

The Use of Cohesive Devices in Argumentation Essay Writing of English Literature Students

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Abstract

Writing arguments in an essay is both a challenge and an obstacle for students in writing essays. In fact, students make writing arguments as a constraint due to their lack of understanding of the use of Cohesive Devices in the right writing. The purpose of this study was to analyze the extent to which the use of Cohesive Devices in Unity and Coherence to improve the ability to write Argumentation Essays of English Literature Department students. This research method is quantitative descriptive research. The instruments used in researching Cohesive Devices on Unity and Coherence aspects in argumentation essay are Writing Test, Checklist, Questionnaire, and Interview. The results of the study showed that the ability of English Literature students to write essays in the arguments that were integrated and unity and coherence was at a fairly good level although there were still weaknesses in the selection of transition signals and pronoun references as part of the aspects of Cohesive Devices. Based on observations during the study, students can explain the background of the problem they want to raise in their essay's argument, besides that the use of sentence structure is also quite well controlled by students. Furthermore, there are some transition signals as part of Cohesive Devices used by students in essay writing arguments in this study, starting with the most commonly used are and, but, because, however, so. Only a few use other transitions such as a result, on the other hand, although. According to Zemach and Rumisek (2015), the use of transitions is sufficient to meet the conditions for using transitions used in argumentation essays and / or cause and effect essays. However, students are still weak in writing essays coherently using cohesive devices especially in using transition signals. These constraints are caused by several things, among others, firstly students still cannot distinguish usage and place the transition signal in the sentence correctly. Second, students still cannot form the right argument by using the correct transition signal in the essay. Apart from that, students still try to express their ideas naturally in writing argumentation essays.

Keywords: Unity and Coherence, Cohesive Devices, Argumentation Essay

I. INTRODUCTION

According to Solehan, et al (2008: 9) the ability to write is not an ability that is obtained automatically. The ability to write someone does not come outwardly or is brought from birth, but is obtained through the learning process. Furthermore, Nurgiantoro (1988: 273) states that writing is an active productive activity, an activity that produces language. In line with this, according to Tarigan (2008) writing is an expressive productive activity that is used to communicate indirectly and not face to face with other parties. In essence, writing is an activity that produces a writing. But in reality, not all writers can automatically produce good and coherent writing between one subject and another. Coherence in writing is very necessary to control the idea and the mind of the writer in writing an article. In that control, an author produces important ideas that become the focus in the writing and expressed in sentences. In the absence of coherence in writing, a writer fails to make the writing that is made capable of being read and interpreted by the reader. According to Pilus (1997), inequality and incoherence in writing are often an obstacle for students in writing and can inhibit students in producing good writing and read. Students of the English Literature study program at the Faculty of Letters at Dehasen University of Bengkulu often face obstacles when they have to make a good and coherent writing, especially an essay. Some of these obstacles often arise especially in Writing courses. Based on the results of the Writing II test conducted by third semester students, it is known that the value of student achievement in the test is only 40%. This shows the ability to write student essays is still very weak, especially when writing an argumentation essay. Students tend to pour thoughts that are relatively the same over and over again in each line and in each paragraph of writing they make. In addition, students also have difficulty in connecting the main thoughts between one sentence with another sentence. So that it makes it difficult for students to develop reasoning based on the truth of the existing writing topics and write down the influence of other people's attitudes and opinions in order to strengthen their writing. This is what makes students constrained in making argumentative writing.

Based on the statement above, the author feels the need to conduct a study to improve the ability and experience of productive writing, especially from third semester students of English Literature study program at the Faculty of Literature at Dehasen University, Bengkulu. Through this research, it is hoped that later it can be a suggestion and input for improving the process of learning to write essays in the future.

A. Formulation of the problem

The formulation of the problem that can be formulated from the research focus above is the extent to which the use of Cohesive Devices in Unity and Coherence is to improve the ability to write Argumentative Essays of English Literature students?

B. Research purposes

To analyze the extent to which the use of Cohesive Devices in Unity and Coherence is to improve the ability to write Argumentative Essays of English Literature students.

