

**SYNTAX AND COHESION DEVELOPMENT: AN ANALYSIS OF THAI
STUDENTS' JOURNAL ENTRIES**

A MASTER'S PROJECT

BY

MRS. JIRANAN KANTEESAN

presented in partial fulfillment of the requirements for the

Master of Arts degree in English

at Srinakharinwirot University

March 2004

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AN ABSTRACT

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Jiranan Kanteesan. (2003). *Syntax and cohesion development: An analysis of Thai students' journal entries*. A Master's Project, M.A. (English). Bangkok. Graduate School, Srinakharinwirot University. Advisor Committee: Mrs. Tuanta Laosooksri, Dr. Nitaya Suksearesup, Mr. Peter John Cadman.

This study was to analyze syntax and cohesion development of Thai students' journal entries. A t-unit analysis by Gaies (1980) and Halliday and Hasan's (1976) cohesion theory were applied in this study. The objectives were (1) to compare the number of error-free t-units between the first and the last entries, (2) to study the cohesive devices of the students who showed syntactic growth. The writing data were the first and the last journal entries from Basic Writing Course written by 14 students, so the total data were 28 pieces of writing. All the 28 pieces of writing were analyzed to count the number of error-free-t-units. Then the data with increased error-free t-units were studied to find how cohesion was used between the first and the last entries. The findings showed that five students improved their syntactic ability. In addition, the students with syntactic development had more cohesive devices in their last entries than in the first ones.

พัฒนาการของไวยากรณ์และคำผูกพัน: การวิเคราะห์การเขียนบันทึกภาษาอังกฤษ
ของนักเรียนไทย

บทคัดย่อ
ของ
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เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ
มีนาคม 2547

จิรนนท์ คันธีสาร. (2546). *พัฒนาการของไวยากรณ์และคำผูกพัน: การวิเคราะห์การเขียนบันทึกภาษาอังกฤษของนักเรียนไทย*. สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. คณะกรรมการควบคุม: อาจารย์ เตือนตา เลาสุขศรี, อาจารย์ ดร. นิตยา สุขเสรีทรัพย์, อาจารย์ ปิเตอร์ จอห์น แคดแมน.

งานวิจัยนี้เพื่อวิเคราะห์พัฒนาการของไวยากรณ์และคำผูกพันของการเขียนบันทึกภาษาอังกฤษของนักเรียนไทยโดยใช้ทฤษฎีการวิเคราะห์ความถูกต้องของไวยากรณ์ของ สตีเฟน เจย์ เกย์ (2529) และทฤษฎีคำผูกพันของ ฮอลลิเดย์ และ ฮัสซัน (2519) ในการวิเคราะห์ข้อมูล จุดมุ่งหมายของงานวิจัยเพื่อ (1) เพื่อเปรียบเทียบจำนวนหน่วยของความถูกต้องด้านไวยากรณ์ระหว่างการเขียนบันทึกขึ้นแรกและขึ้นสุดท้าย (2) เพื่อศึกษาการใช้คำผูกพันของนักเรียนที่มีพัฒนาการทางด้านไวยากรณ์เพิ่มขึ้นระหว่างการเขียนบันทึกขึ้นแรกและขึ้นสุดท้าย ข้อมูลของงานวิจัยครั้งนี้คือการเขียนบันทึกรายวันจากรายวิชาการเขียนขั้นพื้นฐาน จำนวน 14 คน ผู้วิจัยเลือกงานเขียนบันทึกรายวันเฉพาะขึ้นแรกและขึ้นสุดท้าย จำนวน 28 ชิ้น มาวิเคราะห์หาความถูกต้องจำนวนหน่วยของไวยากรณ์ และนำงานเขียนของนักเรียนที่มีการพัฒนาด้านไวยากรณ์จำนวน 5 คน มาศึกษาการใช้คำผูกพันโดยการเปรียบเทียบระหว่างขึ้นแรกกับขึ้นสุดท้าย ผลการวิจัยบ่งชี้ว่ามีนักเรียนจำนวน 5 คน ที่มีการพัฒนาด้านไวยากรณ์เพิ่มมากขึ้น และในงานเขียนของนักเรียนจำนวน 5 คนมีการใช้คำผูกพันในงานเขียนบันทึกขึ้นสุดท้ายมากกว่างานเขียนบันทึกขึ้นแรก

The Master's Project Committee and Oral Defense Committee have approved this Master's Project as partial fulfillment of the requirements of the Master of Arts Degree in English of Srinakharinwirot University.

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March ..4....., 2004

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and deepest appreciation to my master's project advisor, Mrs. Tuanta Laosooksri, for her patient, continual support, valuable comments and encouragement throughout the course of my study. My gratitude is expressed to Asst. Prof. Dr. Tipa Thep-Ackrapong, for her support, endless kindness and invaluable suggestions. I would like to extend my thanks to Dr. Nitaya Suksaeresup for her assistance and comments. I appreciate her insightful critical reading of my work. Also I am indeed grateful to Mr. Peter Cadman, whose advice and comments were helpful for me. A special thanks goes to all my friends for their kind assistance and encouragement. Finally, I am indebted to my parents and my family for their love and encouragement during my study.

Jiranan Kanteesan

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CHAPTER 1

INTRODUCTION

Background

Writing is a crucial skill in the modern world of communication. Through writing, we can exchange ideas with one another. It is a creative process by which people can express their ideas, knowledge, and feelings. According to Kuo (1995), writing is a thinking process by which the writer is always making decisions on lexical choices, structural options and possible organization of information and ideas. The writing skill is very important when studying English at a higher level. Not only are students at this level required to read different academic genres, but they are also assigned to write notes, summaries, essays, and journals. Squire (1983) and Leki (1991) explain that writing is a complicated skill, which is gradually developed according to general knowledge of the world and the writer's background knowledge.

General language skills can be divided into two types: receptive and productive. The productive skills are writing and speaking, and receptive skills are listening and reading. Dixon and Nessel (1983) generally accept that the language writing is more difficult than listening, reading or speaking.

In Thailand, English has been widely taught as a foreign language (EFL). However, Thai students face a lot of difficulties doing their written tasks. They struggle in writing in English because of their low competence. Seedokmai (1999: 1) also states that a lot of Thai university students writers have a lot of problems when they write essays. Most of them do not know how to generate their ideas in their writing. In both elementary and secondary schools, there is little attention paid to

writing. Students are not often required to produce written texts in class and as assignments. In examinations or tests, they are familiar with the multiple-choice types. The effect of multiple-choice testing is its lack of emphasis on productive skills. As a result, most of the students do not know how to choose appropriate words to present their ideas, to organize paragraphs or essays.

To deal with these problems, many researchers have investigated linguistic features of writings. T-unit analysis by Hunt (1970) and Gaies (1980) and cohesion theory by Halliday and Hasan (1976) are applied widely in the linguistic area. T-unit analysis can be an index for measuring syntactic development in first language. According to Gaies (1980), the t-unit analysis has been applied in second language study to characterize the syntactic maturity of linguistic input and to assess the syntactic development of the learners' written production. However, the t-unit analysis can only evaluate grammaticality that does not involve text, nor punctuation, vocabulary and spelling mistakes. In order to study textuality or quality of text, Halliday and Hasan's framework (1976), cohesive analysis, is one of the approaches that many researchers apply in order to evaluate writing quality. According to Halliday and Hasan (1976: 4-5), the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text. They also explain that a text has texture, which refers to the property of being a text. Additionally, cohesion is part of the system of a language, and it is expressed through the strata organization of language. Supporting Halliday and Hasan (1976), Carrel (1982) states that cohesion theory can be a measure of coherence to the teaching of writing in a second language, specifically ESL. Thus the study of cohesion, according to Halliday and Hasan (1976), can be applicable for analyzing the quality of writing.

Witte and Faigley (1984) implemented Halliday and Hasan's theory (1976) in one study to distinguish between the good and weak writers. They examined the use of cohesive ties both in terms of function and distance in five good and five poor essays written by English native speaking freshmen. The results revealed that the use of cohesion could distinguish the characteristics of good and weak writings because good essays contained more density of cohesive ties than did the poor ones. Witte and Faigley (1984) concluded that cohesive devices could be used for evaluating the quality of writing.

This study attempted to identify syntactic maturity and cohesion development in journal entries written by second-year English minors at a state university. T-unit analysis (Hunt, 1970; Gaies, 1980) was applied to find the number of error-free t-units in the journals to study the grammatical growth. Then Halliday and Hasan's (1976) theoretical framework was applied to examine the use of cohesion.

The findings of this study can be used as guidelines for students to understand the connection between the syntactic development and cohesive devices.

Objectives of the study

The main objective of the study was two-fold, to analyze the syntactic growth and cohesion development of Thai students in journal writings. To be more precise, the objective could be restated as follows:

1. To compare the number of error-free t-units between the first and the last entries.
2. To study the cohesive devices of the students who showed syntactic growth.

Significance of the study

The findings of this study are advantageous as follows:

1. They can throw light on writing classroom applications.
2. They can be used as guidelines for other longitudinal studies in writing.
3. They can be used as guidelines for teachers to educate students how to analyze error-free t-units.
4. They can be used as guidelines for teachers to educate students how to use cohesive devices.

Scope of the study

The scope of this study is as follows:

1. Fourteen students wrote their journals from November 1st 2001 to February 28th, 2002, but only the first and the last entry written by 14 students were selected from the Basic Writing Course (EN231) taught in second semester, 2001.

2. T-unit analysis (Hunt, 1970; Gaies, 1980) was applied to segment the first and the last entries to account for the numbers of error-free t-units.

3. No lexical errors were included in this study. However, in segmenting t-units, grammaticality was focused.

4. In t-unit analysis, all the first and last 28 journal entries were studied.

However, to analyze the cohesive devices, the informants who could improve their syntax in the last entries were selected. Then Halliday and Hasan's (1976) framework was applied to investigate the use of cohesive devices between the first and the last entry.

Definitions of Terms

A number of key terms used in this study are defined as follows:

1. **Syntactic growth** in this study refers to the increasing of error-free t-units in the last entry.

2. **Cohesive devices** refer to linguistic items or ties which make a connection with sentences in the context. There are five kinds of cohesive devices, as proposed by Halliday and Hasan (1976): reference, substitution, ellipsis, conjunction, and lexical cohesion.

- A. **Reference** refers to a relation that the interpretation of an item in a text depends on something else.
- B. **Substitution** is a replacement of one item by another item.
- C. **Ellipsis** refers to the cohesive item for which a specific element is omitted and can be understood by filling in the element from another sentence in the text.
- D. **Conjunction** is a cohesive device that provides a relationship between sentences through expressing certain meanings.
- E. **Lexical cohesion** refers to the use of certain words to create a connection between sentences.

All the above terms are further discussed in the review of the related literature.

3. A **t-unit** refers to an independent clause and all its dependent clauses (Hunt. 1970:4-5; Gaies. 1980:56). A sentence that consists of coordinators: and, or, but, so, will be segmented into two t-units.

For example:

James works hard. (1 t-unit)

James works hard, /so he can pass an exam. (2 t-units)

James works hard because he would like to get a good grade.

(1 t-unit)

4. A **cohesive tie** refers to the occurrence of a pair of cohesive items. It implies that there is a relationship between the cohesive element itself and the item that connects to it.

