

RELATIONSHIP BETWEEN COHESIVE DEVICES AND WRITING QUALITY
IN THAI EFL STUDENTS' WRITTEN WORKS



A MASTER'S PROJECT
BY
NATCHALIKA TOADITHEP

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University
December 2015

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The current study presents quantitative and qualitative analysis of cohesive devices in the written work of twenty Thai EFL students majoring in English in the Department of Western Languages, Srinakharinwirot University in the second semester of the academic year of 2013. It aimed to investigate the frequency of cohesive devices and also the relationship between the writing quality and the frequency of cohesive devices. The student's writing was scored twice for the writing quality while the researcher counted the frequency of cohesive devices. The inter-rater reliability between the two quality scores was calculated. After that, the relationship between writing quality and the total number of cohesive devices was analyzed. The findings indicated that students employed reference devices (49.49%) with the highest percentage, followed by lexical devices (36.31%), and conjunction devices (14.20%). For the correlation analysis, the findings revealed that there was no statistically significant relationship between the writing quality and the number of cohesive devices in Thai EFL students' written work ($r = -0.379$).

ความสัมพันธ์ระหว่างกลไกการเชื่อมโยงความและคุณภาพงานเขียนในงานเขียนของนักเรียนไทย
ที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

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เขียนของนักเรียนไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ สารนิพนธ์ ศศ.ม.

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สารนิพนธ์นี้นำเสนอการวิเคราะห์เชิงปริมาณและคุณภาพของกลไกการเชื่อมโยงความในงานเขียนของนักเรียนไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศซึ่งกำลังศึกษาอยู่ ณ มหาวิทยาลัยศรีนครินทรวิโรฒ ภาควิชาภาษาตะวันตก สาขาวิชาภาษาอังกฤษ ภาควิชาการศึกษาที่ 2 แห่งปีการศึกษา 2556 รวมทั้งหมด 20 ชั้น การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อสำรวจความถี่ของการใช้กลไกการเชื่อมโยงความ และความสัมพันธ์ระหว่างกลไกการเชื่อมโยงความกับคุณภาพงานเขียน ผู้วิจัยได้ให้ผู้ประเมินงานเขียน 2 คน ประเมินคะแนนงานเขียนของนักเรียน ในขณะเดียวกันผู้วิจัยเป็นผู้สำรวจความถี่ของการใช้กลไกการเชื่อมโยงความในงานเขียนของนักเรียน จากนั้นความน่าเชื่อถือระหว่างผู้ประเมิน 2 คน และความสัมพันธ์ระหว่างกลไกการเชื่อมโยงความกับคุณภาพงานเขียนถูกคำนวณตามลำดับ ผลการวิจัยชี้ให้เห็นว่านักเรียนใช้กลไกการอ้างอิง (49.49%) ด้วยเปอร์เซ็นต์สูงที่สุด ตามมาด้วยกลไกด้านคำศัพท์ (36.31%) และกลไกการเชื่อมความ (14.20%) ในส่วนของการศึกษาความสัมพันธ์ระหว่างกลไกการเชื่อมโยงความและคุณภาพงานเขียนนั้นพบว่าไม่มีความสัมพันธ์อย่างมีนัยสำคัญทางสถิติระหว่างคุณภาพการเขียนและจำนวนของกลไกการเชื่อมโยงความในงานเขียนของนักเรียนไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ ($r = -0.379$)

The Master's Project
titled
“Relationship between Cohesive Devices and Writing Quality
in Thai EFL Students’ Written Works”

by
Natchalika Toaditep

has been approved by the Graduate School as partial fulfillment of the requirements for the
Master of Arts degree in English of Srinakharinwirot University.

..... Dean of Graduate School
(Assoc. Prof. Dr. Dusadee Yoelao)

December....., 2015

Master's Project Advisor

Oral Defense Committee

.....
(Asst. Prof. Nattha Kaewcha)

.....Chair
(Asst. Prof. Nattha Kaewcha)

.....Committee
(Asst. Prof. Dr. Anchalee Jansem)

.....Committee
(Piyawan Kullamai)

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CHAPTER I

INTRODUCTION

The purpose of this chapter is to provide background of the study. It presents the reasons why the study needs to be conducted. The chapter begins with background of the study which briefly describes the related theories and related studies. Then, in the chapter, research objectives, research questions, significance of the study, scope of the study, and definition of terms will be discussed respectively

Background of the Study

At present, writing in English is very important and it becomes even more important in the near future due to the fact that Thailand is one of Asian Economic Community (AEC) members in which English is the official business language (Wallstreetenglish, 2013). As a result, in Thai schools, students in every level are required to study English as a foreign language which includes the study of writing.

Teachers have found that English writing is the main problem for Thai EFL students among four basic skills: writing, reading, speaking, and listening. They have also discovered that many students are unable to produce academic papers which should be effective in terms of the quality and unity of structure. Thai EFL students currently have a problem of incoherence in English writing. Incoherence is considered to be a major barrier to students' success in writing because the problem of producing coherent writing is growing to be an issue in schools since most students cannot demonstrate coherence and unity (Pilus, 1996). Therefore, the challenging in teaching English writing for EFL students is to generate unified texts and appropriate teaching methods.

According to Liu (2000), writing in a second and foreign language is more complex and difficult for one's ability to use the language and to express ideas because it needs more time and skills to learn and practice. Moreover, the students have to encounter social and cognitive problems (Myles, 2000). In accordance with many studies, they found that cohesion provides the quality of coherent writing because it is regarded as a part of coherence (Lee, 2002; Phongsiriwet, 2001; Tanawong, 2014; Witte & Faigley, 1981;).

Researchers have studied over decades on cohesive devices in writing since the publication of *Cohesion in English* (Halliday and Hasan, 1976). They have been searching for factors distinguishing low and high quality of writings which are important to conduct writing classroom instruction. Halliday and Hasan have devoted the book to the analysis of cohesion in English texts. They have studied the grammatical and lexical devices that make a text hold together.

M.A.K. Halliday and Ruqiyah Hasan's *Cohesion in English* defines the concept of text. They explain that text is a semantic unit which is connected together by cohesive ties. Cohesive tie "is semantic relation between an element in a text and some other elements that are crucial to the interpretation of it" (p.8). These cohesive relations generally built by one or more several types of cohesive ties. According to Halliday and Hasan (1976), cohesion is classified into two major categories: grammatical and lexical. The first category consists of the four subcategories which are reference, conjunction, substitution, and ellipsis. The lexical category consists of only one subcategory which is lexical cohesion. These two major categories and five subcategories consist of many sub-subclasses.