II. LITERATURE REVIEW

A. Writing Ability

Writing is a process of expressing ideas in the form of written language. A person who has the ability to write is someone who has a creative and productive soul in producing a writing. The subject matter in a writing is called an idea or a thought. The idea is the basis for the development of a writing. An author can express ideas, feelings, and opinions through the writing he made. Writing made by a writer is the result of combining language skills (mastery of vocabulary, grammar, and knowledge) that is owned so as to make a person have the ability to write. According to Koentjaraningrat in Kurniawan (2009), writing ability is the involvement of one's feelings and knowledge in total so that in writing it is required to be as creative as possible in empowering knowledge and feelings. Having a myriad of knowledge does not make someone able to write well automatically. As we know, the ability to write is not a basic ability possessed from birth. This ability is forged through active learning. In connection with how to acquire writing skills, someone who has received writing learning does not necessarily have the competence to write reliably without going through a lot of routine writing exercises. Therefore, writing is an active and productive ability that is pursued through a continuous learning process in producing good writing. In making good writing there are at least four elements involved, namely: a) the author as the messenger; b) the contents of the text or message; c) channels or media in the form of writing, and; d) the reader as the recipient of the message (Yunus: 2008). The writer as the messenger of the message must be able to express their ideas and opinions in a straightforward and clear manner. An article that is clearly expressed by the author represents an article that can be accepted by the reader well. The channel or media in the form of writing is a forum for the expression of ideas, thoughts, and feelings that the writer wants to express.

B. Writing Objectives

The purpose of writing is 1) to tell something; 2) to give instructions or direction; 3) to explain something; 4) to be sure; 5) to summarize (Atar Semi: 2007). In addition, according to Darmadi (1996: 3) as for the benefits of writing are: as a means of finding something, generating new ideas, training the ability to organize concepts or ideas that are owned, practice objective attitudes that exist in a person, and make themselves active in finding information. In addition, Yunus (2008) stated the various objectives of the writer are: 1. Making the reader come to think; 2. Making readers know; 3. Make the reader opinion; 4. Make the reader persuaded by the contents of the reading; and 5. Make the reader live the values expressed in the writing. Based on the opinions of some of these experts, the authors conclude that the purpose of writing is to explain something and also provide information related to the topic raised. But more importantly in the purpose of writing is the author can put forward the values of goodness that can be shared with readers so that they can exercise an objective attitude in the writer. 2.3. Essay There are various types of writing that can be made by a writer. One of them is an essay. An essay is an article that contains one main subject matter. These main thoughts can be developed through subjects contained in several paragraphs. Arieza (2013) revealed that essays are part of academic writing or more accurately called advanced writing. This is because essays are generally studied by students. Therefore, many

consider writing essays to be quite challenging and even difficult for students. This is considered difficult because many students tend to be reluctant to practice writing regularly.

To make a good essay, basic writing skills and continuous training are needed. Basically, an essay is divided into three parts, namely introduction, content, and closing. Introduction in the form of a paragraph that introduces the topic to be presented. In the introduction there is also a thesis statement which acts as a controller of the main idea or main topic in writing. Then, there is an essay content consisting of several paragraphs (between two to five paragraphs, depending on the ideas developed by the author). Finally, the closing of the essay is a conclusion paragraph. Zemach and Rumisek (2006) state that an essay is a group of paragraphs written based on one main topic that has a central central idea. An essay has at least three paragraphs and a maximum of five paragraphs. According to Elina et al (2009) the writing stage consists of six steps, namely: a) rough draft, b) sharing, c) improvement, d) editing, e) rewriting, and, f) evaluation. Meanwhile, according to Margaretha (2005), the steps in writing an essay are choosing a topic, setting goals, writing interests, evaluating potential topics, making outlines, writing essays, and concluding. The key to writing a good essay lies in the structure of the essay writing itself and how an author can put his ideas logically and linearly in every statement or argument. Karim and Rachmadie (1996) explain that ideas in essays are developed through thesis statements or can also be referred to as main topics. Furthermore, the development of the idea is written in a logical and linear sequence in the paragraphs. The logical and linear sequence in the essay must be coherent or continuous or related to each other. Whatever form the essay will be created by the author should follow these conditions, because it is the key to successful writing.

C. Argumentative Essay

Argumentative essays present debates on both the pros and cons of an idea. Argumentative essay writing sharpens the ability to see the benefits or advantages and disadvantages of an idea. The writer must evaluate opinions by comparing and contrasting his ideas. Facts are presented to support his opinion. Furthermore, the idea of pros and cons is separated in order to facilitate analysis of existing data. Gorys Keraf (2007) explains that argumentation is a form of rhetoric that seeks to influence the attitudes and opinions of others so that they believe and act as desired by the author. Endy (2011) added, the quality of an argumentative essay depends on the sharpness of the argumentation, the accuracy of the use of terms, the insertion of evidence, and the last is clarity and conciseness. Basically, writing an argument essay is the same as writing another type of essay, which requires a preliminary, content, and closing stage. What distinguishes the argumentation essay from the other essays is that the argumentation essay requires the support of the arguments outlined in the sentence besides that the argumentation essay is also supported by logical examples in the written argument. Meanwhile, the purpose of writing an essay argument is to express opinions and arguments held. Barnwell (1983) mentions the purpose of writing an argumentative essay is to convince the reader of the truth from the point of view of a subject and argue the beliefs that they have that will be told to the reader. Therefore, writing an argument essay is not easy. The author must really be able to plan writing in an organized manner that is supported by a strong thesis statement so that it can produce a good argumentation essay writing.

