problems in the representation of cohesive devices. The problem would make readers find difficulties in understanding the message.

Cohesive device is a factor that indicates whether a text is well-connected or merely a group of unrelated sentences. Cohesive devices is created to establish the structure of meaning. Osisanwo (2005: 31) remarks that a text is said to be cohesive when the linguistic means by which a text function is held together as a single unit. Without cohesive devices, a written work can seem choppy and may not flow well. A lack of cohesive devices challenges the reader and can hurt comprehension, thus rendering the students attempt at communication ineffective at best. Cohesive devices are the intangible glue that holds paragraphs together.

Having good cohesive devices in a writing project means that the students ideas stick together and flow smoothly in a paragraph. Cohesive devices are perceived as the overt linguistic signal between propositions. In using cohesive devices, there are some indicators that become important considerations for students in Teacher College STKIP “Tapanuli Selatan”

Padangsidimpuan which are called as: substitution, reference, ellipsis, lexical cohesion and conjunction.

Then, cohesive devices is achieved when writers connect their organized part with sufficiently clear like the words ‘finally’, ‘thus’, ‘however’, ‘to’, make the development of their cases intelligible and to lead the reader safely along the emerging lines of their arguments. Cohesive devices is the result of giving readers the right kind of explicit, help in figuring out the design. It also gives readers the clues for discovering coherence. In other words cohesive devices have significant role in creating coherent writing text. It is because they provide not only surface evidence for the text unity but also express the continuity that exist between one part of the text and another.

The concept above indicates that, cohesive devices must be mastered by the students to improve their communication in writing skill. It can help students to avoid producing a discursive or unorganized text. Because most students are quite concerned about grammar and syntactic errors in their writing, the teaching of cohesive devices would enhance their understanding that writing a text is not simply writing with syntactic accuracy.

Based on the researcher’s pre observation and formal interviewed with the writing lecturer of the Teacher College (STKIP) “Tapanuli Selatan” Padangsidimpuan, the researcher found more than 50% of the students failed to write a good text. The problem was the grammatical errors on writing. The second problem was the students got the problems in representation or using cohesive devices. This could be identified from the empirical data of

students' marks in daily writing test. From 80 students in the class, the result shows that only 6 students very good (90), 8 students got good (85), 10 students got enough (75) and 16 got bad (40), and others are fail (20). It means that 7.5 % were categorized very good, 10% were categorized as good students, and 12,5% were categorized enough, and 20% were categorized as bad and 50% students were categorized as fail in using cohesive devices. From this percentage, it could be concludes that students got problem in using cohesive devices.

The problems in using or representation of cohesive devices might be caused by several factors; students prior knowledge, interference, lack of proficiency, lack of practice, lack of discussion and summarizing. Lecturers have to make some various attempts to improve the ability in writing.

Since some of the sentences were written without following and applying a good cohesive devices, the ideas would be ambiguous for the readers. It would be the causes of misunderstanding, a written work can seem choppy and may not flow well. It can hurt comprehension, thus rendering the students attempt at communication ineffective at best. Even, they would be fail in their school and they would have many problem while they want to continue their study to the university, also while they want to look for the job. As a matter of fact the students also would be the candidate of English teacher who would transfer their knowledge and ability in writing skill. If it is still continued, the quality of Indonesian students would never arise. The students only copy and paste whatever they want to do when they have homework about writing. They do not know how to write cohesively or to tie



their text's ideas together into a meaningful whole in expressing whatever available in their mind. They would keep silent in teaching learning process although they know the answers than to express their idea or feeling. They are not confident to put their ideas into the paper. It would difficult for them to write in several pages long. Finally, it makes them to have a tendency to do plagiarism.

Based on the explanation previously, it is assume that the students have problems in using cohesive devices in writing which are caused by some factors. These problems are interesting to be researched. Therefore, this research attempt to investigate the students' problems in using cohesive devices in writing analytical expository text at second semester students of the Teacher College (STKIP) "Tapanuli Selatan" Padangsidimpuan.

## **B. Identification of the Problem**

Based on the researcher's pre observation, it can be identified that the students low in using appropriate cohesive devices in analytical expository text. There were several factors that made the students have problems to write well. There were still many students who did not pay attention to write a good paragraph. They had low competence in developing a good paragraph. Then the students got problems in using cohesive devices. They might use unvaried and inappropriate reference, conjunction, substitution and ellipsis. Then they are also use incorrect reiteration and collocation. They did not really pay attention to the words that they used. Then they got problems to choose suitable words to explain something in their sentences.

### **C. Limitation of the Problem**

Based on the identification of the problem above, the researcher regards that the use of appropriate cohesive devices is very important. It is much influence the writing quality of the students in writing analytical expository text. This genre is chosen by the researcher because it is assumed to be better in using the cohesive devices in writing. Therefore, the researcher focuses to discuss about the students' problems in using cohesive devices in writing analytical expository text at second semester students of the Teacher College (STKIP) "Tapanuli Selatan" Padangsidimpuan.

### **D. Formulation of the Problem**

Related to the background, identification and limitation of the research, the researcher formulates three research questions as follow:

1. How is the ability of the second semester students of Teacher College (STKIP) "Tapanuli Selatan" Padangsidimpuan in using cohesive devices in writing analytical expository text?.
2. What are the problems faced by the second semester students of Teacher College (STKIP) "Tapanuli Selatan" Padangsidimpuan in using cohesive devices in writing analytical expository text?.
3. What are the causes of students' problems in using cohesive devices in writing analytical expository text at second semester students of teacher college (STKIP) "Tapanuli Selatan" Padangsidimpuan?