Objectives of the Study

This study investigated the cohesive features in the English argumentative writings written by twenty Thai EFL undergraduate students majoring in English at Srinakharinwirot University. Additionally, this study explored the relationship between the number of cohesive features and the quality of writing in order to examine whether it had some correlations between them.

Research Questions

This study proposes to answer the following research questions:

1. What were the cohesive devices in English writings written by Thai EFL students? How frequent were they used?
2. Was there the correlation between the number of cohesive devices and the writing quality?

Significance of the Study

The study seeks to identify the cohesive features in written works of Thai EFL undergraduate students attending English major at Srinakharinwirot University. The findings identify the density of cohesive devices and investigate some cohesive devices that might cause problems for them. Moreover, this study explores the relationship between the number of cohesive devices and the writing quality. The result of the study is able to be the guideline for preparing the writing lessons for students. If there is some relationship between them, the instructors may put more emphasis on the use of cohesive devices in students' writing. They will prepare more lessons which enhance students' knowledge regarding cohesive devices and enable them to use cohesive devices correctly and appropriately.

Scope of the Study

The study intended to investigate three types of cohesive devices: reference, conjunction, and lexical cohesion in the English argumentative writings written by twenty Thai EFL undergraduate students majoring in English, Department of Western Languages, Srinakharinwirot University who enrolled in *Basic Writing* course. The written works were examined for the cohesive devices; moreover and for the correlation between the number of cohesive features and the writing quality.

Definitions of Terms

Cohesive features/Cohesive devices/ Cohesive ties/ Cohesion are generally divided into five categories: reference, ellipsis, substitution, conjunction, and lexical cohesion which create coherence in texts (Halliday and Hasan, 1976). In this study, they refer to only three categories which are reference, conjunction, and lexical cohesion.

Writing quality is the quality of writing which is analytically evaluated by raters.

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is to review the theory of cohesion developed by M.A.K. Halliday and Ruquiya Hasan (1976) and method of writing quality assessment. Later, the chapter will propose the related studies.

Cohesion

Cohesion is defined as the linguistic features which help making a sequence of sentences to be a complete and successful text. Cohesive devices are words or phrases that supports the reader to make connections between what is already stated and will be stated within the text. As Halliday and Hasan explain (1976):

Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposed the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text. (p.4)

According to M.A.K. Halliday and Ruquiya Hasan's *Cohesion in English*, 'tie' refers to the relationship between the presupposing and presupposed. These relationships are within-sentence, inter-sentence, and cross-section lexical or structural interdependency. Nevertheless, the perception of cohesion is not only a syntactic but also a semantic one. Cohesive tie "is semantic relation between an element in a text and some other elements that are crucial to the interpretation of it" (p.8).

Halliday and Hasan (1976) define text connectedness in terms of reference, substitution, ellipsis, conjunction, and lexical cohesion. *Cohesion in English* is divided into five major categories of cohesive devices, nineteen subcategories, and many sub-

subcategories. These components make the text stay together and play role in discourse. The concept of each type and subtype are as follows.

Reference is set of linguistic features which allow the writer to indicate something within the text. The elements are related in what they refer to. It is the use of word to refer to something in the real world or in the text. Reference device consists of three types: pronominal reference, demonstrative reference, and comparative reference.

Pronominal reference or personal reference is a lexical item that can be referred by a pronoun, a possessive determiner, or a possessive pronoun such as I, me, mine, mine, his, her, they, them, he, she, you, we, and us.

Pronoun

- (1) My brother bought a new video game. He plays it every day.

Possessive determiner

- (2) I love my parents so much.

Possessive pronoun

- (3) The black pen is hers.
(4) The kids are yours and mine.

Demonstrative reference is used to identify and pointed out the referent related to place and time. It is a form of pointing the reference on the basis of proximity such as this/these, that/those, here/there. Moreover, there is another reference which is 'the' is counted as a cohesive device. The clearest of this are those in which the item is actually repeated.

- (5) I like these books but I don't like those.
(6) Jack just has been to Thailand. He loves being there so much.
(7) My son bought a new car yesterday. The/This/That car is so nice.

Comparative reference is used to refer to an item from identity and similarity. It is expressed by adjectives such as same, identical, equal, adjectives in a comparative degrees

such as faster, smaller, and adverbs such as so such, differently, similarly, likewise, and identically.

(8) Is it the same dog as you saw yesterday?

(9) No less than 1,000 people came to the party.

(10) I want some more sugar.

Substitution is a linguistic element used as a replacement of one linguistic item by another, for example, replacement of one word/phrase with another word/phrase. Its function is to avoid repetition of a particular item. Substitution consists of three types: nominal substitution, verbal substitution, and clausal substitution.

Nominal substitution is a replacement of *one* or *ones* to avoid repeating the same word in the sentence.

(11) Britney loves to wear high heels especially the red ones.

(12) John has white and black hat. The black one is lost.

Verbal substitution is a replacement of an item in verbal group.

(13) Do you like to eat Pad-tai? - Yes, I do.

(11) Mike does not love Jane as he used to do.

Causal substitution is a replacement of the entire clause.

(14) Joey needs true love and so does every body.

(15) We will go to Pattaya if it is a sunny day.

Yes, I agree.

Ellipsis is one of the identical linguistic elements which are omitted. On other words, it has the same function as substitution but the item is replaced by nothing. The omission of an item is to avoid the item repetition. Ellipsis consists of three types: nominal ellipsis, verbal ellipsis, and clausal ellipsis.

Nominal ellipsis is an omission of an item in nominal group which is usually the subject of the sentence.

(16) There are two American foreigners and one Japanese foreigner in the village.

The Japanese has been married to a Thai woman.

Verbal ellipsis is an omission of an item in verbal group which is a verb in the sentence.

(17) Have you ever been to Mexico?

No, I have not.

Clausal ellipsis is an omission of items in both nominal group and verbal group. It omits the clause but leave some clues for readers to understand.

(18) I ran 10 kilometers to lose some weights yesterday and 5 today.

Conjunction is used to connect sentence meaning. Conjunction consists of four types: additive conjunction, adversative conjunction, clausal conjunction and temporal conjunction.

Additive conjunction is a function to add information into the sentence or adds something to what has been stated such as and, either, moreover, not only...but also, and in addition.

(19) I would like two slices of toast and a cup of tea.

(20) You had better learn either English or French.

Adversative conjunction is a function to indicate contrast to expectation and between two statements such as but, yet, however, nevertheless and on contrary,

(21) When the flight crew has their aircraft under control, everything is working normally and yet it still crashes into the ground, that's CFIT.