In making good writing, in addition to paying attention to the selection of words and grammatical arrangements, the writer must also make the ideas or ideas to be written connected and related to each other. Zemach and Rumisek (2003) suggest that unity in writing means the relationship between the whole idea on a topic. In the essay, the whole idea should be related to the Thesis Statement. Oshima and Hogue (2002) state that coherence in writing means sentences in writing must be linked together. In addition, in the Literacy Information and Computer Education Journal (LICEJ), coherence also means a complex concept that is owned in a text. This is caused by the involvement between the number of readings read by the reader from the reading (Ahmed: 2010). Therefore, the existence of a coherence or not an article depends on the reader's understanding of the text that is read, because the reader who understands the reading tends to flow his ideas into coherent writing.

According to Koutsoyanni (2008), students can make their writing coherent through composing ideas or writing material in a logical sequence and providing signals to help readers understand the relationship between ideas in paragraphs. But sometimes students also experience problems in writing that make their writing incoherent. There are three components that are often overlooked so that coherence is not achieved in a writing, namely: 1) lack of organized order of time, distance, and needs; 2) absence of writing transitions; 3) lack of combination between sentences. In principle, learning to write coherently can benefit students themselves, especially in the field of academic writing. Coherent writing plays an important role for readers to be able to absorb ideas and understand what the authors express in each paragraph. Oshima and Hogue (1983) further stated that there are four stages that must be ensured by each writer in making coherent writing. This step is to repeat the main noun / key; use pronouns; using the right transition signal; arrange sentences in a logical order. Of the four stages, repeating the main / key noun is the simplest way to do it, but even if it looks simple, not all students can easily apply it. Based on the above theories, it can be concluded that the most important part in making an argument essay is that the argument made has a clear basis and is stated simply but still coherent. Students can make their writing coherent by composing ideas or writing material in a logical sequence and providing signals to help readers understand the relationship between ideas in paragraphs. Finally, students can follow four steps or steps to make coherent writing that is repeating the key noun, including transition, and expressing logical ideas.

D. Cohesive Devices

Cohesive Devices are words and phrases that connect sentences and paragraphs together which create a series of ideas that flow smoothly (Zemach and Rumisek: 2003). Furthermore, Zemach and Rumisek stated that there are three ways to make a connection between ideas expressed in the writings, namely Transitions, Pronoun Reference, and Repetition of Key nouns or Ideas. In English there are many words and phrases that function as transitions. These words and phrases are used to connect sentences and ideas with each other. Examples of transitional words or phrases are before, after, next, compared to, and, however, on the other hand, in addition, for instance, therefore, because, in conclusion, finally, etc. Whereas in Pronoun Reference, pronouns can be used to connect between one sentence and another. These pronouns can refer to people, goods, places, or ideas. The pronoun can be a word he, she, it, they. In almost the same way, Repetition of Key Nouns or Ideas is another way of expressing the relationship between ideas in a particular

essay. This method is to repeat important words which are the main ideas in the essay or essay. This method also helps readers remember the main ideas in writing.

III. RESEARCH METHOD

A. Research design

This research was conducted using quantitative descriptive research. Quantitative descriptive research is research that provides information about the conditions, situations, and events that occur that can be proven through a survey of the physical conditions of the study of a subject (Postlethwaite: 2005). This study also aims to find out the Cohesive Devices used to measure Unity and Coherence in argumentative essays made by students.

B. Population and Sample

The population in this study were all students of the English Literature Study Program of Bengkulu Dehasen University Faculty of Literature who had taken Writing III courses in even semester 2017/2018. This research was conducted by taking samples of argumentative essays written by students of English Literature Study Program, Faculty of Letters, Dehasen University, Bengkulu.

C. Research Instruments

The instruments used in researching Cohesive Devices on Unity and Coherence aspects in essay arguments are Writing Test, Checklist, Questionnaire, and Interview.