## **E. Purposes of the Research**

The purposes of the research as follow:

1. To find out the ability of the second semester students of teacher college (STKIP) “Tapanuli Selatan” Padangsidimpuan in using cohesive devices in writing analytical expository text.
2. To find out the problems faced by the second semester students of teacher college (STKIP) “Tapanuli Selatan” Padangsidimpuan in using cohesive devices in writing analytical expository text.
3. To find out the causes of the students’ problems in using cohesive devices in writing analytical expository text at second semester students of teacher college (STKIP) “Tapanuli Selatan” Padangsidimpuan.

## **F. Significance of the Research**

It is supposed that the result of this research can be a useful input to English teaching and learning process, particularly in teaching writing. For English teachers or lecturers, it can be a source of information about the description of the students’ problem in using cohesive devices in writing analytical expository text as well as be a consideration in teaching. Then, for the students of English Department, it is hoped that it can give contribution in evolving knowledge and skill about how to use an appropriate cohesive devices in analytical expository text. The last, for other researchers who are interested in the same field of study, it can be used as one of the sources for conducting further research.

## G. Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation concerning the key terms used in this research, the researcher defines them as follows:

1. **Writing** is the process or activity to deliver and express thoughts by combining and arranging words.
2. **Cohesive devices** are typically single words or phrases that basically make text hang together to achieve cohesive devices or a relation of meaning that exist within text. Linguistic markers or elements that link/make texts cohesive.
3. **Analytical expository text** is a kind of text which is used to explain, describe, give information, or inform something to other people to share point of view. It also used to **persuade the reader or listener that something is the case.**
4. **Students' problems** are the problems or inability of the students in using references, substitutions, conjunction, ellipsis and lexical cohesion in writing analytical expository text.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

#### **A. Conclusion**

Based on the findings of the research, it can be concluded that: (1)The ability of second semester students of English Department of STKIP Tapanuli Selatan Padangsidimpuan in using cohesive devices in writing analytical expository text was poor. (2) The problem of second semester students of English Department of STKIP Tapanuli Selatan Padangsidimpuan in using cohesive devices in writing analytical expository text were misused of grammatical cohesive devices and restricted use of lexical cohesion in writing analytical expository text (3) The causes problems in using cohesive devices in writing analytical expository textof second semester students of English Department of STKIP Tapanuli Selatan Padangsidimpuan were lack of reading culture or habit students prior knowledge, rote learning, lack of discussion/competitive learning environment and last was the lack of proficiency level in English.

#### **B. Implication**

There are some implications related to the findings above, such as:

1. This research implies that using cohesive devices in writing analytical expository text need to be taught by the English lecturer in teaching writing. In teaching writing, the lecturer can explain about cohesive devices first before she/he asks the students to write. It means the material of cohesive devices should be attached on syllabus of writing. If all the

indicators of cohesive devices are in good represented in paragraph, the paragraph would be constructed well.

2. The lack of reading culture or habit students prior knowledge, rote learning, lack of discussion and competitive learning environment and last was the lack of proficiency level in English were the causes problems that influence students in using cohesive devices in writing analytical expository text. So, the special attention should be given to them. The English writing lecturers need to find a new formula for these problems.
3. By conducting this research, the English writing lecturers can improve their teaching method about using cohesive devices in writing analytical expository text in order that the problems in writing can be minimized. The students should be given time to practice their writing.

### **C. Suggestion**

Based on the conclusion of the research above, the researcher has some suggestions. They are as follows:

1. Since the ability of students in using cohesive devices in writing analytical expository text is low average category, the English lecturers, especially writing lecturers should be able to facilitate their students to increase the students' competence in using cohesive devices in writing. The lecturers should be more intently to teach about cohesive devices and give some revise and summarize well. So that the students easily understand how to use an appropriate cohesive devices in writing.

2. Many writing practices should be given to the students since the using of cohesive devices in writing analytical expository text is still problematic. The students should be given much time to practice their writing skill. In this case, the lecturers should be able to prepare the time for their students to do their writing.



## REFERENCES

- Al-Jarf, R. 2006 *The Difficulty of Teaching English Writing Courses to Arab Students*: Readers, King Saud University.
- Bailey. M. Hellen. 2014. Academic Journal; *Study Aid, Creating Coherent Paragraphs* East Los Angeles College Hellen Miller Library.[www.elac.edu/departments/library/library](http://www.elac.edu/departments/library/library). Retrieved on December 3, 2014. 7.30.p.m.
- Basturkmen, Helen.2002. Academic Journal: *Clause Relations macro Patterns: Cohesive devices, coherence, and the writing of Advanced ESOL Students*. Retrieved on January 4, 2014.
- Besma Azous (2009). *A Discourse Analysis of Grammatical Cohesive devices in Students' Writing*. Mentouri University- Constantine
- Bloor and Bloor. 2004. *The functional Analysis of English*. London: Edward Arnold
- Brown, H.D. 2004. *Language Assessment Principle and Classroom Practice*. San Fransisco : Pearson Education. Inc.
- Brown, H.D. 2010. *Principles and Classroom practices. An Approach to Language Assessment. (2 nd . Ed.)*. white Plains, New York : Pearson Education.
- Callaghan. 1985. *Second language Writing*. Cambridge: Cambridge University press.
- Carrol, T. Robert. 1990. *Students Success Guide Writing Skills*. Washington DC: United States and International Copyright Law.
- DeStefano, J.S. (1990) *Assessing students' communicative competence using a linguistic analysis procedure*. *Lingustics and education* 2.2: I27-.I45
- Djuharie, O.S. 2007. *Genre*. Bandung : Yrama Widya
- Dulay , H.,Burt, , M.Krashen S. 1982. *Language Two*. New York: Open University Press.