Causal conjunction is a function to indicate the cause or reason of what is being stated between or among sentences such as because, since, for, and as.

(22) I haven't had enough sleep because I sat up all night.

Temporal conjunction is used to express relations in time such as then.

(23) Something looking like a UFO made a sudden turn then disappeared into the distant sky.

Lexical cohesion deals with meaning in text. It concerns the ways in which lexical items relate to each other and to other cohesive devices so that textual continuity is created. This cohesion type is different from previous types because lexical cohesion is non-grammatical. It is achieved by the selection of vocabulary. Lexical cohesion consists of two subcategories: reiteration and collocation.

Reiteration is repetition of the presupposed item. It could be in the form of repetition, synonym, hyponym, and general word. All these devices have the function of reiteration of the previous item.

(24) John caught a snake under the sofa.

The snake (repetition) is going to bite somebody who passes by.

The serpent (synonym) is going to bite somebody who passes by.

The dangerous thing (general word) is going to bite somebody who passes by.

Collocation is a type of construction where a verb, noun, adjective or adverb forms a predictable connection with another word. It is the way in which particular words tend to occur or belong together.

Adjective + Noun

(25) I saw a thick haze of smoke.

(26) He developed a severe migraine of headache.

Adverb+ Adjective

(27) The economy is extremely healthy at the moment.

(28) He is a perfectly healthy child.

Verb + Noun

(29) The hospital hit the headlines when a number of suspicious deaths occurred.

(30) The story was important enough to make the headlines.

Verb + Adverb

(31) The wound healed up very nicely.

(32) Misusing drug in pregnancy can seriously harm your baby.

This study examined only three major subclasses: reference, conjunction, and lexical cohesion since other two of major subclasses: substitution and ellipsis are more frequently found in conversation than in written discourse.

Writing Quality Assessment

Generally, in assessing written works, two kinds of rubric are employed to identify the quality.

Holistic rubric

The holistic rubric is generally a five or six point scale which involves ranking a sample of a student's writing by matching it with another piece in a benchmark series, scoring it for the prominence of certain features (coherence, development) which is important to particular writing type, and assigning it a grade. Holistic rating is a rating of essays for overall quality and is often used for placing students in composition classes and for assessing writing in large-scale assessments such as the TOEFL and the SAT (Crusan, 2010).

Analytic Rubric

An analytic rubric includes a more detailed analysis, usually based on a scale or checklist of prominent features or characteristics of a piece of writing. The features selected for evaluation are different according to the context of the specific writing assignment, the audience, and the purpose for writing. One of the most prominent analytic rubrics is the ESL Composition Profile, Jacob (1981) (Crusan, 2010).

In the study, the researcher selected analytic rubric to assess students' work because the purpose of the study is to assess specific aspects of the contents and this kind of rubric can well provide feedback on their writing performance.

Related Studies

M.A.K. Halliday and Ruquiya Hasan (1976) have provided a framework for the study of cohesion and coherence in EFL/ESL writing which many related studies have discussed as follows.

Jafarpur (1991) studied the relationship among composition length, writing quality, and number of cohesive features of thirty-eight compositions written by EFL students at three different proficiency levels in the Department of Foreign Languages and Linguistics at Shiraz University in Iran. The findings indicated that the composition length was not related to the writing quality. However, it was found that the cohesiveness of writings was significant among advanced students.

Johnson (1992) examined cohesion in expository essays written in Malay and in English by native speakers of both languages and in ESL by Malaysian writers. The quality of compositions was holistically evaluated by Malaysian teachers in Malaysian compositions, by American teachers in English compositions, and by non-native speakers of English in English compositions. The cohesion analysis revealed that among three groups of

participants, good and weak composition qualities were not different in the amount of cohesive devices.

Karasi (1994) investigated the relationship between the quality of the essay and the total number of cohesive ties. The study investigated the use of cohesive ties in the expository essays written by secondary students. One hundred and thirty five essays were rated by three raters using a modified five-point GCE 'O' level marking scheme. Essays which were marked as grade A and B were identified as high-rated essays, while grade C essays were average-rated essays and grade D and E essays were low-rated essays. The results indicated that there was no direct relationship between quality of the essay and the total number of cohesive devices. The findings showed that students used lexical cohesion the most, followed by reference devices and conjunction devices. However, it was important to note that high quality essays tended to use more conjunctions and comparative ties.

Meisuo (2000) investigated the use of cohesive features in the expository compositions of Chinese undergraduates. The study used both quantitative and qualitative methods. Three raters assessed one hundred and seven essays. The investigation of qualitative relationship of cohesive devices in the essays was found that students used lexical cohesion with the highest percentage, followed by conjunctions and reference devices. In addition, the quantitative findings revealed that students had the problems of using cohesive features as error, ambiguity, overuse, and misuse. The study found that there was no relationship between the number of cohesive devices and the quality of writings also there was no significance between the high-scored and the low-scored writings in the frequency of using cohesive devices.

Pongsiriwet (2001) investigated the relationship among grammatical accuracy, discourse features, and the overall writing quality. One hundred and fifty five Thai students from different majors were asked to write a composition on the given topic. Two raters rated

discourse features, cohesion, coherence, and overall writing quality using rating scale. The scores were calculated to find the correlation. The result showed that coherence highly correlated to overall writing quality, followed by cohesion, and also suggested that the raters relied heavily on discourse features assessing writing quality.

Castro (2004) studied the degree of cohesion and coherence in the essays written by thirty Filipino college freshmen and examined the social construction of meaning which was made evident in their writing. The cohesion analysis results revealed no significant difference in the number of types of cohesive devices in the low, mid, and high rated essays. For the textual cohesiveness, the findings suggested that the second language students with shared socio-cultural backgrounds used similar linguistic and textual resources in meaning construction, highlighting the socio-cognitive nature of writing, practices and how literacy is a social act.

Liu and Braine (2005) investigated cohesion in fifty students who enrolled *Basic Writing* at University in China who were non-English majors. At the class examination, they were tested to write an argumentative writing of about 150-300 words on the given topic. The students had limited time of 30 minutes to finish the test. The research then counted and identified all five categories of cohesive devices for each written work. Writing quality was rated by two raters by using rubric. The correlation between number of cohesive ties and quality of compositions were calculated. The result showed that the relationship between writing quality and cohesive devices was different in degree according to the types of cohesive devices. Lexical cohesion correlated to the quality of writing the most, followed by reference and conjunction. However, students had the problem of word choice limitation and using collocation, while Wu (2006) found that substitution and ellipsis were neglected and misused. It was also described that the foreign language students used these cohesive ties in oral more than in written performance.