For example:

- a.) There is a big box on a table.
- b.) The box is black.

The words the box refer to a big box that is on a table.

5. **Journal entries** in this study refer to journals which were written from November 1, 2001 to February 28, 2002, by second-year English minors in the Basic Writing Course (EN231) taught in the second semester in 2001.

In short, this study attempted to analyze the syntactic and cohesion development of Thai students' journal entries by using t-unit analysis (Gaies, 1980) and Halliday and Hasan's (1976) cohesion theory. The data were collected from second-year English minors' journal entries in the Basic Writing Course (EN231) taught in the second semester in 2001. The research results were expected to be a guideline for English teachers writing.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

In this chapter, t-unit analysis (Hunt. 1970; Gaies. 1980), cohesive analysis (Halliday and Hasan. 1976), and cohesion research are reviewed to provide the background to this study.

1. T-unit analysis

T-unit analysis proposed by Hunt (1970) is a measuring device for the development of writing and speaking skills. It is one of well known measure used to indicate both students' writing ability and their development between previous and later writing production. According to Gaies (1980), t-unit analysis can be a superficial measurement of syntactic development, but it cannot measure the communicative competence or appropriateness of writers' styles. However, it can be used as an index for the measurement both of the first and second language.

According to Gaies (1980), a t-unit analysis can be used to measure only syntactic growth, but not the communicative ability or the appropriate choice of styles. In first language study, the t-unit length is used as an index in measurement. However, in case of second language research, error-free t-unit length is suggested instead of t-unit length. It was found that there is no relationship between the mean length of t-unit and the TOEFL score, but there is relationship between the mean length of error-free t-unit and the TOEFL score. Thus, an error-free t-unit analysis is considered a more valid measurement in second language research. This is an effect

from the fact that errors more frequently occur in second language data than in the first language data.

However, the use of error-free t-unit length as an index has some problems because each research defines error-free t-units differently. The different criteria give the different results. Gaies (1980) suggests that there should be an establishment of the rate of errors. According to him, error-free t-unit refers to a sentence without grammatical errors, not including punctuation, vocabulary, and spelling mistakes. Most researchers follow this suggestion.

Additionally, as a tool, t-unit analysis in second language has two limitations. First, it is not suitable as the data may have too many grammatical and lexical errors, which cause difficulties when segmenting the t-unit, especially the case of poor learners because they cannot write grammatically correct sentences. It means that this tool can be used with some levels of learners. The other limitation is that t-unit length cannot distinguish between the low proficiency learners and the high proficiency learners clearly. As such, Gaies (1980: 58) recommends errors-free t-unit length as a suitable measurement for syntactic development of each informant.

In short, the t-unit analysis is a way to measure the syntactic development. It is a good index for measuring syntactic growth in first and second language. A lot of researchers apply this tool with their studies. However, the t-unit analysis has some limitations in application. It is appropriate with the data that contain a few grammatical errors. Therefore, an error-free t-unit analysis is more appropriate for data written by ESL or EFL learners.

2. Cohesion analysis

According to Halliday and Hasan (1976), the concept of cohesion is established to explain the relations in discourse between structural sentences. They propose a practical method of cohesion analysis; in addition, they explain that a text must have the property of being textual (or texture) resulting from the relationship between items in and among sentences of that text. The linkage is realized by cohesive ties. They can be classified into two taxonomies: function and distance. In the first taxonomy, cohesive ties can be categorized into five main classes: reference, substitution, ellipsis, conjunction, and lexical.

1. Reference

This type of cohesion is characterized by the specific nature of information, which needs to be retrieved. The information has referential meaning. There are three types of references: personal, demonstrative, and comparative.

1.1 Personal reference refers to the means of function in a speech situation. It is indicated by a person or thing.

For example:

Andrew took his hat off.

He hung it on the wall.

The personal his and he refer to Andrew, and the personal it refers to hat.

1.2 Demonstrative reference refers to an element that provides the readers to know a specific noun, which is previously mentioned.

For example:

My sister has two children.

Those children are good.

The demonstrative those refers to two children in the previous sentence.

1.3 Comparative reference is reference by means of comparison of identity, similarity, difference, quality, or quantity.

For example:

I think I am beautiful, but someone says that my sister is more beautiful than I am.

From the above example, my sister and I are compared in respect of beauty.

2. Substitution

Substitution is the replacement of an item by another. There are three types of substitutions: nominal, verbal, and clausal.

2.1 Nominal substitution is the substitution of a noun or noun group.

For example:

This jacket does not fit you well. Please choose another one.

The nominal tie one substitutes this jacket from the previous sentence.

2.2 Verbal substitution is the substitution of a verbal group.

For example:

No one in Room 4 gets grade A in mathematics as Tim does.

The substitution does is used to replace gets.

2.3 Clausal substitution is the substitution of the entire clause.

For example:

A: I hope every body will come here.

B: I hope so.

The substitution so substitutes everybody will come here.

3. Ellipsis

Ellipsis is to omit the use of a word, phrase, verb, or clause. Ellipsis is also classified into three groups on the basis of grammatical function similar to substitution: nominal, verbal, and clausal.

3.1 Nominal ellipsis is ellipsis in which a common noun is omitted.

For example:

a) My house has a living room, a kitchen, a bathroom, and two bedrooms.

b) Each has a window overlooking the park.

The word Each in sentence (b) is related to a living room, a kitchen, a bathroom, and two bedrooms.

3.2 Verbal ellipsis is an omission in a verbal group.

For example:

Paula should have studied hard, but she didn't.

The word should have studied refers to she did not study.

3.3 Clausal ellipsis is an omission of part of the clause in the presupposed items.

For example:

A: How did they win?

B: I'll tell you how.

The word how refers to the whole clause I'll tell you how they won.

4. Conjunction

According to Halliday and Hasan (1976: 226-271), conjunction refers to a device that links sentences or paragraphs that are based on semantic relations. Conjunction is distinguished into five types: additive, adversative, causal, temporal, and continuative.

4.1 Additive conjunctive is the conjunction expressing that there is more to say beyond the preceding sentence such as moreover, furthermore, in addition, etc.

For Example:

Somsri has to go to the market; moreover, she has to pick up her mom at the airport.

The second sentence indicates an addition point to the first one

4.2 Adversative conjunction is used to express that the following sentence is contrary to the expectation of the message in the preceding sentence such as however, although, nevertheless, on the other hand, etc.

For example:

My boyfriend promised to send me a postcard from France, but he did not.

The second sentence contrasts with the previous one.

4.3 Causal conjunction shows the cause and effect relationship between sentences that involve a relationship in either aspect of result, reason, purpose, or condition such as so, because, therefore, thus, etc.

For example:

I went to bed late last night. Therefore, I got up late.

The second sentence shows the effect of the previous one.

4.4 Temporal conjunction is used to indicate sequence of time including the present period and the end of the sequence such as first of all, next, then, after that, last, etc.

For example:

I get up. Then, I take a shower.

4.5 Continuative conjunction is the word or phrase used to express continuity from one sentence to another such as anyway, of course, certainly, all right, surely, after all, etc.

For example:

He asked me to go to the party with him. Anyway, on that day, I had already made an appointment.

5. Lexical cohesion

Halliday and Hasan (1967: 274-286) explain that lexical cohesion is a set of vocabulary classified into reiteration and collocation. In reiteration, vocabulary is divided into four groups: same item or repetition, synonym or near-synonym, super-ordinate item, and general item.

5.1 Reiteration

5.1.1 Same item or repetition

For example:

He is fat. His fatness slows him down.

The word fatness is from the same root, fat.

5.1.2 Synonym or near synonym

For example:

I got angry with him. However, he was not mad at me.

Angry and mad are synonyms.

5.1.3 Super-ordinate item

For example:

His furniture is expensive. A chair may cost 7,000 baht.

Furniture is the super-ordinate of chair.

5.1.4 General item

For example:

Jenny studies very hard. That student gets all A's.

The word that student is a general item for people.

5.2 Collocation is a group of lexical elements that do not involve those four groups in reiteration.

For example:

There are two pillows and a blanket on my bed.

The words two pillows, a blanket and my bed are collocations. They appear in the same situation.

In short, Halliday and Hasan's (1976) cohesion theory classifies five major types which can be subcategorized into 19 subgroups. There are three subgroups in reference: personal, demonstrative and comparative. Substitution is similar to ellipsis. They can be divided into nominal, verbal, and clausal. Conjunction is separated into five subgroups: additive, adversative, causal temporal and continuative ties. The last type is lexical cohesion. Reiteration and collocation are in this group. Reiteration can be divided into same root, synonym, super-ordinate and general item.

3. Studies of Cohesion in English

Cohesive analysis is widely applied by a lot of researchers to analyze the use of cohesion in English and to evaluate the quality of writing in the process of the foreign language (EFL) and second language (ESL) acquisition.

Carrel (1982) explains that coherence, or texture, according to Halliday and Hasan (1976), is a combination of semantic configurations of two different kinds: register and cohesion. Register refers to a variety of languages, which is appropriate for a situation of a speech event. Cohesion refers to the semantic relations in a text which Halliday and Hasan (1976) claim make the text cohere. The cohesion theory can be a measure of coherence to the teaching of writing in a second language, specifically ESL.

In a study by Witte and Faigley (1984), cohesive ties and text-span classes were applied to analyze ten first-year student essays at the University of Texas. Five good and five poor essays were selected from 90 essays, divided into t-units, and then analyzed according to three aspects: errors, syntactic features, and the number and types of cohesive ties. The results showed that the better essays had fewer errors, longer t-units and clauses, and more nonrestrictive modifiers. Furthermore, the good essays had more density of cohesive ties than did the poor ones. In terms of text-span analysis, immediate and mediated cohesive ties were more often found in the good essays compared to the poor ones. Nevertheless, mediated-remote, and remote cohesive ties were found more in the poor essays. All this indicates that the good writers are better at extending and connecting ideas, and that poor writers use more lexical redundancy and less lexical collocation probably because generally poor writers do not have enough vocabulary to elaborate their ideas.

However, Witte and Faigley (1984) suggest that writing quality does not depend only on cohesion. In fact, there are many factors outside a text that affect it such as the writer's intention and readers' knowledge and interest. Coherence condition should be accounted for writing quality because although there are a lot of cohesive ties in a given text, the text becomes incomprehensible if it lacks the real world setting. Thus, good writing should have both the unity of text and the setting of the readers' world. However, cohesion is an important part of writing quality and students should apply this knowledge to develop their writing competence.

In the study of the use of cohesion, Lindeberg (1984) presented the use of patterns of cohesion in evaluating composition writing. The results revealed that weaker composition writers had more difficulty in selecting words to move up to more general meaning. In good essays, the results showed fewer instances of repetitions.

Neuner (1987) also applied cohesion theory to compare cohesive ties and chains in good and poor writing. The data were 600 college freshmen. All of them were required to write essays in a summer course. The 20 of high-rated and 20 of low rated essays were selected. He explained that there was no relationship between cohesive ties and writing quality. However, the findings revealed that the good writers used more differences of diction than did the poor ones. He concluded that lexical cohesion was crucial element to judge writing quality.