C. Writing Test

In the first stage, the researcher explains the definition of essays and argumentative essays. Next, the researcher asked the students to write an essay of three paragraphs with the argument Social Media. This activity is done in the classroom. In the next session, the researcher explained the use of Cohesive Devices as an aspect of creating integrity (Unity) and the coherence between meanings contained in the essay. After listening to the explanations and discussions conducted between researchers and students about Cohesive Devices in the aspect of Unity and Coherence, students were asked to write an essay again in the argument with the same title, Social Media.

Checklist The checklist is used as the second main instrument to analyze the Cohesive Devices used in the student's essay argument that has been collected. The checklist contains various forms of links between ideas, between sentences, and between paragraphs that are good for use in an article that is sourced from Transitions, Pronoun Reference, and Noun or Ideas Repetition of Key. The checklist format is adapted from College Writing from Paragraph to Essay by Zemach and Rumisek (2003).

Questionnaire The questionnaire was used as the third main instrument used in answering research questions. This questionnaire is used to examine students' ability to understand Cohesive Devices in making coherent writing. In addition, this questionnaire is also used to view students' point of view about a coherent writing.

Interview The interview sheet consists of a description of the questions related to the development of the essay writing argument during the research. The interview was conducted after the research ends.

IV. RESULTS AND DISCUSSION

A. Results

In this chapter, the researcher explains the results and discussion of the ability to write argumentation essays using Cohesive Devices written by English Literature students. The theory used in carrying out this research is the theory of Zemach and Rumisek (2005). This theory explains the extent to which the use of Cohesive Devices is used in writing essays, especially essay arguments by English Literature students. Data retrieval in this study is by means of writing essays, arguments, checklists, and questionnaires. The data was taken from the essay of the argumentation using Cohesive Devices written by the semester English Literature students who had taken Writing III courses totaling 15 people. The data was taken in the odd semester of 2018. The results showed that out of the 15 essay arguments for English Literature students, all students used Cohesive Devices quite well in writing argumentation essays. In this section, the author focuses on the ability of English Literature students to write essay arguments. The ability of the student can be measured from the writing test given by the researcher. The size of the writing ability was taken from Freed, M.N., Ryan, J.M., and Hess, R.K (1991) in the Academic Writing Checklist adapted by researchers. The writing ability checklist contains 22 statements which are divided into three aspects, namely content, grammar, and language. The three aspects are further divided into several statements that are represented in each essay section such as the Introduction, Content, and Conclusions of the essay. The following is a description of the results and percentages of the statements in the Introduction section of the essay.

Table 1. Essay Aspect – Introduction

No	Introduction	Percentage
1	Provide background of information	40%
2	Identify the problems	20%
3	Gain readers' interest successfully	10%
4	Thesis Statement	20%
5	Plan to develop ideas	10%

From the table above shows that the highest value of 40% is found in the background of information in the student argument essay, followed by the identification of the problem to be discussed can be quite well expressed by students in the essay in the second position with a percentage of 20%, while in the third position with a percentage of 20% stated that students still tend to be weak in making a thesis statement stating the topic to be discussed. Weaknesses still exist in the lack of interest in the reader's interest and development plan that gives rise to goals and explicit contents. This indeed requires a lot of effort from students to be able to string words and languages into more meaningful.

Table 2. Essay Aspect – Body

No	Body	Percentage
6.	Clear topic sentences	40%
7.	Every main idea can be related to the thesis statement	20%
8.	Every main ideas is related to the thesis statement sufficient examples, evidences, and explanation.	25%
9.	Convincing argument and replied argument	10%
10.	There is previous research.	5%

In the content aspect of the essay, the topic sentences that are quite clear in each paragraph are in the first position with a percentage of 40%. This can be seen from the first row of each section of the essay written by students. Then in the second position, there are enough examples and supporting evidence of the main ideas in each paragraph with a percentage of 25%. In the third position that is 15% indicates that each of the main ideas that emerge can be connected fairly well according to the thesis statement. But it can be seen from the table that students are still weak in making convincing arguments and pouring strong counter arguments in the essay.

Table 3. Essay Aspect – Conclusion

No	Conclusion	Percentage
11.	Summarize the main point	30%
12.	Give last comment	50%
13.	Conclusion that makes readers can relate to the introduction .	20%

Furthermore, in the conclusion of the essay, 30% of students can summarize the main points well. In addition they can also provide final comments even though there are not enough strong arguments in the contents of the essay with a value of 50%. However, only about 20% of students can make conclusions that direct the reader to know the end of the essay by relating it to the previous introduction. It is also a weakness faced by students when writing essays, especially essay arguments.