Crossley and Mcnamara (2010) investigated the roles of cohesion and coherence in evaluations of essay quality. The study examined one hundred and eighty four essays written by undergraduate students at Mississippi State University. Two expert raters rated the essays using holistic rubric. The results suggested that coherence was important to provide correlation to the essay quality; however, coherence did not rely on cohesion devices.

Zhang (2010) studied the use of cohesive ties in relation to the quality of compositions written by Chinese college students. One hundred compositions written by Chinese college non-English majors were analyzed in this study. The findings revealed that many kinds of cohesive ties were found in students' written works. The result showed that lexical cohesion had the highest percentage among all cohesive ties, followed by reference and conjunction. Substitution and Ellipsis were rarely found. The study showed that it was a positive relation between lexical synonymy and personal reference; however, the relation between the total number of cohesive ties and the composition scores was negative.

Alarcon and Morales (2011) analyzed quantitatively and qualitatively the cohesive features by undergraduate in their argumentative writings using Halliday and Hasan's (1976) taxonomy. One hundred and four essays were collected and assessed by two raters using writing rubric. The inter-raters was calculated as almost perfect agreement. However, only sixty four essays were qualified as the corpus for the study. The findings found that students used reference devices at the largest number 90.67%, followed by conjunction devices 9.08%, and substitution devices 0.25%. The research revealed that the cohesive features were not correlated with the essays quality. Pearson r was 0.054 which was not significant at 0.5 level.

Hamed (2014) investigated the use of conjunctions in argumentative essays written by fourth year EFL undergraduate Libyan students majoring in English at a University in Libyan. Thirty-two argumentative essays were collected from a sample of sixteen students. The findings suggested that the students had the problems using conjunction because

conjunctions were considered to be difficult in use. As the result, the Libyan EFL students used conjunctions inappropriately.

Tanawong (2014) investigated the relationship between cohesion and coherence in English compositions written by twenty three Thai EFL undergraduate students majoring in English. Forty six compositions were collected for the analysis. The study examined the correlation in two features (cohesion and coherence). First, the cohesive ties were counted and categorized. Then, the characters of cohesion and coherence were described. Finally, the qualities of cohesion and coherence were scored using rating scales. The findings revealed that the correlation between the quality of cohesion and coherence was medium statistically significance. Therefore, the study rejected the assumption that the high quantity of cohesion in writings reflected to the high quality of coherence.

All in all, the studies regarding cohesion of many researchers provided several feedbacks. Some researchers have found that there was no significant difference between high-rated-score and low-rated-score writings when looking at the degree of total cohesive devices (Alarcon & Morales, 2011; Castro, 2004; Crossley & Manamara, 2010; Johnson, 1992; Karasi, 1994; Meisuo, 2000; Zhang, 2010), and some other researchers have found that high-rated-score writings consisted of more cohesive devices than those low-rated-score writings (Jafarpur, 1991; Johnson, 1992; Liu & Braine, 2005; Phongsiriwet, 2001; Tanawong, 2014). Many researchers have found that the second or foreign language students were unable to apply cohesion effectively (Hamed, 2013; Meisuo, 2010; Tanawong, 2014). Students misused and overused many of cohesive devices in their writings. Also, many scholars have been studying the errors regarding cohesion in order to develop writing instruction (Hamed, 2014; Liu & Braine, 2005; Meisuo, 2010; Tanawong, 2014). Several researches revealed that cohesion was a significant element for second language students'

good writings. In addition, it showed that students found some difficulties in using cohesive devices (Alarcon & Morales, 2011; Castro, 2004; Crossley & Manamara, 2010; Hamed, 2014; Johnson, 1992; Karasi, 1994; Meisuo, 2000; Tanawong, 2014; Xu, 2000, Zhang, 2010).



CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe in details of the research methodology employed in this study. The chapter starts with theoretical framework and then follows by research methodology.

Theoretical Framework

This study was based on taxonomy developed by M.A.K. Halliday and Ruqiyah Hasan's cohesion theory (1976) which consisted of two main categories: grammatical cohesion and lexical cohesion. Grammatical cohesion composed of four cohesive ties: reference, substitution, ellipsis, and conjunction, while lexical cohesion covers of two cohesive ties: reiteration and collocation. According to Halliday and Hasan's *Cohesion in English*, cohesion was defined as a semantic concept referring to relations of meaning that exist within a text (Halliday & Hasan, 1976, p.4). Their definition of cohesion focused on the relationship between the meanings of linguistic units. Also, they described a concrete form as a tie. The term "tie" referred to a single instance of cohesion or one occurrence of a pair of cohesively related items. The links were called "cohesive ties" or "cohesive devices."

Participants

The participants in the study were twenty Thai EFL undergraduate students majoring in English, Department of Western Languages, Srinakharinwirot University. They enrolled in *Basic Writing* course in the second semester of the academic year of 2013. They were assigned to write an argumentative writing of about 150 – 200 words on the topic: *Should*

There be a Legal Casino in Thailand? Then, all drafts of the written works were collected and photocopied for the purpose of research analysis.

Instrumentation

This study required three instruments to extract data from the students' writings and to prepare data for the analysis. The instruments used in this research were cohesive devices identification form and writing quality rubric.

1. Written works

Twenty written works were used on the present study. The written works were written in English by twenty Thai EFL undergraduate students. Each student wrote one argumentative writing on the given topic.

2. Cohesive features identification form

Cohesive features identification form was used to measure the number of cohesive devices in each student's argumentative writing. Each written piece was scanned for cohesive devices by the researcher. Then, they were extracted and counted in order to use for the analysis.

3. Writing quality rubric

Writing quality rubric was used to assess students' writing. Writing criteria used in this study was analytic rubric adapted by Jacobs et al. (1981). The researcher has adapted the writing quality rubric from ESL composition profile rubric (Jacobs et al., 1981) which emphasized the evaluation of five components of the ESL composition profile: content, organization, vocabulary, language use, and mechanics. The analytic rubric was used to assess the writing quality of students' argumentative written works could also provide students diagnostic feedback on the performance of their writings. The rubric instrument was used correlatively with cohesive devices identification form in order to investigate the

correlation between number of devices and writing quality. Two raters who were experienced in teaching English writing for more than ten years employed this analytic rubric for evaluating students' works.

Data analysis

1. Cohesive features in each composition was identified and counted for the frequency by the researcher. Then, frequency, mean, and percentage of the cohesive devices in each category were computed using mathematical statistics program.
2. Writing scores rated by the two raters were calculated to find the inter-rater reliability by using mathematical statistics program.
3. Correlation analysis was examined to determine the relationship between the frequency of cohesive devices and the quality of writing. The correlation was computed between the numerical writing scores and the frequency of total devices by using Pearson correlation, a measure of the strength of the linear relationship between two variables.