Jafapur (1991) studied the connection between the holistic rating and the scoring about cohesive devices. There were 38 essays written by EFL students at Shiraz University in Iran. The data were from three groups. Nine papers were from advanced levels, 12 from intermediate levels and 17 from the low levels. The

research results showed that there was a relationship between the holistic rating, and there was the use of cohesive found in the advanced level.

Meizuo (2000) investigated the use of cohesive features in the expository composition of Chinese undergraduates. One hundred and seven essays were collected from two Chinese universities and assessed by three examiners. It was found that lexical devices were the most frequently used, followed by conjunctions and reference devices. In terms of tie distance, the majority of the cohesive ties were either immediate or remote. There was no statistically significant relationship between the number of cohesive ties used and the quality of writing.

Cohesion is an important part of systematic language. It can express the organization of language. Cohesion analysis by Halliday and Hasan (1976) is widely used by many researchers to evaluate the writing competence. Therefore, it is a useful application to analyze and assess the quality of Thai students' journal entries in this study.

In conclusion, t-unit analysis (Hunt. 1970; Gaies. 1980), cohesive analysis (Halliday and Hasan. 1976), and cohesion research are advantageous. T-unit analysis and cohesive analysis can be affective approaches in assessing writing quality. Therefore, both approaches will be the useful for English teachers to improve their writing instructions.

CHAPTER 3

METHODOLOGY

In this chapter, the informants and the procedures used in the research are described. First, the informants are described. Then, the procedures and data analysis are presented.

1. Informants

The informants of this study were 14 second-year English minors who enrolled in the course entitled EN 231: Basic Writing in the academic year 2002, second semester. Only the first and the last entries of the 14 journals were selected.

2. Procedures

The data were collected from November 1st, 2001 to February 28th, 2002 in the second semester, 2002 from the Basic Writing course (EN231). Fourteen students in second-year English minors were assigned to write eight journals on any topic, which were their extra works. The length of each journal was not limited. They wrote as long as they could. The students were required to hand in the journal to the teacher every two-week.

3. Data Analysis

The data were analyzed as follows:

3.1 Fourteen entries of the first and 14 of the last entry were selected to count the number of error-free t-units. Therefore, the total number of data was 28 pieces of writing.

3.2 T-unit analysis (Hunt, 1970, Gaies, 1980) was employed to analyze the 28 data. All 28 written journals were segmented into t-units to count for the numbers of error-free t-units.

3.3 T-units, which had lexical errors, would be also counted as error-free t-units if those units were grammatical correct.

For example:

After I left there, I felt releived and comfortable. (One error-free t-unit)

The underlined word is a spelling mistake, but its structure is correct. This t-unit would be analyzed an error-free t-unit.

3.4 Halliday and Hasan's (1976) framework was used to investigate the use of cohesive devices. The journal entries with improved syntax were analyzed for their cohesive devices. The use of cohesive devices between the first and the last entries was compared.

3.5 When the analysis was completed, each type of cohesive device was analyzed and presented in percentages of total ties, in order to find the frequency of certain devices between the first and the last journal.

3.6 The findings of the analysis are discussed.

3.7 Conclusions are drawn from the findings. Limitations of the study are discussed and recommendations for further studies are presented.

In this chapter, students' journals were analyzed. First, fourteen entries of the first and 14 of the last ones from the Basic Writing Course (EN231) were selected to analyze the number of error-free t-units. Then the journal entries with improved syntax were investigated for the cohesive devices. The use of cohesive ties between

the first and the last entries were compared to find if the last entries would contain more cohesive ties than the first ones.

CHAPTER 4

FINDINGS

In this chapter, the findings of the study are presented. The t-unit analysis and cohesion analysis are presented in tabular forms. First, a comparison of error-free t-units of each informant between the first and the last entries is presented in table 1. Then, a coding of cohesive categories is presented in table 2. Tables 3 - 7 illustrate a comparison of reference cohesion used in the first and the last entries of the 2nd, 7th, 10th, 11th and 14th informants. Tables 8 – 12 show a comparison of conjunction cohesion used in the first and the last entries of the 2nd, 7th, 10th, 11th and 14th informants. Table 13 illustrates a comparison of lexical cohesion used in the first and the last entries of the 2nd, 7th, 10th, 11th and 14th informants. Table 14 shows a comparison of the number of cohesive devices used in the first and the last entries. Table 15 reveals a comparison of cohesion density in the first and the last entries. Table 16 shows a comparison of reference used in the first and the last entries. In addition, table 17 illustrates a comparison of conjunction used in the first and the last entries. Finally, table 18 reveals a comparison of lexical cohesion used in the first and the last entries.

Table 1 A Comparison of Error-Free T-units in the First and the Last Entries

No.	Total of	First Entry		Total	Last Entry	
		No.of	Percentage of		No.of	Percentage of
Entry	T-units	Error-free	Error-free/ Total of T- units	of T-units	Error-free	Error-free/ Total of T- units
1	17	15	88.23	13	9	69.23
2	27	6	22.22*	18	5	27.78*
3	17	14	82.35	35	22	62.86
4	16	14	87.50	13	10	76.92
5	30	15	50.00	14	4	28.57
6	39	28	77.79	26	16	61.54
7	12	3	25.00*	9	6	66.67*
8	19	11	57.89	13	6	46.15
9	14	7	50.00	15	3	20.00
10	15	4	26.67*	11	5	45.45*
11	18	5	27.78*	24	13	54.17*
12	15	9	60.00	12	5	41.67
13	22	15	68.18	29	8	36.25
14	14	8	57.14*	18	11	61.11*

From table 1, five out of 14 informants developed their syntactic ability. They could produce more error-free t-units in their last entries. First of all, the second informant had six error-free t-units (22.22%) in the first entry and five error-free t-

units (27.78%) in the last entry. Second, the seventh informant wrote three error-free t-units (25.00%) in the first entry, and six error-free t-units (66.67%) in the last entry. Third, the 10th informant produced four error-free t-units (26.67%) in the first entry, and five error-free t-units (45.45%) in the last entry. Fourth, the 11th informant wrote five error-free t-units (27.78%) in the first entry, and 13 error-free t-units (54.17%) in the last entry. Finally, the 14th informant had eight error-free t-units (57.14%) in the first entry and eleven error-free t-units (61.11%) in the last entry.

In short, five informants out of 14 showed their syntactic development in their last entries. All five informants' data were compared the use of cohesive devices in the first and last entries.

In order to identify types of cohesion, Halliday and Hasan (1976: 333-339) propose a coding scheme, which is adapted from the categorization of cohesive items. Therefore, these coding schemes are applied to this study as follows:

Table 2 Coding of Cohesive Categories (developed from Halliday and Hasan (1976: 333-339))

Type of Cohesion	Coding
Reference	R
- Pronominal reference	R1
- Demonstrative reference	R2
- Comparative reference	R3
Substitution	S
- Nominal substitution	S1
- Verbal substitution	S2
- Clausal substitution	S3
Ellipsis	E
- Nominal ellipsis	E1
- Verbal ellipsis	E2
- Clausal ellipsis	E3
Conjunction	C
- Additive conjunction	C1
- Adversative conjunction	C2
- Causal conjunction	C3
- Temporal conjunction	C4

Table 2 (Continued).

Type of Cohesion	Coding
- Continuative conjunction	C5
Lexical cohesion	L
- Same root	L1
- Synonym/near synonym	L2
- Super-ordinate	L3
- General word	L4
- Collocation	L5

From table 2, a coding of cohesive categories which is presented, is adapted from Halliday and Hasan (1976). There are five major classes of cohesive ties according to their functions. They are reference, substitution, ellipsis, conjunction, and lexical cohesion. Pronominal (R1), demonstrative (R2), comparative (R3) are subcategories of reference. Nominal (S1), verbal (S2), clausal (S3) are subclasses in substitution. In ellipsis, there are three subcategories such as substitution: nominal (E1), verbal (E2), clausal (E3). There are five kinds of cohesive ties in conjunction: additive (C1), adversative (C2), causal (C3), temporal (C4), and continuity (C5). The last category is lexical cohesion. Same root (L1), synonym/near synonym (L2), super-ordinate (L3), general word (L4), and collocation (L5) are subclasses of lexical cohesion.

Table 3 A Comparison of Reference Cohesion Used in the First and the Last Entries of the 2nd Informant

No. of informant	The First Entry						The Last Entry					
	R1	%	R2	%	R3	%	R1	%	R2	%	R3	%
2	11	64.71	6	35.29	-	-	31	88.57	4	11.43	-	-
Total	17 (100.00%)						35 (100.00%)					

Table 3 shows that the 2nd informant uses 11 pronominal references (64.71%), and six demonstratives (35.29%) in the first entry. It is found that there are 31 pronominal references (88.57%), and four demonstratives (11.43%) in the last entry. No comparative is found in the first and the last entry. Seventeen references are found in the first entry, and there are 35 references used in the last entry. There are more references used in the last entry than in the first one.

Table 4 A Comparison of Reference Cohesion Used in the First and the Last**Entries of the 7th Informant**

No. of informant	The First Entry						The Last Entry					
	R1	%	R2	%	R3	%	R1	%	R2	%	R3	%
7	24	88.89	3	11.11	-	-	26	78.79	7	21.21	-	-
Total	27 (100.00%)						33(100.00%)					

Table 4 shows that the 7th informant uses 24 pronominal references (88.89%), and three demonstratives (11.11%) in the first entry. It is found that there are 26 pronominal references (78.79%), and seven demonstratives (21.21%) in the last entry. No comparative is found in the first and the last entry. Twenty-seven references are found in the first entry, and there are 33 references used in the last entry. There are more references used in the last entry than in the first one.

Table 5 A Comparison of Reference Cohesion Used in the First and the Last**Entries of the 10th Informant**

No. of informant	The First Entry						The Last Entry					
	R1	%	R2	%	R3	%	R1	%	R2	%	R3	%
10	5	41.67	7	58.33	-	-	13	100.00	-	-	-	-
Total	12 (100.00%)						13 (100.00%)					

Table 5 shows that the 10th informant uses five pronominal references (41.67%), and seven demonstratives (58.33%) in the first entry. It is found that there are only 13 pronominal references (100.00%) in the last entry. There is no demonstrative reference used in the last entry. No comparative is found in the first and the last entry. Twelve references are found in the first entry, and there are 13 references used in the last entry. There are more references used in the last entry than in the first one.

Table 6 A Comparison of Reference Cohesion Used in the First and the Last Entries of the 11th Informant

No. of informant	The First Entry						The Last Entry					
	R1	%	R2	%	R3	%	R1	%	R2	%	R3	%
11	30	83.33	6	16.67	-	-	37	84.09	7	15.91	-	-
Total	36(100.00%)						44(100.00%)					

Table 6 shows that the 11th informant uses 30 pronominal references (83.33%), and six demonstratives (16.67%) in the first entry. It is found that there are 37 pronominal references (84.09%), and seven demonstratives (15.91%) in the last entry. No comparative is found in the first and the last entry. Thirty-six references are found in the first entry, and there are 44 references used in the last entry. There are more references used in the last entry than in the first one.