Result and Percentage of the Aspect of Language Use

Table 4. The Language Use in Essay

No	Language Part	Percentage
14.	No basic grammar mistakes (tense)	15%
15.	Vocabulary mastery	20%
16.	The accuracy of repeating key nouns use	35%
17.	<i>transition signal</i> use	20%
18.	the accuracy of <i>pronoun references use</i>	10%

Based on the results of the table above, it can be seen that the first highest value in linguistic aspects is the use of noun repetition, which is 35%, then on the basic grammar aspect with a total percentage of 15%, while the broad range of vocabulary gets 20% points. Next is the vocabulary range, the use of transition signals also has a percentage of 20%, and followed by accuracy in the use of pronoun references of 10%. From the table above, it can be seen that the three aspects of Cohesive Devices namely repetition of key noun, the use of transition signals (transitions), and pronoun references have a not too high percentage of argumentation essay writing used by English Literature students. Some students even tend not to use transition signals in connecting sentences and paragraphs because there is still confusion in the selection of transition signals. As for the various transition signals used by students in essay arguments in this research, starting from the most commonly used are and, but, because, however, so. Only a few use other transitions such as a result, on the other hand, although. According to Zemach and Rumisek (2015), the use of transitions is sufficient to meet the conditions for using transitions used in argumentation essays and / or cause and effect essays.

Discussion

Based on the results of the above research, in this section it can be explained that the three aspects of the essay namely introduction, content, and conclusions are described quite well by students although there are still weaknesses in the selection of transition signals. Selection of a good and correct transition signal can lead an author to be able to pour ideas that are interrelated with each other perfectly in a writing such as an essay. As for the various transition signals used by students in essay arguments in this research, starting from the most commonly used are and, but, because, however, so. Only a few use other transitions such as a result, on the other hand, although. According to Zemach and Rumisek (2015), the use of transitions is sufficient to meet the conditions for using transitions used in argumentation essays and / or cause and effect essays. Furthermore, in writing the preliminary paragraph of the argumentation essay, most students can provide background information on this matter as seen from the background information in all essays written by students. Meanwhile, the big problem faced by students is in getting readers'

interest successfully. This is indeed not easy and needs a lot of practice. Furthermore, in the essay content section, students are quite capable in writing topic sentences that are in accordance with the topic that is brought about Social Media. But in delivering arguments and replies is still a weakness for most students, this certainly requires inadequate practices.

In terms of the aspect of content, students are quite capable in expressing ideas using the main nouns repeatedly. However, some still find it difficult to choose the right transition signal in arranging sentences or composing arguments. This was also expressed by Arieza (2013) in his research which explained that students were often confused in using transition signals in their writing so that this aspect was a weakness faced by students in writing. Academic writing, especially writing essays, makes students understand the use of transition signals to make essays read flowing from one sentence to another and from one paragraph to another. However, the mistakes made by students in writing transition signals cannot be separated from the many types of transition signals themselves, in some types containing several words that have different functions if used in sentences. Furthermore, this is also one reason that students are often confused in using transition signals to connect sentences in the argument essay so that coherence is not created in ideas as stated by Koutsoyanni (2008) that there are three components that often make lack of coherence in writing, which is less organized in the order of time, distance, and need; then the absence of written transitions; and a lack of combination between sentences. Coherent writing is needed in creating academic writing and plays an important role in making readers able to absorb ideas and understand what the author means in each sentence.

V. Conclusion

Cohesion can appear in a text if there is a good arrangement in it. In other words, a text becomes cohesive when stretching language is linked together with its bonds (Hasan, 1968). The ability of English Literature students to write essays in arguments that have cohesive devices and integrity and the unity and coherence are at a pretty good level. Based on observations during the study, students can explain the background of the problem they want to raise in their essay's argument, besides that the use of sentence structure is also quite well controlled by students. However, students are still weak in writing essays coherently using cohesive devices especially in using transition signals. These constraints are caused by several things, among others, firstly students still cannot distinguish usage and place the transition signal in the sentence correctly. Second, students still cannot form the right argument by using the correct transition signal in the essay. Apart from the above weaknesses, students still try to express their ideas naturally in writing argumentation essays. This can be seen from the repetition of key nouns used by students in an effort to keep the ideas contained in the writing path discussed by students. Analysis of the data used in this study reveals the benefits of using cohesive devices to produce good writing. Although the essay shows the use of existing devices, this still requires adjustment to achieve a higher level of cohesion, for example by using forms of synonym and substitution (IELTS: British Council) as also revealed by Bahaziq (2016) in the Journal of English Language Teaching explained that to improve writing skills, the writer could use synonymy or substitution to avoid repetitions that often

occur in writing. The use of substitution can increase diversity and create relationships between parts of the text. So that it can also be one way to make writing can have unity and coherence.

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