CHAPTER IV

FINDINGS

The present study examined the quantity of three cohesive types and subtypes used in students' English written works also the correlation between the number of cohesive devices and the writing quality. In this chapter, the findings were presented in three sections. The first section presents the inter-rater correlation. This section presents the degree of agreement among raters. Next, the second section presents the frequency of the overall cohesive devices and each cohesive type and subtype. This section shows how many cohesive types and subtypes were most and least used by the students. Finally, the last section presents the relationship between the frequency of cohesive devices and the writing quality. In last section, the mathematical statistic program was employed to identify the correlation value.

Inter-rater Reliability

Table 1

Inter-rater reliability

Mean, Standard deviation, etc.,

Mean	Standard Deviation	Lowest	Highest	Range	Median	Inter-rater correlation
61.90	4.09	53	68	15	62.00	0.98

To assess the quality of the writings, the researcher adapted a writing quality rubric from Jacob et al. (1981) and asked two English teachers who have experienced in teaching

English writing to analytically score students' twenty written works. They were asked to evaluate the writings according to content, organization, vocabulary, language use, and mechanics. When twenty written works were scored by the raters, the scores were averaged for inter-rater reliability as the data shown in Table 1. The inter-rater reliability shows the degree of agreement between raters. Generally, the low-rated reliability signified that the raters marked students' quality of writing differently on a number of students' writings. Fortunately, the present study found that the inter-rater reliability was at $r = 0.98$ which was considered to be acceptable ($r > 0.5$).

The average scores were as follows, mean score (61.90), standard deviation (4.09), lowest writing score (53), highest writing score (68), range (15), and median (62). The inter-rater reliability was used to calculate the correlation between the writing quality and the density of cohesive devices which was illustrated in Table 6.

Frequency of Cohesive Devices

The present study found that the students employed a variety of cohesive devices in their writings. The cohesive devices of reference, conjunction and lexical cohesion were used in all twenty written works; however, some subcategories of certain cohesion types were unable to produce by some students. The result revealed that the students employed some types of cohesive devices more frequently than others. The following tables show the quantity of total cohesive devices and subtypes.

Table 2

Cohesive devices

Type of Cohesive Devices	Reference devices	Conjunction devices	Lexical devices	Total Number of Cohesive devices
Frequency	627	180	460	1267
Mean	31.35	9.00	23.00	63.35
Percentage	49.49	14.20	36.31	100%

As shown in Table 2, it presented the quantity of cohesive devices in numbers and percentages of the different cohesive devices in students' written works. Based on the percentage of each cohesive device, it was apparently found that the reference cohesive devices (49.49%) were used the most at the highest percentage, followed by the lexical cohesive devices (36.31%), and the conjunction cohesive devices (14.20%). The finding showed that the reference cohesions and the lexical cohesive devices were used more than 80% of the total cohesions.

Table 3

Reference devices

Type of Reference Devices	Personal	Demonstrative	Comparative	Total Number of Reference devices
Frequency	358	210	59	627
Mean	17.90	10.50	2.95	31.35
Percentage	57.10	33.49	9.41	100

Table 4

Reference devices

Most frequently used words

Type of Reference Devices	Personal	Demonstrative	Comparative
	You, it, they, I, we, our	The, this, these	Like, more, better, best

As shown in Table 3, among three subtypes of reference device, students used the personal reference (57.10%) the most with the highest percentage, followed by the demonstrative reference (33.49%). The comparative references (9.41%) had the lowest percentage of use.

From the results, the use of reference devices especially personal reference and demonstrative reference were significantly high because they provided the concept of identifying and establish anaphoric relations/the act of referring things in the texts Karasi (1994).

As found in Table 4, the predominant used of personal reference in the students' writings were 'you', followed by 'it', 'they', 'I', 'we', and 'our'. The previous pronouns were used the

most because in the class, the students might be taught to use these pronouns to express objective and authoritative that help the author to express opinions in the argumentative writings.

The demonstrative reference was significantly higher than the comparative type because of the overuse of the non-selective demonstrative ‘the’ while the use of the comparative reference was not often mentioned. Frequent comparative reference device was ‘like’, ‘more’, ‘better’, and ‘best’.

Example (1) “Money” has been the most important thing in our lives. No matter where you go, you need money to buy things like food and everything that you could imagine.

Example (2) It’s like a drug. If you use it, you will addict. ... It will increase criminal in Thailand.

Example (3) Many Thai people love gambling while Thai economic still bad. This habit is effected to Thailand because that made national economy does not progress.

Example (4) If we open the legal casinos, Thai people will be lazy. They may not work because they think gambling is the best way to make money.

Example (5) It is better than they spend the time for gambling.

Table 5

Conjunction devices

Type of Conjunction devices	Additive	Adversative	Casual	Temporal	Total Number of Conjunction devices
Frequency	89	29	44	18	180
Mean	4.45	1.45	2.20	0.90	9.00
Percentage	49.44	16.11	24.44	10.00	100

Table 6

Conjunction devices

Most frequently used words

Type of Conjunction devices	Additive	Adversative	Casual	Temporal
	And, also, too	But	Because	First of all, second, third, when

As shown in Table 5, among the five subtypes of conjunction device, the additive conjunction (49.44%) was used the most at the largest percentage, followed by casual conjunction (16.11%), adversative conjunction (16.11%), and temporal conjunction (10%) at the minimum percentage.

The result from the previous Table showed that additive type of conjunctions was most frequently used in the students' writings. This might be interpreted that the students tried to

connect two pieces of information to support the argument or strengthen claims by establishing strong connection. From Table 5, the predominant words were ‘and’, ‘also’, and ‘too’. When the adversative conjunction with the highest use was ‘but’, followed by ‘however’. However, the students did not produce the adversative conjunction as many as the researcher’s expectation. Due to the fact that the nature of argumentative writing, students should write the argumentative text in order to establish claims and convince readers through valid supporting points. Moreover, the adversative conjunction was considered as the argumentative device to oppose or declare negative in order to establish counterclaims or counter arguments. The findings revealed that students used the adversative conjunction less than the additive and the casual conjunction. This can be implied that students could not be able to oppose claims and support their arguments. Also, their knowledge and use of adversative conjunction were limited. They preferred to write a simple word ‘but’ more than ‘however’, ‘on the contrary’, and ‘nevertheless’ to oppose ideas. Likewise, for the casual conjunction, most of the students tended to use ‘because’ more than ‘since’, ‘for’, ‘as’, ‘as a result of’, ‘due to the fact that’, and ‘thanks to’ in order to indicate cause and effect. For the temporal conjunction, the student preferred using ‘first of all’, ‘second’, ‘third’, and ‘when’. Most of the students did not employ these temporal conjunction to organize points of the argument in their writings; therefore, their quality of writings in term of organization might be under evaluate by the raters.