Table 7 A Comparison of Reference Cohesion Used in the First and the Last Entries of the 14th Informant

No. of informant	The First Entry						The Last Entry					
	R1	%	R2	%	R3	%	R1	%	R2	%	R3	%
14	21	100.00	-	-	-	-	23	88.46	3	11.54	-	-
Total	24(100.00%)						26(100.00%)					

Table 7 shows that the 14th informant uses 21 pronominal references (100.00%) in the first entry. There are no demonstratives and comparative references found in the first entry. It is found that there are 23 pronominal references (88.46%), and three demonstratives (11.54%) in the last entry. No comparative is found in the first and the last entry. Twenty-four references are found in the first entry, and there are 26 references used in the last entry. There are more references used in the last entry than in the first one.

Table 8 A Comparison of Conjunction Cohesion Used in the First and the Last Entries of the 2nd Informant

No. of informant	The First Entry						The Last Entry									
	C	%	C	%	C	%	C	%	C	%	C	%	C	%		
2	1	33.33	-	-	2	66.67	-	-	-	-	3	50.00	2	33.33	1	16.67
Total	3(100.00%)						6(100.00%)									

Table 8 shows that the 2nd informant uses one additive conjunction (33.33%), and two causal conjunctions (66.67%) in the first entry. There is no adversative found in the first entry. It is found that there are three adversative conjunctions (50.00%), two causal conjunctions (33.33%), and one temporal (16.67%) in the last entry. No continuative conjunction is found in the first and the last entry. Three conjunctions are found in the first entry, and there are six conjunctions used in the last entry. There are more conjunctions used in the last entry than in the first one.

Table 9 A Comparison of Conjunction Cohesion Used in the First and the Last Entries of the 7th Informant

No. of informant	The First Entry						The Last Entry													
	C	%	C	%	C	%	C	%	C	%	C	%								
	1	2	3	4	5	1	2	3	4	5										
7	-	-	1	25.00	2	50.00	1	25.00	-	-	3	60.00	1	20.00	-	-	1	20.00	-	-
Total	4(100.00%)						5(100.00%)													

Table 9 shows that the 7th informant uses one adversative conjunction (25.00%), two causal conjunctions (50.00%), and one temporal (25.00%) in the first entry. There is no additive found in the first entry. It is found that there are three additive conjunctions (60.00%), one adversative conjunction (20.00%), and one temporal (20.00%) in the last entry. There is no causal conjunction used in the last entry. No continuative conjunction is found in the first and the last entry. Four conjunctions are found in the first entry, and there are five conjunctions used in the last entry. There are more conjunctions used in the last entry than in the first one.

Table 10 A Comparison of Conjunction Cohesion Used in the First and the Last Entries of the 10th Informant

No. of informant	The First Entry					The Last Entry						
	C	%	C	%	C	%	C	%	C	%	C	%
	1	2	3	4	5	1	2	3	4	5		
10		1	100.00					1	100.00			
Total			1(100.00%)					1(100.00%)				

Table 10 shows that the 10th informant uses only one adversative conjunction (100.00%). There is only one causal conjunction (100.00%) found in the last entry. There is one conjunction is found in each first and last entry. There is the same number conjunction used in the first entry and the last one.

Table 11 A Comparison of Conjunction Cohesion Used in the First and the Last Entries of the 11th Informant

No. of informant	The First Entry						The Last Entry					
	C	%	C	%	C	%	C	%	C	%	C	%
	1	2	3	4	5	1	2	3	4	5		
11	-	-	-	-	-	-	3	33.33	6	66.67		
Total										9(100.00%)		

Table 11 shows that the 11th informant does not use any conjunction in the first entry. It is found that there are three adversative conjunctions (33.33%), and six causal conjunctions (66.67%) found in the last entry. No kinds of conjunctions are used in the first entry, but nine conjunctions are found in the last entry. Therefore, there are more conjunctions employed in the last entry than in the first one.

Table 12 A Comparison of Conjunction Cohesion Used in the First and the Last Entries of the 14th Informant

No. of informant	The First Entry					The Last Entry						
	C	%	C	%	C	%	C	%	C	%	C	%
	1	2	3	4	5	1	2	3	4	5		
14	-	-	2	66.67	1	33.33	-	-	-	-	-	-
Total	3(100.00%)-					-						

Table 12 shows that the 14th informant uses two adversative conjunction (66.67%), and one causal conjunction (33.33%) in the first entry. No kinds of conjunctions are used in the last entry. There are more conjunctions employed in the first entry than in the last one.

**Table 13 A Comparison of Lexical Cohesion Used in the First and the Last
Entries of the 2nd, 7th, 10th, and 14th Informants**

No. of informant	The First Entry						The Last Entry									
	L	%	L	%	L	%	L	%	L	%	L	%				
	1	2	3	4	5	1	2	3	4	5						
2	-	-	-	-	-	-	-	-	-	-	-	-	3	100.00	-	-
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	1	100.00	-	-	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total					1	(100.00%)							3	(100.00%)		

Table 13 shows that the 10th informant from the first entry and the 2nd informant from the last entry use one general item (100.00%) in the first entry, and the 2nd informant has three general items (100.00%) in the last entry. There is no lexical cohesion used by the 7th, 11th, and 14th informants.

Table 14 A Comparison of the Number of Cohesive Devices Used in the First and the Last Entries

Types of Cohesion	First Entry		Last Entry	
	Frequency	%	Frequency	%
Reference	113	89.68	151	86.29
Substitution	-	-	-	-
Ellipsis	-	-	-	-
Conjunction	12	9.53	21	12.00
Lexical cohesion	1	0.79	3	1.71
Total	126	100	175	100

Table 14 shows three major types of cohesive ties, which were found in the journals: reference, conjunction, and lexical cohesion. There was no substitution and ellipsis used in the journals. Five informants preferred using reference cohesion, conjunction, and lexical cohesion respectively. In the first entry, 126 cohesive devices, which are 113 references (89.68%), 12 conjunctions (9.53%), and one lexical cohesion (0.79%) are used. In the last entry, 175 cohesive devices, which consist of 151 references (86.29%), 21 conjunctions (12.00%), and three lexical cohesion (1.77%) are found.

Reference cohesion is frequently used in the first and the last entries. This finding supports Chanawangsa's (1986) research, which showed that the use of reference items in referring back to a previous item in the text seems to be a very natural process in language.

Table 15 A Comparison of Cohesion Density in the First and the Last Entries

Data	Number of Students	T-Unit	Cohesive Devices	Cohesion Density <u>No. of Cohesive Device</u> No. of T-units
The first entry	5	86	126	1.46
The last entry	5	80	175	2.18

Table 15 indicates the density of cohesive devices used in the first and the last entry. In the first entry, 126 cohesive ties representing the density of 1.46 cohesion devices per 86 t-units. In the last entry, there are 80 t-units, which consist of 175 cohesive devices. It makes 2.18 of cohesion density per 80 t-units. This reveals that the students employed more cohesive ties in the last entries than they did in the first ones.

Table 16 A Comparison of Reference Used in the First and the Last Entries

Types of Reference	The First Entry		The Last Entry	
	Frequency	%	Frequency	%
1. Total References	113	100	151	100
1.1 Personal	91	80.53	130	86.09

For example:

The First Entry

People in the city have everything that makes them convenient.

The Last Entry

This hotel is very beautiful because it is decorated with seashells and a lot of wooden furniture.

1.2 Demonstrative	22	19.47	21	13.90
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For example:

The First Entry

One of my favorite kinds of music is acid jazz. This type of music is a mixture of jazz, funk, and disco.

Table 16 (Continued)

Types of Reference	The First Entry		The Last Entry	
	Frequency	%	Frequency	%
<u>The Last Entry</u>				
I stayed at <u>The Sea Pearl Hotel</u> near a beach. <u>This</u> hotel is very beautiful.				

Table 16 shows the frequency of reference ties used in the five of first and the last entries. There are 113 references found in the first entries, which are 91 personal pronouns (80.53%), and 22 demonstratives (19.47%). There are 151 reference ties found in the last entries. Those are 130 personal pronouns (86.09%), and 21 demonstratives (13.90%). There is no comparative ties used both in the first and the last entries.

Table 17 A Comparison of Conjunction Used in the First and the Last Entries

Types of Conjunction	The First Entry		The Last Entry	
	Frequency	%	Frequency	%
4. Total Conjunctions	12	100	21	100
4.1 Additive	2	16.67	3	14.29

For example:

The First Entry

The good side is you
can connect to
everyone in every place
you go, and it is safer if
you are a girl.

The Last Entry

We have to control
them, and not let them
to control us.

4.2 Adversative	4	33.33	7	33.33
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For example:

The First Entry

Maybe you think this is
a play, but it's not.

The last Entry

...our basic need is
food, medicine, home
and clothes, but
nowadays we may
change our mind...

Table 17 (Continued)

Types of Conjunction	The First Entry		The Last Entry	
	Frequency	%	Frequency	%
4.3 Causal	5	41.67	9	42.86
For example:				
<u>The First Entry</u>				
At first, I didn't like it <u>because</u> it's too futuristic to me.				
<u>The Last Entry</u>				
His father is a lawyer, <u>so</u> he wants to be a lawyer like his father.				
4.4 Temporal	1	8.33	2	9.52
For example:				
<u>The First Entry</u>				
<u>At first</u> , I didn't like it				
<u>The Last Entry</u>				
... <u>then</u> everything will be in a good way.				
4.5 Continuative.	-	-	-	-

Table 17 shows that 12 conjunctions are found in the first entries, which are two additive ties (16.67%), four adversative ties (33.33%), five causal ties (41.67%), and one temporal tie (8.33%). In the last entries, there are 21 conjunctions including

three additive ties (14.29%), seven adversative ties (33.33%), nine causal ties (42.86%), and two temporal ties (9.52%). No continuative tie is found both in the first and the last entries.

Table 18 A Comparison of Lexical Cohesion Used in the First and the Last

Entries

Types of Lexical cohesion	The First Entry		The Last Entry	
	Frequency	%	Frequency	%
5. Total Lexical Ties	1	100	3	100
5.1 Same Root	-	-	-	-
5.2 Synonym/near synonym	-	-	-	-
5.3 Super-ordinate	-	-	-	-
5.4 General Item	1	100.00	3	100.00

For example:

The First Entry

People in the city have everything that makes them convenient. They have electricity, irrigation, telephone, and etc.

(Everything refers to electricity, irrigation service, telephone, which make them convenient.)

The Last Entry

A mobile phone becomes one of the most important things to everyone.

(Things refer to a mobile a mobile phone, which is important for people.)

Table 18 (Continued)

Types of Lexical cohesion	The First Entry		The Last Entry	
	Frequency	%	Frequency	%
5.5 Collocation	-	-	-	-

Table 18 illustrates that there is one lexical tie in the first entries, which consists of one general item (100.00%). In the last entries, there are three lexical ties, those are three general items (100.00%). There are no same root, synonym or near-synonym, super-ordinate, and collocation used both in the first and the last entries.

In conclusion, this study is to analyze the syntactic growth and cohesion development of Thai students in journal writings. Five informants out of 14 improved their journal writings. They wrote more error-free t-units in the last entries than in the first ones. All five selected data were compared the use of cohesive devices in the first and the last entries. The findings showed that the students preferred using reference cohesion, conjunction, and lexical cohesion respectively. There were no substitutions and ellipsis found in the first and the last entries of five data. In addition, it was found that the students used more cohesive ties in the last entries than they did in the first ones.