Example (6) Their children may not get education because their parents don’t have any money.

Example (7) Not only we can get a lot of money from this to improve our country, but it also makes people know and come to Thailand more.

Example (8) When people come to casino, they will hope to win any price whether big or small. And when they lose, they will come back and revenge.

Example (9) In Thailand, some say betting is against the religion, but you can see betting behavior comes with humans for a thousand years.

Example (10) First of all, those who can play in the casino need to have properties more than 1,100,000 baht. ...Second, ages need to be more than 25 years old.
... And the last, casino should be in specific places.

Table 7

Lexical devices

Type of Lexical devices	Reiteration	Collocation	Total Number of Lexical devices
Frequency	391	69	460
Mean	19.55	3.45	23.00
Percentage	85.00	15.00	100

Table 8

Lexical devices

Most frequently used words

Type of Lexical devices	Reiteration	Collocation
	Casino, country, money, gambling	In my opinion, make money, waste money, spend money,

As shown in Table 7, among the two sub-categories of lexical device, students tended to used reiteration (85%) the most with the very large percentage, while the collocation (15%) was

not often founded. As the result, repeating the same word was used in the great number by the students with the frequently words 'casino', 'country', 'money', and 'gambling' since these words responded and related to the topic: *Should there be a Legal Casino in Thailand?* However, the students did not produce many of collocations because they might not have enough competent of using vocabulary and word choice. The collocations which students used most were 'in my opinion', 'make money', 'waste money', 'waste money', and 'spend money'. These collocations were mentioned very often because they also related to the topic.

Example (11) Casino, place that you have to spend money out if you want to play. If you have a luck, you will get more money back. You will lose all your money if you have no luck.

Example (12) In many country, casino is legal. And I never see anyone makes a living by betting. People who come to casino just want to play with their luck or want some fun.

Example (13) In my opinion, having a legal casino in Thailand is not a bad thing. You can say that I have unique ideas from other people, but I think this is even a good idea!

Example (14) We are gambling for a long time. May be since the B.C. era. If you want to gambling, where would you go? That's right; you will go to the casino. If you are in the United States of America, you can go to Las Vegas to gambling. Or if you are in China, you can go to Macau for the same reason. But if you are in Thailand and you want to gambling, you can't find a place to do such thing.

Example (15) When you came in and out from there, how could you be sure that the money in your pocket would never be lost. Why you have to waste your time waiting for luck? Why not get a legal job and do your best. At least working hard is way better than sitting for luck.

Table 9

Correlation between writing quality and cohesive devices

	Writing scores	Reference devices	Conjunction devices	Lexical devices	Cohesive devices
Writing scores	1				
Reference devices	-0.462*	1			
Conjunction devices	0.045	0.173	1		
Lexical devices	-0.203	0.520*	0.358	1	
Total number of cohesive devices	-0.379	0.899**	0.432	0.817**	1

* Correlation is significant at the 0.05 level.

** Correlation is significant at the 0.01 level.

The writings in term of the quality were scored by two raters and then the scores were calculated to find the inter-rater reliability. Next, the relationship between the writings' quality and the frequency of cohesive devices was assessed by using statistic mathematic program to calculate correlation between them. In the study, Pearson-r correlation was used to determine the correlation degree of the number of the cohesive devices and the quality of the students' writings.

The correlation coefficient in Table 9 revealed that the quality of writing was not positively correlated ($r = -0.379$) with the different cohesive variables. On the other hand, the

present study found that there was a negative correlation ($r = -0.462$) between the quality of writing and the number of reference type. The negative correlation meant a relationship between two variables in which one variable increased as the other decreased and vice versa. In statistics, a perfect negative correlation was represented by the value -1.00 , while a 0.00 indicated no correlation and a $+1.00$ indicated a perfect positive correlation (Investopedia, 2015).

The present study found that the correlation coefficient between the quality of writing and the number of reference devices was a statistical medium negative correlation. This indicated the relationship's strength between the writings' quality and the number of reference devices was medium based on the Cohen (1988)'s interpretation. The finding of reference was interpreted that the higher number of reference devices students employed, the lower scores they got.

To conclude, the findings of the present study revealed that there was no direct significant relationship between the total number of cohesive devices and the writing quality ($r = -0.379$). As found in students' writings, some students employing higher number of cohesive devices might not get the higher scores, while the ones employing fewer cohesive ties might get better scores.

CHAPTER V

CONCLUSION AND DISCUSSION

This chapter presents a brief summary of background of the study, followed by a brief summary of study's findings. Next, it discusses the findings concerning the relationship between writing quality and number of cohesive devices. Last but not least, the chapter points out limitations of the study, and finally suggests the recommendations for further research.

Conclusion

The study of cohesion was considered to be a favorite subject of the researchers in the field of language teaching. Researchers have found that writing is the main obstacle of EFL students. Thus, they were searching for the factors which may distinguish between high-rated score and low-rated score of writings. These studies were very significant to develop writing teaching in school.

The current study was the quantitative and qualitative analysis of the cohesive devices in twenty Thai EFL undergraduate students majoring in English, Department of Western Languages, Srinakharinwirot University in their argumentative writings on the given topic. As for quantitative analysis, Halliday and Hasan's (1976) taxonomy of *Cohesion in English* was employed to find out the frequency of the cohesive ties in the students' writing. On the other side, for qualitative analysis, the researcher asked two raters to apply the EFL writing rubric adapted from Jacobs et al. (1981) to analytically assess and score students' writing quality. After that, the researcher applied mathematical statistics method to calculate the relationship between the writing quality and the number of cohesive devices. Next, the

Pearson's correlation value was interpreted to find the relationship strength between the writing quality and the frequency of the cohesive devices.

Regarding the first research question about the frequency of cohesive devices found in the students' written works. Based on the percentage of each cohesive device, it was found that the reference cohesive devices (49.49%) were used the most at the highest percentage, followed by the lexical cohesive devices (36.31%), and the conjunction cohesive devices (14.20%). For the second research question about the statistical mathematics value of the correlation between the writing quality and the number of the cohesive devices, the findings of the present study indicated that there was no significant relationship between the writing quality and the total number of cohesive devices in students' writings. The result suggested that the high number of cohesive devices employed did not result in the high quality of writing.