CHAPTER 5

CONCLUSION AND DISCUSSION

In this chapter, the objectives are restated and discussed, and some plausible explanations are given. Next, the applications and the limitations of the study are presented. Finally, recommendations for further study are included.

The objectives of the study

The study aimed to answer the following objectives.

1. To compare the number of error-free t-units between the first and the last entries.

The findings showed that there were five students (no.2, no.7, no. 10, no.11, and no.14) out of 14 developed their syntactic ability. The 2nd informant wrote six error-free t-units (22.22%) in the first entry, and five error-free t-units (27.78%) were found in the last entry. They wrote more error-free t-units in their last entries than in the first ones. The 7th informant had three error-free t-units (25.00%) in the first entry, six error-free t-units (66.67%) in the last entry. The 10th informant produced four error-free t-units (26.67%) in the first entry, and five error-free t-units (45.45%) in the last entry. The 11th informant wrote five error-free t-units (27.78%) in the first entry, and 13 error-free t-units (54.17%) in the last entry. The 14th informant had eight error-free t-units (57.14%) in the first entry and eleven error-free t-units (61.11%) in the last entry. All five out of 14 informants could produce more error-free t- units in the last entries than in the first ones.

2. To study the cohesive devices of the students who showed syntactic growth .

The findings revealed that five selected data with error-free development had more cohesive devices in the last entries than in the first ones.

a. Reference cohesion

First, the 2nd informant had 17 references in the first entry, but 35 references were found in the last entry. Second, there were 27 references in the 7th informant's first entry, but 33 references were used in the last one. Third, the 10th informant contained 12 references in the first entry, but there were 13 references found in the last one. Next, the 11th informant had 36 references in the first entry, but 44 references were employed in the last one. Finally, the 14th informant's entry had 24 references in the first entry, but 26 references were used in the last one.

b. Conjunction cohesion

First, there were three conjunctions used in the 2nd informant from the first entry, but six conjunctions were found in the last entry. Second, the 7th informant's first entry contained four conjunctions, but five conjunctions were found in the last entry. Third, the 10th informant's entry had the same number of conjunction; that is one conjunction, both in the first and the last entry. Fourth, no conjunction was found in the 11th informant's first entry, but nine conjunctions were used in the last one. Finally, three conjunctions were employed in the first entry of 14th informant, but there was no conjunction used in the last one.

c. Lexical cohesion

It was found that the 2nd and 10th informants used lexical cohesion. The 2nd informant employed three lexical cohesion in the last entry. The 10th informant used only one lexical cohesion in the first entry. 7th, 11th, and 14th informants used no lexical cohesion.

As a whole, the five informants who showed syntactic growth were found to have more cohesive devices in the last entries than in the first ones. The frequency of references, conjunction and lexical ties increased in the last entry. One hundred and twenty-five cohesive devices which consist of 113 references (89.68%), 12 conjunctions (9.53%), and one lexical cohesion (0.79%) are used. To compare with the last entries, 175 cohesive devices, which are 151 references (86.29%), 21 conjunctions (12.00%), and three lexical cohesion (1.71%) are found. Surprisingly, there was no substitution and ellipsis used in writing journals. In general, the informants preferred using reference cohesion the most, and conjunction, lexical cohesion, respectively.

Discussion

Even though it is difficult to make strong generalizations from the analysis of data for such a small sample size, the syntactic growth and the cohesion seems to be supported.

First, from the results of the study in terms of t-unit analysis, it was found that there were only five out of 14 informants who could improve their writing ability due to practice writing more frequently. The informant who was a good writer tended to write more error-free t-units both in the first and last entries. On the contrary, the poor writer was different. Writing journals in this study was no limitation of topic and number of words, so the findings may differ from other cases. This study suggests that good or poor writings seem to depend on the demands of the topic (Johnson, 1992). Writers may generate their writing longer due to their topic of interest.

Second, in the findings of cohesion analysis, it was found that there was a relationship between the students' writing growth and the frequency of cohesive devices used. The students, who showed their syntactic growth, tended to have cohesive density.

A lot of researchers studied cohesion density by comparing between the highest and the lowest scored groups such as Witte and Faigley (1984), Neuner (1987) Jafarpur's (1991), studies. In this study cohesive density was done on syntactic ability. Witte and Faigley (1984) studied five good and five poor essays, which were selected from 90 essays. The results were similar to other studies in that the better essays had more density of cohesive ties than did the poor ones. Neuner (1987) investigated 600 college freshmen's essays in terms of cohesive ties and chain. It was

found that the good essays tended to use a greater variety of diction in the essays than did the poor ones. Jafapur (1991) explored 38 compositions written by EFL learners of different language proficiency. They were analyzed for various cohesive ties and cohesive types. Four ESL/EFL instructors rated the essays for writing quality. The results of the comparison revealed that the evaluation of composition by cohesive elements is feasible with writings of more advanced subjects.

In brief, the findings indicated that there was a connection between the syntactic growth and cohesion density of the first and the last entry, so it could be summarized that cohesive density could be an indicator of syntactic development. Palmer (1999) explains that the use of cohesive devices will help both the reader and the writer to understand the text clearly.

Application

1. The findings of this study may guide English teachers to apply in English writing class.
2. English teachers should teach their students how to use of cohesive devices in the writing class.
3. The method of this study can be applied in a classroom where the English teacher wants to develop the students' English writing ability.

Limitation of the study

The study has the following limitations:

1. In writing journal, it is similar to free writing. Students can write any topic and use any number of words, so the results may be different from other cases.
2. The data of this study were of a small group, so the results cannot be generalized.

Recommendations for further studies

1. There should be limited a number of words in writing journal.
2. There should be further studies about the misuse or overuse of cohesive ties in writing
3. There should be a comparative study between Thai students and English native students about their use of cohesive devices.
4. In this study, cohesive devices were analyzed in general, so specific types of cohesive devices such as lexical cohesion, conjunction, or reference should be further studied individually.

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APPENDICES

APPENDIX A

The Illustration of Error-Free T-Units in the First Entries

The Illustration of Error-Free T-Units of the 1st Informant in the First Entry

No. T-unit	The 1 st informant's first entry	Error-free t-units
1	My last holiday in October, I went to the south of Thailand, Yala, to visit my grandpa, grandma, aunt, uncle and my cousins	✓
2	The weather was fresh	✓
3	There was no pollution	✓
4	It was raining every night	✗
5	but the sun shone at noon	✓
6	I enjoyed eating a lot because I love Southern food for example Kraw-yam and Krangtripa	✓
7	The food was sour and spicy	✓
8	I also went to Samilar Beach	✓
9	I swam and took photos with my cousins	✓
10	After that, I went to Haad Yai for shopping	✓
11	and I went to Padang Besa, Malaysia ()	✓
12	There are a lot of duty free shops	✓
13	The goods there are cheaper than the goods in Thailand	✓
14	I stayed in Yala for two weeks	✓
15	Time went so fast	✓
16	I had to come back to Bangkok to study	✓
17	I had to come back to Bangkok to study	✗

The first entry of the 1st informant was divided into 17 t-units. There were 15 error-free t-units, and the percentages were 88.23%.

The Illustration of Error-Free T-Units of the 2nd Informant in the First Entry

No. T-unit	The 2 nd informant's first entry	Error-free t-units
1	This is the true story which I think it's very strange and very miracle	✗
2	Maybe you think this is a play	✓
3	but it's not	✓
4	Here it is!	✓
5	Back to 1986 at Huachew Hospital	✓
6	There were a two pregnant women gave birth on The same day and the same time	✗
7	One of them have a girl	✗
8	Another have a twins girls	✗
9	The nurse had bring these 3 baby to their parents	✗
10	but it was too bad that the nurse had bring the wrong girl to the twins mommy	✗
11	Have you figure what it is	✗
12	Yes! The mother who have a twin have the one wrong girl	✗
13	and she didn't know because they look very similar	✗
14	Time pass for 16 years when these 3 girls study in Matayom 4	✗
15	One day when the twin study in Mater Dei school	✗
16	There's a one lady told that this one girl is very alike another girl in another school	✗
17	So the parent of these two girls go to see her	✗
18	And Bang!! They be very alike	✗
19	They're like a twins!!	✗
20	So these two parent have make an appointment to see each other	✗
21	They're talk and they knew that there's been a mistake	✗
22	their babys has alternate	✗
23	But how can they change it back when time has passed for 16 years?	✗
24	The relationship that have grew for 16 years	✗
25	every bare and every ruin has happen to their house	✗
26	How can we decide?	✓
27	What do you think they should do?	✓

The first entry of the 2nd informant was divided into 27 t-units. There were six error-free t-units, and the percentages were 22.22%.

The Illustration of Error-Free T-Units of the 3rd Informant in the First Entry

No. T-unit	The 3 rd informant's first entry	Error-free t-units
1	I'll never forget this day	✓
2	the worst day happened last month	✗
3	I was hanging out with my friends at the mall for almost six hours	✓
4	We watched movie	✗
5	and I thought this day would be such a perfect day	✓
6	In fact, it could have been perfect if that ugly black dirty man did not walk and ripped my bag	✓
7	He ran away with my cell phone	✓
8	Fortunately, that phone was a toy which I bought for my little cousin	✓
9	I went back home with nothing to give him	✓
10	I knew he would be really sad	✓
11	so I told him that I got something ready for him tomorrow	✗
12	I went to 7 eleven at night to buy him toys	✓
13	but I saw that black dirty guy again	✓
14	I paid for the toys and ran out of the store before he could get any closer to me	✓
15	I already got the toys for my cousin	✓
16	and he was so happy	✓
17	he was the happiest child I've ever seen	✓

The first entry of the 3rd informant was divided into 17 t-units. There were 14 error-free t-units, and the percentages were 82.35%.

The Illustration of Error-Free T-Units of the 4th Informant in the First Entry

No. T-unit	The 4 th informant's first entry	Error-free t-units
1	Nowadays diving is another kind of sport that has become famous in every country	✓
2	People who love the sea and love to travel should try this kind of sport	✓
3	I was another one who was afraid of the world under the sea	✓
4	but after I heard many stories from my friends	✓
5	I changed my mind	✓
6	I found that it's not so dangerous as I thought if you know how to be safe	✓
7	The first thing you have to do if you decide to dive is taking the diving course in diving school	✗
8	The instructor will teach you the theory and practise in the pool	✓
9	You will know how to breathe with the oxygen tank,	✓
10	how to remove the snorkel if the water gets into it	✓
11	and also how to rescue people	✓
11	After you finish all the lessons, you have to take the written examination	✓
12	and do what you have practiced in the sea instead of the pool	✓
13	If you pass the examination, you will get the diving license	✓
14	You can dive all over the world with the license	✓
15	Though the expenses for diving are quite high	✓
16	I think it's worth to see what you can't see in the general world	✗

The first entry of the 4th informant was divided into 16 t-units. There were 14 error-free t-units, and the percentages were 87.50%.