Discussion

The current study attempted to seek the relationship between the quantity of cohesive devices and the writing quality in paragraph writings written by twenty Thai EFL students. In statistic calculation, the correlation coefficient value between the writing quality and the number of cohesive features of this study was -0.379. The value answered the research question that there was no significant relationship between writing quality and total number of cohesive ties. The correlation coefficient value of the present study could be interpreted that Thai EFL students employed varied degrees of cohesive ties in their writings. The high use of the cohesive devices did not lead to higher scores. For example, some students might employ higher quantity of cohesive devices but they got lower scores, while students who employed less quantity of cohesive devices got higher scores. The findings in the present

study are consistent with those of Alarcon & Morales (2011), Castro (2004), Crossley & Manamara (2010), Johnson (1992), Karasi (1994), Meisuo (2000), Xu (2000), Zhang (2010).

Many researchers have tried to analyze how overall writing quality linked to the quantity of cohesive devices. And they found that the mere analysis of cohesion itself could not evaluate the overall writing quality or lead to the effectiveness of writing. They suggested that coherence was also the important characteristic of writing quality. According to Crossley and Mcnamara (2010), raters highly evaluated coherence to overall holistic scores for the compositions. Their findings indicated that coherence was important element for the judgement of writing quality. Moreover, it was found that cohesive devices were not necessarily defined for coherence. There were many criticisms on Halliday and Hasan's taxonomy of *Cohesion in English* by several linguists. These researchers concluded that cohesion did not mean coherence. They proved that the existence of cohesive devices did not necessarily lead to successful writing in case that the devices were poorly and wrongly constructed which did not relate to the overall quality of the writing (Alarcon & Morales, 2011; Castro, 2004; Crossley & Manamara, 2010; Hamed, 2014; Johnson, 1992; Karasi, 1994; Meisuo, 2000; Tanawong, 2014; Xu, 2000, Zhang, 2010).

In accordance with those previous studies, the researcher of the present study found that Thai EFL undergraduate students had problems with using cohesive devices in two aspects. Their writing performances reflected that they still attached to Thai language convention when they wrote in English as they attempted to transfer Thai writing to English writing. Also, the students could not distinguish the difference of using each cohesive device which might be because of the incomplete knowledge of cohesive devices acquired from classroom. For instance, the casual ties such as 'because' and 'because of' had different ways to apply. For 'because', it is used to connect two clauses in order to state cause and effect. On the other hand, 'because of' must be followed by noun phrase. Accordingly, the

superficial teaching could not support students' understanding about the usage of those particular devices. In sum, most of the participants in the present study tended to misuse and overuse many cohesive devices because of the interference of the mother tongue and the shortage knowledge of using cohesive devices. Consequently, this might be the reason why the relationship between the writing quality and the total number of cohesive features of the present study was not significantly correlated.

Reference

Example (1) It is also effected to cultures which the ancient gave their to us.

(Student 1)

Example (2) First of all, It's like a drugs. If you use it, you will addict. (Student 2)

For these two examples, one common mistake was that students used the wrong reference devices to refer to the referent mentioned previously. As in examples, they misused 'their' as an object pronoun for 'cultures' and "it" as plural items for 'drugs'.

Conjunction

Example (3) However, casino may stimulate economy, but it has many ways to stimulate economy such as save money, spend money to sufficient, increase the export goods, and decrease the import goods. (Student 1).

Example (4) In Thailand, there should not be legal casino for only one reason. That makes Thai people like to go to the legal casino for gathering money by gambling. However, that causes two bad effects.
(Student 16)

In Example (3), student overused the adversative conjunction because the first adversative conjunction 'however' was not necessary to be mentioned in the sentence. In Example (4), the writing did not make sense in terms of meaning of the content. The researcher found that the device was wrongly constructed because the student used

adversative device ‘however’ which could not convey the appropriate meaning of the text as a whole.

Lexical cohesion

Example (5) If the government permit this policy to have in Thailand, they want to respond the crime that it will happend next. When the poor people play the bet games, they will win or lose. (Student 11)

Example (6) If there are legal casinos in Thailand, our country will be full of thieves. Because they have to find money to pay in gamble.
(Student 14)

In Example (5), lexical cohesion error happened with the overuse of reiteration since ‘bet’ and ‘games’ had the same meaning; therefore, the student should select to write one of these words. Moreover, the collocation was poorly constructed because the right one must be ‘play game’ or ‘make a bet’ not ‘play the bet games’. Further problem found in the example was vague and confusing. These problems affected the understanding degree in conveying the message for readers. Likewise as in Example (6), ‘find money’ should be ‘earn money’ or ‘make money’.

The previous examples of students’ writings revealed many writing problems in Thai EFL undergraduate students such as coherence, word choices, articles, subject-verb agreement, conjunctions, prepositions and etc. Most of all, the researcher found that the most important writing problem in Thai EFL undergraduate students was semantics due to the fact that these cohesive devices were more than grammatical but semantic one (Halliday & Hasan, 1976). In Thai schools, English language teachers might neglect semantic teaching when teaching cohesive devices; therefore, they should present the cohesive devices in complete texts rather than as isolated words (Hamed, 2014; Plamer, 1999).

Limitations of the Study

The present study consisted of two limitations as follows:

Firstly, the important limitation of the study was the small sample size. This study was limited to the twenty Thai EFL undergraduate students majoring in English, Department of Western Languages, Srinakharinwirot University, which was considered to be a very small group of the students. Therefore, the findings might not be the representative of Thai EFL undergraduate students majoring in English; also it might not generalize to other population of second language students in different contexts. In fact, there should be more than twenty samples in order that the correlation result will be more reliable and reveal precise value.

Secondly, the length of the writing samples was quite short for the quantitative analysis of cohesion. In the present study, the researcher extracted students' argumentative paragraph writing assignments from *Basic Writing* course. The paragraph writings might be too short for the analysis because the study found that some students did not employ some sub-categories of cohesive devices. Generally, a paragraph writing consists of 150-200 words which was considered to be a short writing. This might be a reason that several students did not have enough chance to employ some devices in texts. Therefore, it could not be agreed that Thai EFL undergraduate students were not able to use some particular cohesive devices.

Recommendations for Further Studies

There are six recommendations for the further studies as follows:

Firstly, the future studies should be conducted with Thai EFL undergraduate students majoring in English in different groups. The methodology of the study should be the same as

this current study in order to investigate the relationship between the number of cohesive features and writing quality and assure the result of this current study.

Secondly, the future studies should be conducted with EFL undergraduate students in different areas of studies. The findings of the further studies may reveal some other significant problems which might differ from English major students.

Thirdly, the future studies should be conducted with larger sample size. Due to a very small group of twenty students in the present study, the result could not be generalized to Thai EFL undergraduate students.

Fourthly, the future studies should be conducted with longer writing length. In the present study, the researcher used paragraph writings of 150-200 words to investigate cohesive features; however, such writing seemed too short to explore the total cohesive types and subtypes. Some students did not have a chance to use some of devices. Therefore, for the sake of the further studies, paragraph writings should be omitted but essay should be conducted.

Fifthly, the study on coherence should be included in the future studies. The further studies should investigate the relationship among three elements (cohesion, coherence, and writing quality) in order to examine the roles of cohesion and coherence in evaluation of writing quality.

Lastly, the future studies should be extended to investigate cohesion error found in the EFL students' writings. This would reveal the frequent errors made by students which would benefit teaching method and teaching materials in order to help EFL learners implement good writing quality.



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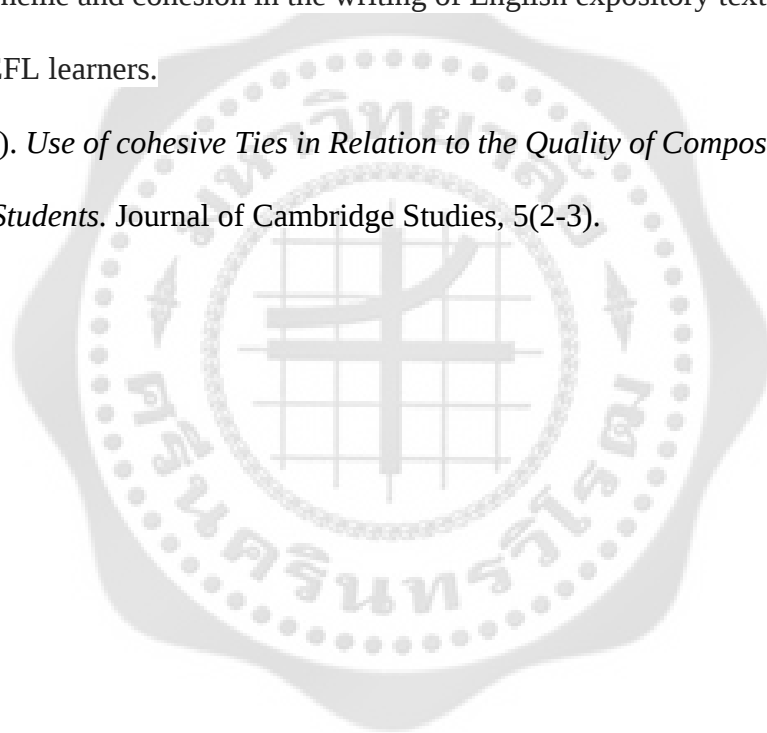
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Cohesive Features Identification Form

Student: _____

Date: _____

Topic: _____

Cohesive Device	Number of Frequency	Comment
1. Reference 1.1. Personal 1.2. Demonstrative 1.3. Comparative		
2. Conjunction 2.1 Additive 2.2 Adversative 2.3 Casual 2.4 Temporal		
3. Lexical 3.1 Reiteration 3.2 Collocation		

EFL Writing Rubric

Student: _____

Date: _____

Topic: _____

Total score: _____

	Score		Level	Criteria	Comment
Content			30-27	EXCELLENT TO VERY GOOD: - knowledgeable, -substantive, -thorough development of topic, -relevant to assigned topic	
			26-22	GOOD TO AVERAGE: - some knowledge of subject, -adequate range, -limited development of topic, -mostly relevant to topic but lacks details	
			21 -17	FAIR TO POOR: -limited knowledge of subject, -little substance, -inadequate development of topic	
			16-13	VERY POOR: -does not show knowledge of subject, -non substantive, -not pertinent, - OR not enough to be evaluated	
Organization			20-18	EXCELLENT TO VERY GOOD: - fluent expression, - ideas clearly stated/supported, - succinct, -well-organized, -logical sequencing, -cohesive	
			17-14	GOOD TO AVERAGE: - somewhat choppy, -loosely organized but main ideas stand out, -limited support, -logical but incomplete sequencing	
			13-10	FAIR TO POOR: - non-fluent, - ideas confused or disconnected, -lacks logical sequencing and development	
			9-7	VERY POOR: - does not communicate, -no organization, -OR not enough to be evaluated	
Vocabulary			20-18	EXCELLENT TO VERY GOOD: - fluent expression, - ideas clearly stated/supported, - succinct, -well-organized, -logical sequencing, -cohesive	
			17-14	GOOD TO AVERAGE: - somewhat choppy, -loosely organized but main ideas stand out, -limited support, -logical but incomplete sequencing	
			13-10	FAIR TO POOR: - non-fluent, - ideas confused or disconnected, -lacks logical sequencing and development	
			9-7	VERY POOR: - does not communicate, -no organization, -OR not enough to be evaluated	

	Score	Level	Criteria	Comment
Language Use		25-22 21 -18 17-11 10-5	EXCELLENT TO VERY GOOD: - effective complex constructions, - few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions GOOD TO AVERAGE: - effective but simple constructions, -minor problems in complex constructions, -several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured FAIR TO POOR: - major problems in simple/complex constructions, -frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions , - meaning confused or obscured VERY POOR: - virtually no mastery of sentence construction rules, -dominated by errors, -does not communicate,-OR not enough to be evaluated	
Mechanics		5 4 3 2	EXCELLENT TO VERY GOOD: - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, paragraphing GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured FAIR TO POOR: - frequent errors of spelling, punctuation, capitalization, paragraphing - poor handwriting - meaning confused or obscured VERY POOR: - no mastery of conventions -dominated by errors of spelling, punctuation, capitalization, paragraphing - handwriting illegible - OR not enough to evaluate	



VITAE

Name: Natchalika Toaditthep

Date of Birth: August 2nd, 1987

Place of Birth: Ratchaburi, Thailand

Address: 327 Lampaya Road, Lampaya Sub-district, Mueang District,
Nakorn-Pathom 73000

Email: Natchalika@gmail.com

Educational Background:

- | | |
|------|--|
| 2004 | Grade 12 in English and French, the Demonstration School of Silpakorn
University, Nakorn-Pathom |
| 2008 | Bachelor of Arts (English and English Literature), Thammasat University,
Bangkok |
| 2015 | Master of Arts in English, Srinakharinwirot University, Bangkok |