The Illustration of Error-Free T-Units of the 5th Informant in the First Entry

No. T-unit	The 5 th informant's first entry	Error-free t-units
1	Bodindecha (Singha Singhasaene) is the name of my school	✓
2	It's located in Soi-Ladprow 112	✓
3	I studied there for 6 years since 1995	✓
4	I had a lot of memory in this school	✗
5	There are about 4,000 students and about 200 teachers	✓
6	This school has 9 building	✗
7	There are 6 buildings for the students	✓
8	and the others are Conference building, Cafeteria and Sport building	✓
9	My school has 1 football field, 3 basketball fields, 4 badminton courts, 2 volleyball courts and a swimming pool	✓
10	My favourite place that my friends and I used to go is a football field	✗
11	We like to play football	✓
12	We always play it on lunch brake and after the last class of the day	✓
13	Sometimes we played it on the volley ball court between the building	✗
14	But it is a volley ball court	✓
15	so when the teachers saw us play football on the volleyball court	✗
16	They will try to catch us and punish us	✗
17	but sometimes we can run away	✗
18	It was a great time for us	✓
19	In M.1 to M.3 it was not hard too much for me	✗
20	I got a good grade every term	✓
21	But when I was in M.4 everything was difference	✗
22	I couldn't adapt myself well	✓
23	so my grade fell down	✓
24	It was up a little in next term	✗
25	I think M.4 to M.6 is very important for the Student because GPA from M.4 to M.6 will use in the entrance examination for 10%	✗
26	But I didn't have a good GPA	✓
27	so I had to study hard for the rest of 90% in the test	✗
28	Finally, in my opinion I think a life in school is very important for everybody because the habit of a people will depend on life-style in the school	✗
29	So if someone is enjoy and happy when they was in school, they will have a positive thinking	

The Illustration of Error-Free T-Units of the 5th Informant in the First Entry
(Continued)

No. T-unit	The 5 th informant's first entry	Error-free t-units
30	And they will get through every problems that they will have in the future	

The first entry of the 5th informant was divided into 30 t-units. There were 15 error-free t-units, and the percentages were 50.00%.

The Illustration of Error-Free T-Units of the 6th Informant in the First Entry

No. T-unit	The 6 th informant's first entry	Error-free t-units
1	"Watching movies" is one of Thai people's hobbies	✓
2	It is my favourite hobby I usually go to see the movies every weekend	✓
3	In the past, I don't like Asean movies	✗
4	Because I think that they are not worthwhile	✗
5	I didn't want to spend money for Asean movies	✓
6	But now I change my mind	✓
7	Last month, I went to Klongtom market	✓
8	I bought ten DVDs	✓
9	One of them is Korean movie	✓
10	It is called " My Sassy Girl" in English	✓
11	My friend had seen this movie before	✓
12	And she told me that it was very interesting movie	✗
13	She liked it very much	✓
14	When I first saw the cover, I saw a cruel girl and a cowardly guy	✗
15	I thought that this movie must be fun	✓
16	The movie is about girl who felt hurt from love	✓
17	Although her boyfriend had died two years ago, she was still sad	✓
18	She acted like a cheerful despite she was sorrowful	✗
19	One day she met a new guy by chance at the train station while she was drunk	✓
20	She threw up on the train	✓
21	Then, she was unconscious	✓
22	Before she fainted, she called him "Darling"	✓
23	That was the beginning of their relationship	✓
24	A new guy's name is "Kwonwoo"	✓
25	He had to meet her a lot after that day	✓
26	First, he thought that a girl is not good because she was drunk	✗
27	And she was very cruel person	✗
28	After that, he found that a girl was pitiful	✗
29	She pretended to be happy	✓
30	Kwonwoo wanted to cure her heart	✓
31	She was a person whom he loved	✓
32	He did everything for her	✓
33	Finally a girl is not sad anymore	✗
34	She had a new life	✓
35	She loved Kwonwoo, a guy who can do anything for her	✗
36	I really love this movie	✓
37	It is funny, sad and romance	✗
38	I think that Korean movie is not so bad	✓

The Illustration of Error-Free T-Units of the 6th Informant in the First Entry
(Continued)

No. T-unit	The 6 th informant's first entry	Error-free t-units
39	Maybe I will go to see Asean movies at the cinema next time	✓

The first entry of the 6th informant was divided into 39 t-units. There were 28 error-free t-units, and the percentages were 77.79%.

The Illustration of Error-Free T-Units of the 7th Informant in the First Entry

No. T-unit	The 7 th informant's first entry	Error-free t-units
1	One of my favorite kind of music is acid jazz	✗
2	This type of music is a mixture of jazz, funk, and disco	✓
3	My friends introduce it to me since I was in grade 12	✗
4	At first, I didn't like it because it's too futuristic to me	✗
5	But I had changed my mind since I have listened to the band "Jamiroquai"	✗
6	They made me feeled very fascinated with their music	✗
7	Because their songs are very funky, groovy, and made me want to sing along with it	✗
8	They are also one of my influences that made me want to learned to play my musical instruments	✗
9	The instruments I can play are bass guitars and drums	✓
10	I learned how to play them for about 3 years now	✗
11	I often practice it after school or at my house	✓
12	I considered if as my talent	✗

The first entry of the 7th informant was divided into 12 t-units. There were three error-free t-units, and the percentages were 25.00%.

The Illustration of Error-Free T-Units of the 8th Informant in the First Entry

No. T-unit	The 8 th informant's first entry	Error-free t-units
1	On last Saturday, I went to The Mall at Bangkapi with my friends after I went to visit my grandmother	
2	I had lunch at Fuji	✓
3	Fuji is a Japanese restaurant	✓
4	After that I went to see the movie at SF cinema	✗
5	The movie called Pee-Hua-Kad	✗
6	The story is about a ghost	✓
7	It's a comedy movie	✓
8	It's very funny in my idea	✗
9	I arrived home at 8 o'clock in the evening	✓
10	And on Sunday, I went to shopping with my cousin at Siam Square	✗
11	My cousin bought shoes	✗
12	and I bought a book	✓
13	The book is called "What Men Think about Sex"	✓
14	It's a novel	✓
15	The title is very interesting me that made me decided to buy it	✗
16	I haven't started to read it yet	✓
17	so I don't know exactly what story is	✗
18	But I hope, I didn't make a wrong decision	✓
19	This weekend is very wonderful for me	✗

The first entry of the 8th informant was divided into 19 t-units. There were 11 error-free t-units, and the percentages were 57.89%.

The Illustration of Error-Free T-Units of the 9th Informant in the First Entry

No. T-unit	The 9 th informant's first entry	Error-free t-units
1	Football is a kind of sport	✗
2	Nobody knew exactly where and when it first started	✓
3	but for today I think football is the most popular sport on earth	✗
4	Maybe because it has a very simple rule	✓
5	You can use any part of your body to control the ball except your hand	✓
6	There is one goal at each end of the field guarded by a goalkeeper	✓
7	There are two teams each comprising 11 player try to kick the ball in to the other team's goal	✗
8	The team that score more goal wins the game	✗
9	We can easily divide players into four positions goalkeeper, defender, midfielder, striker	✗
10	Goalkeeper, the only one position that can use hands	✗
11	his is to do everything to keep the ball out of his goal	✗
12	Defenders must not let the other team's striker score easily	✓
13	Midfielders have to control all the game	✓
14	Strikers must shoot everytime they have chance	✗

The first entry of the 9th informant was divided into 14 t-units. There were seven error-free t-units, and the percentages were 50.00%.

The Illustration of Error-Free T-Units of the 10th Informant in the First Entry

No. T-unit	The 10 th informant's first entry	Error-free t-units
1	Thailand is developing country	✗
2	More than 75% of the population are farmers	✓
3	As we know we can see the difference between big city and rural area	✗
4	There are very big differences	✓
5	People in the city have everything that make them convenient	✗
6	They have electricity, irrigation service, telephone, and etc	✓
7	Compare with rural area they don't have enough infrastructure to increase their product	✗
8	That's because of income distribution	✓
9	Thailand has been facing with this problem for long time	✗
10	Many governments tried to solve this problem	✗
11	Unfortunately, not any government could solve the problem still remain and seem to be more worse	✗
12	There are many factors involve such as economic situation, attendance of the government and policies	✗
13	In the past, government has concentrated on increase of GDP (Gross Domestic Product)	✗
14	In fact, eventhough we have enormous amount of GDP, it doesn't mean everyone in country get richer	✗
15	Usually, people who get richer are investors, businessman, and business politician	✗

The first entry of the 10th informant was divided into 15 t-units. There were four error-free t-units, and the percentages were 26.67%.

The Illustration of Error-Free T-Units of the 11th Informant in the First Entry

No.	T-unit	The 11 th informant's first entry	Error-free t-units
1	In my freetime, I like to read a book and one of my favorite books is about poem		✗
2	Sometime it difficult for me to translate them into Thai		✗
3	The most my favorite poem is about "love"		✗
4	I like the poem that can help me feel about romance		✓
5	It always feel thinking about myself, my friend, my family include every person who I love or thinking about		✗
6	This is my favorite poem call " O, My Love's like A red, red rose written by "Robert Burns"		✗
7	This poem compare love with many thing and explain how much he loves his lover		✗
8	And how much his lover beautiful		✗
9	At the end of the poem promise to love her as long as he died		✗
10	I like this poem very much		✓
11	Sometime I think that impossible to have a guy love a woman like this		✗
12	I want to have someone love me like this poem		✗
13	Thank god that I already found them		✗
14	They are my family		✓
15	They always love me without asking in return		✗
16	They never blame me		✓
17	I really love them		✓
18	My family always be my whole world		✗

The first entry of the 11th informant was divided into 18 t-units. There were five error-free t-units, and the percentages were 27.78%.

The Illustration of Error-Free T-Units of the 12th Informant in the First Entry

No. T-unit	The 12 th informant's first entry	Error-free t-units
1	Ribama Posa is Hungarian	✓
2	and her local area is Yugoslavia	✓
3	I was very excited when I received the first letter from her	✓
4	She told me that her family immigrated to Germany in 1970	✓
5	After he parents have divorced, she lived alone with her father in Hannover	✗
6	She like Hannover	
7	it is her home town	✓
8	and she said "She know nearly every stone in this town."	✗
9	She was born on 8 th August 1982 in Hannover in Germany	✓
10	She could speak 4 language; Hungarian, English, French, and Latin	✗
11	and she is a good sport player	✓
12	I think she was active and kind	✗
13	She sent a lot of stamps to me when I had written to tell her that my hobby is collecting stamps	✓
14	Now, I have a lot of stamps from many countries	✓
15	I think penfriend is good for practicing my English language and know many things in another country in addition to Thailand	✗

The first entry of the 12th informant was divided into 15 t-units. There were nine error-free t-units, and the percentages were 60.00%.

The Illustration of Error-Free T-Units of the 13th Informant in the First Entry

No. T-unit	The 13 th informant's first entry	Error-free t-units
1	I remember the first day I got her in my arms	✓
2	Everything looked happy and exciting	✓
3	I got a shit-zu puppy!	✓
4	Her face was moody	✓
5	but she was very nice with the big cleary eyes	✗
6	Her hairs was messy	✗
7	but it was very soft	✓
8	Her middle was round	✗
9	but it was suitable for her short and big legs	✓
10	She got white hair and black stripes	✓
11	My mother named her "Loie Toie"	✓
12	it meant something unvaluable	✗
13	But we didn't mean that	✗
14	we just called for a joke	✓
15	She looked very neat and silent	✓
16	We feared that she would die until we saw she ate...ate so much	✓
17	we changed our mind	✓
18	My father called her "Miss Five Thousand (E5000)" because of her price	✓
19	He thought that she was very expensive	✓
20	and I thought too	✗
21	However, in a short time we all forget about her price	✓
22	And we realised that she was the important member in our family	✗

The first entry of the 13th informant was divided into 22 t-units. There were 15 error-free t-units, and the percentages were 68.18%.

The Illustration of Error-Free T-Units of the 14th Informant in the First Entry

No. T-unit	The 14 th informant's first entry	Error-free t-units
1	Fried chicken and pizza are my favorite food	✓
2	My mother doesn't want me to eat them because they are junk food	✓
3	Although my mother forbids me, sometimes I eat them	✓
4	I like to eat fried chicken at KFC and pizza at The Pizza Company	✓
5	I eat them about twice a month	✓
6	I know junk food isn't good for health	✓
7	If I eat them too much, I might be cancer	✗
8	Some of my friends don't eat pizza because they will gain weight	✓
9	They often eat vegetable and fruit	✗
10	Nowadays, there is a mixed vegetable and fruit juice sell in the supermarket	✗
11	it is a convenience food for the new generation	✗
12	However, fresh vegetables and fruits are better than a mixed vegetables and fruit juice because they have fiber	✗
13	In next year, I will try to eat less fried chicken and pizza	✗
14	And I will exercise everyday for good health	✓

The first entry of the 14th informant was divided into 14 t-units. There were eight error-free t-units, and the percentages were 57.14%.

APPENDIX B

*The Illustration of Error-Free T-Units in the Last Entries*The Illustration of Error-Free T-Units of the 1st Informant in the Last Entry

No. T-unit	The 1 st informant's last entry	Error-free t-units
1	Thongdaeng is a respectful dog with proper manners	✓
2	She is humble and knows protocol	✓
3	She would always sit lower than the King	✗
4	even when he pulls her up to embrace her,	✗
5	Thongdaeng would lower herself down on the floor her ears in a respectful drooping position, as if she would say, "I don't dare."	✗
6	She is an intelligent dog and quick to understand	✓
7	Whatever the King tells Tongdaeng, even Tongdaeng found a chicken bone, left by the crows, in a bush in Chitralada Villa and was chewing on it	✓
8	the king saw this and said "Tongdaeng, that's not good"	✓
9	Tongdaeng immediately spat out the bone and ran to join the King	✓
10	This is a part of "The story of Thongdaeng" book	✓
11	Although she is a dog, she is cleverer than human	✓
12	She knows to respect the king with her sense	✓
13	When I read this book, I want to have a pet dog	✓

The last entry of the 1st informant was divided into 13 t-units. There were nine error-free t-units, and the percentages were 69.23%.

The Illustration of Error-Free T-Units of the 2nd Informant in the Last Entry

No. T-unit	The 2 nd informant's last entry	Error-free t-units
1	Since we were a child we have been taught that our basic need is foods, medicine, home and clothes	✗
2	but nowadays we may change our mind because we have to add a technology also which mean such as a television, computer, video games and of course mobile phones	✗
3	A mobile phone is become one of the most important things to everyone	✗
4	When you look around you will see so many people talking on the phone	✓
5	they talking when they driving, walking, or even eating	✗
6	They talking everywhere because it is a mobile phones	✗
7	But mobile phones also have a good side and bad side	✗
8	The good side is you can connect to everyone in everyplace you go	✓
9	and it is more safe if you are a girl	✗
10	and you have to travel alone	✓
11	Mobile phone will help you when you are in danger	✓
12	In the other hand if you use mobile phone too much you may have a cancer in your brain because it is not good to talking on the mobile phone too long	✗
13	so you must be careful when you use it	✗
14	But everything always have a good side and bad side	✗
15	It is depend on human	✗
16	We have to control them	✓
17	and not let them to control us	✗
18	then everything will be in good way	✗

The last entry of the 2nd informant was divided into 18 t-units. There were five error-free t-units, and the percentages were 27.78%.

The Illustration of Error-Free T-Units of the 3rd Informant in the Last Entry

No. T-unit	The 3 rd informant's last entry	Error-free t-units
1	Last week, I went to a movie with my friends	✓
2	and we watched a movie called Just Married	✓
3	I thought the movie was pretty funny but not that much of a good plot	✗
4	The movie was about a young couple getting married	✓
5	and they thought it was the right decision	✓
6	and they marry each other because they love each other so much	✗
7	They got married a couple day later	✗
8	On their wedding night, they thought everything was going to be perfect just like what they were waiting for	✓
9	The next day, they went to France for their honeymoon ()	✓
10	When they got there, the honeymoon suite was like the room of their dreams	✓
11	Both were very satisfied with it	✗
12	but not until Tom shut down all the powers at the hotel	✓
13	and he had an argument with one of the manager there	✗
14	so they had to kick both of them out	✓
15	Sarah and Tom end up driving for a place to stay	✓
16	While on their way to find a new hotel, they end up losing their car because some old lady hit it	✗
17	and it fell down the cliff	✗
18	Tom and Sarah found one not very good flat	✗
19	so they had to move away	✓
20	Sarah and Tom were broke and had no money at the time	✓
21	but fortunately, Sarah's father is a rich man	✓
22	but Tom didn't want to borrow his money	✓
23	But they end up using Sarah's father's money and stayed in a five star hotel	✗
24	Unfortunately, Sarah's ex-boyfriend showed up	✓
25	and it wasn't a coincidence	✓
26	Tom didn't have a good feeling about it	✓
27	and he was right	✓
28	He saw Sarah and her ex-boyfriend kissing at the balcony	✓
29	but Tom missed the part when Sarah slapped her ex's face	✓
30	When Sarah came up stairs, they argued	✗

The Illustration of Error-Free T-Units of the 3rd Informant in the Last Entry
(continued)

No. T-unit	The 3 rd informant's last entry	Error-free t-units
31	They when back the next day and end up being mad at each other	✗
32	Days past by, Tom went after his wife told him how much she loved him	✗
33	and he believed	✗
34	They kissed	✓
35	and it was a happy ending	✓

The last entry of the 3rd informant was divided into 35 t-units. There were 22 error-free t-units, and the percentages were 62.86%.

The Illustration of Error-Free T-Units of the 4th Informant in the Last Entry

No. T-unit	The 4 th informant's last entry	Error-free t-units
1	Tourism is a key industry in Cambodia	✓
2	but after the riot in Phnom Penh it is getting worse	✓
3	Fewer foreign tourists arrive in Cambodia because they worry about their safety	✓
4	In my opinion, this riot is only the problem between Thailand and Cambodia	✗
5	so tourists from other countries can still visit Cambodia	✓
6	Cambodians don't have a conflict with Westerners	✗
7	I think Cambodians will not hurt them because Cambodians need their money	✓
8	Another point is the incident occurred in Phnom Penh	✓
9	If tourists visit other cities, I think it should be safe	✓
10	The terrorist is only one small group in the country	✓
11	I am sure that many people in Cambodia don't believe the news about Kob-Suwanun who was blamed for looking down on Cambodians	✓
12	So I think it must be safe for Westerners to visit all the cities in Cambodia	✗
13	but for Thai people, it may be safe in only some cities	✓

The last entry of the 4th informant was divided into 13 t-units. There were 10 error-free t-units, and the percentages were 76.92%.

The Illustration of Error-Free T-Units of the 5th Informant in the Last Entry

No. T-unit	The 5 th informant's last entry	Error-free t-units
1	Foot ball is a game played by two teams of eleven players who try to kicked around ball into their opponent's goal	✗
2	I had know football for ten years	✗
3	When I was in school I usually played football after the class	✗
4	Now I am in University	✓
5	and I am still continue playing football after class or sometimes after lunch	✗
6	I like to play and watch football match	✗
7	When I play football I feel relax and have a lot of fun	✗
8	The football match which I like to watch is English Paemire Leage	✗
9	My favorite football team is Manchester United	✓
10	I have been a fan of Manchester United for seven years	✓
11	My favorite football player is Eric Cantona	✓
12	He had played for Manchester United unitl year 1997	✗
13	My favourite moment of him was a photo that show him while he jump kick to the other team fun because that fan yell and shout him with rude word	✗
14	and he was punished not to play for eight monthes	✗

The last entry of the 5th informant was divided into 14 t-units. There were four error-free t-units, and the percentages were 28.57%.

The Illustration of Error-Free T-Units of the 6th Informant in the Last Entry

No.	T-unit	The 6 th informant's last entry	Error-free t-units
1	Computer is needed in our life		✗
2	It can do everything		✓
3	I used it for 2 purposes, working and entertaining		✗
4	I like to play games on computer		✓
5	and one of my favourite is "Ragnarok."		✓
6	It is a game online from Korea		✓
7	It is a famous game in Thailand		✓
8	You can say that it is the most popular game in Thailand because there are 600,000 people who play this game		✓
9	They play this game by using the internet, and log in to this game		✓
10	It is very fun		✓
11	You can choose to be a swordman, a magician, a thief, an acolyte and a merchant at the beginning		✗
12	Then if your job level is 40, you can change your job to be a knight, a wizard, an assassin, a hunter, a priest and a blacksmith		✓
13	Each job has advantages and disadvantages		✓
14	I choosed to be an archer at first because you can kill terrible monsters from the cliff		✗
15	Your level will increase very quickly		✗
16	but it cost a lot of money to buy arrows		✓
17	Then when I changed to be a hunter, I could go to kill monsters almost everywhere		✓
18	But I had to buy traps that is more expensive than arrows		✗
19	The more terrible monsters you killed, the more valuable items you got		✓
20	You can play 3 characters per 1 id.		✓
21	and you can play this game very long		✗
22	I played it for 6 months		✓
23	but I have never get bored		✗
24	Some people say that "Ragnarok" is ruin our children		✗
25	I don't think so		✓
26	In my opinion, if you can arrange your time to do the other things beside playing this game, it would not effect you in the bad ways		✗

The last entry of the 6th informant was divided into 26 t-units. There were 16 error-free t-units, and the percentages were 61.54%.

The Illustration of Error-Free T-Units of the 7th Informant in the Last Entry

No. T-unit	The 7 th informant's last entry	Error-free t-units
1	I would like all of you to know that I love this class very much	✓
2	It taught me about the things I do not understand much before I attend this class which are English grammar and how to write English fluently	✓
3	At first, I thought this class has very good atmosphere	✓
4	and it makes me want to learn it	✓
5	This subject has a lot works for me to do	✓
6	but I think it is a way I can learn and practice and also improve my English grammar	✓
7	I would like to thanks my teacher for teaching me and advised me about my English	✗
8	and I would like to apologized her for my misbehavior that I have done	✗
9	I think I get a lot of benefits from this subject such as my improved ability, my good friends, and the teacher who I could always ask for some great advises	✗

The last entry of the 7th informant was divided into nine t-units. There were six error-free t-units, and the percentages were 66.67%.

The Illustration of Error-Free T-Units of the 8th Informant in the Last Entry

No. T-unit	The 8 th informant's last entry	Error-free t-units
1	When you have a minor health problem, do you usually go to the doctor, get something from the drugstore, or use a home remedy?	✓
2	I have some simple home remedy to suggest for you	✗
3	First, if you bee stings and insect bites, you should wash the sting or bite	✗
4	Then put some meat tenderizer on a handkerchief and put the handkerchief on the bite for half an hour	✗
5	It's helpful to eat garlic or take garlic pills to avoid insect bites	✓
6	Second, If you burn, you should put cold water or put a cold handkerchief on it	✗
7	Then apply aloe vera gel to the burn	✗
8	It's very important not to put ice on the burn	✓
9	Third, if you get cough, you should drink warm liquids or take some honey	✓
10	Forth, if you get headaches, you should apply ice pack or cold cloth to your head or splash your face with cold water	✗
11	It's a good idea to put your hands into hot water and leave them there for several minutes	✓
12	Finally, if you get insomnia, you should drink a large glass of warm milk or soak in a warm bath	✓
13	I think my suggestions can help you to remedies the minor health problem	✗

The last entry of the 8th informant was divided into 13 t-units. There were six error-free t-units, and the percentages were 46.15%.

The Illustration of Error-Free T-Units of the 9th Informant in the Last Entry

No. T-unit	The 9 th informant's last entry	Error-free t-units
1	Roses is very important to the Valentine's Day because red rose because people use rose to express their love feeling to their lover	✗
2	Actually not just only red rose any thing else that mean the same way, love, could use instead	✗
3	why they have to give it on Valentine's Day?	✗
4	Some thinks that Valentine's Day is the day of love	✗
5	but there is more story than that	✓
6	Reason that every Febuary 14 called Valentine's Day because Saint Valentine was executed that day	✗
7	Now you might feel confusing who is saint Valentine	✗
8	and what he has to do with Valentine's Day?	✓
9	Back in the time of Roman Empire men were forbiden to marry because Emperor Claudius, Roman's Emperor, believed that married man can not be a good soldier	✗
10	But saint Valentine sympathised for the lovers	✗
11	so he continued marrying them secretly	✗
12	He was caught and been executed on Febuary 14	✗
13	In my opinion, I do not believe in Valentine's Day	✓
14	but I believe that lovers should express their love every time they want and as much as they want	✗
15	for me Valentine's Day is just a little bit different from the others day	✗

The last entry of the 9th informant was divided into 15 t-units. There were three error-free t-units, and the percentages were 20.00%.

The Illustration of Error-Free T-Units of the 10th Informant in the Last Entry

No. T-unit	The 10 th informant's last entry	Error-free t-units
1	This is story about my friend	✗
2	Let start with his phisical characters	✗
3	He has short hair, black, fat and wears glasses	✗
4	He is funny looking guy	✗
5	He always making fun to other friends	✗
6	We named him "Buffalo Bear" because of his look	✓
7	His real name is Thanapat	✓
8	His father is a lawyer	✓
9	So he wants to be a lawyer like his father	✓
10	He has been playing guitar for almost one year, surprising not anything improve	✗
11	He is a good friend of me	✓)

The last entry of the 10th informant was divided into 11 t-units. There were five error-free t-units, and the percentages were 45.45%.

The Illustration of Error-Free T-Units of the 11th Informant in the Last Entry

No. T-unit	The 11 th informant's last entry	Error-free t-units
1	I went to Phuket from 14 to 17 February	✗
2	I went there by plane with my family	✗
3	I went there to dive	✓
4	I love to dive because it let me know and understand how the fish lives, how beautiful it is and how to protect it from human	✗
5	I think underwater environment is very beautiful	✗
6	so we must save it for our children before it is too late	✓
7	I stayed at The Sea Pearl Hotel in along beach	✓
8	This hotel is very beautiful because it decorated with sea shells and a lot of wooden furnitures	✗
9	I had problem there because I lost my wallet	✗
10	I have a lot of my cards in it such as my ATM card, and a lot of member cards	✗
11	I was very sad at that time because I lost all of my cards and my money	✓
12	but my parents soothed me to make me feel happier and forget it	✓
13	I remember it all the time	✓
14	but I was happy when I went to eat or dive	✓
15	I ate a lot of seafood	✓
16	It was very fresh and very delicious for me	✓
17	so I could not resist it	✓
18	If you have a chance to go there I would like to recommend you to eat "Nam Prik Kung Siab" which is a combination of shrimp paste, lemon juice, fish sauce, grilled shrimp and chilies	✓
19	It was very spicy and salty	✓
20	Its spicy came from chilly	
21	and its salty came from fish sauce and shrimp paste	✗
22	I did not remember which restaurant that I ate this food	✓
23	but I liked it very much	✓
24	I insisted that if you have a chance to go you should go to dive and try Phuket's seafood especially "Nam Prick Kung Siab"	✓

The last entry of the 11th informant was divided into 24 t-units. There were 13 error-free t-units, and the percentages were 54.17%.

The Illustration of Error-Free T-Units of the 12th Informant in the Last Entry

No. T-unit	The 12 th informant's last entry	Error-free t-units
1	This year, valentine is on Friday	✓
2	and I think it is like everyday	✓
3	so it is not a special day for me	✓
4	In the morning, I got a white rose from my friend "Job"	✓
5	He took it for every girl in his class of economics	✗
6	After that I got chocolate from my friend "Yok" and a little gift from "Ton"	✓
7	The special gift that made me impressed in this valentine was the pocket from "Shampoo" because she spent a lot time to make it for nine friends	✗
8	She drew the similar picture of us on the pocket and drew one man gave us the flowers	✗
9	I think she was very patience for doing this	✗
10	When I saw my friend's pocket "Mon", I laughed so loudly because it liked her a lot especially her lip	✗
11	In the afternoon, I got a rose from someone I know because he did not want to take it back his home	✗
12	Although I got some gift or rose, I think valentine is not a special day	✗

The last entry of the 12th informant was divided into 12 t-units. There were five error-free t-units, and the percentages were 41.67%.

The Illustration of Error-Free T-Units of the 13th Informant in the Last Entry

No. T-unit	The 13 th informant's last entry	Error-free t-units
1	If we hear the word "Valentine", we will always think about the loving of youth and the roses for lovers	✗
2	Everyone seems to be very happy in the Valentine's Day, which is the day of loving	✗
3	But I think that it is the day we might be sad, and remembered to the death	✗
4	Because of a Father (priest in Catholic), whose name is Valentine, he was put in jail, although, he was innocent	✗
5	He didn't called for any help, on the other hand, he devoted himself to work as a priest for the prisoners	✓
6	He teached them how to believe in God and religion	✗
7	One day, the one of the prisoners was judged to get the death penalty	✗
8	but he had a wife and children to cared and looked after	✗
9	Father Valentine sympathized to im and his family and thought to take the capital punishment himself, because he was single	✗
10	and there no one to be worried about	✗
11	So he was executed on 14 th February	✓
12	Later we adore him to be a Saint and call him "St. Valentine"	✗
13	and we set his dead day as a day of sacrify with love and called it "Valentine's Day"	✗
14	In every Valentine's Day catholics will celebrate and Remember of him	✗
15	but for the most people this day is only a day of loving	✗
16	However, I am the younger one who loves to living in pleasant	✗
17	so I join this day as a day of loving, too	✓
18	When I was young, we gave the heart stickers to our friends	✓
18	Today I still give something to my friends, too	✓
19	but there nothing for a boyfriend because of the single	✗
20	I make the pockets for my friends, because I love handmakes	✗
21	and think that they will take more impression	✗

The Illustration of Error-Free T-Units of the 13th Informant in the Last Entry
(continued)

No. T-unit	The 13 th informant's last entry	Error-free t-units
22	I make the pocket easily from paper on which are drawn the cartoon pictures of my friends on and covered with sticker for making it harder and stronger	✗
23	Then I send them to the sawer to saw them because I am not able to do	✗
24	Now, they are the nice pockets for me	✗
25	and I hope that my friends will like them	✓
26	Tik gets it too	✗
27	and if she likes it	✓
28	and there is nothing to write in her Journal 8	✗
29	you will see the story about "My Valentine's Day Gift" in it	✓

The last entry of the 13th informant was divided into 29 t-units. There were eight error-free t-units, and the percentages were 36.25%.

The Illustration of Error-Free T-Units of the 14th Informant in the Last Entry

No. T-unit	The 14 th informant's last entry	Error-free t-units
1	My university holidays is in summer	✗
2	It is a long period	✓
3	I and my friends have a plan to go to Trang	✗
4	Trang is a coastal province on Indian Ocean	✗
5	If I travel by bus, it will take me about 12 hours from Bangkok to Trang	✓
6	It will take me about 15 hours from Bangkok to Trang if I travel by train	✓
7	Poon, who is my friend, has a house there	✓
8	She will be the guide in this trip	✗
9	Her house is in Amphoe Muang	✓
10	It is behind governor's house	✗
11	My friend's mother is a teacher	✓
12	She is generous and humorous	✓
13	She persuaded me and other friends to go to Trang last summer	✓
14	I am glad because my parents allow me to go to Poon's house	✓
15	I never go to the South of Thailand	✓
16	I think that the beaches of the southern will be cleaner than the beaches of the eastern, Phetburi, and Prachuab Khiri Khan	✗
17	It must be a funny journey	✓
18	I intend I will send some postcards to my friends, who can't go to Trang	✗

The last entry of the 14th informant was divided into 18 t-units. There were 11 error-free t-units, and the percentages were 61.11%.

APPENDIX C

*The Analysis of Cohesive Devices in the First Entries*The Analysis of Cohesive Devices of 2nd Informant in the First Entry

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. This is the true story which I think it's very strange and very miracle	2	Which it	R2 R1	True story True story
2. Maybe you think this is a play	1	This	R2	Story
3. but it's not	2	But it	C2 R1	T.2 A play
4. Here it is!	1	it	R1	A play
5. Back to 1986 at Huachew Hospital	-	-	-	-
6. There were a two pregnant women gave birth on the same day and the same time	-	-	-	-
7. One of them have a girl	2	One them	R1 R1	Pregnant woman Two pregnant women
8. Another have a twins girls	1	Another	R1	Pregnant woman
9. The nurse had bring these 3 baby to their parents	2	These their	R1 R1	Twin girls Two pregnant woman
10. but it was too bad that the nurse had bring the wrong girl to the twins mommy	4	But The*3	C2 R2	T.9 Nurse 3 baby
11. Have you figure what it is	1	it	R1 R1	The nurse had bring the wrong girl to the twins mommy
12. Yes! The mother who have a twin have the one wrong girl	3	The Who the	R2 R2 R2	Pregnant woman Mother Baby

The Analysis of Cohesive Devices of 2nd Informant in the First Entry (continued)

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
13. and she didn't know because they look very similar	4	And	C1	T.12
		She	R1	The mother who had the wrong girl
		Because	C3	She didn't know
14. Time pass for 16 years when these 3 girls study in Matayom 4	1	they	R1	Twins
		these	R2	Twins
15. One day when the twin study in Mater Dei school	1	the	R2	Twins
16. There's a one lady told that this one girl is very alike another girl in another school	1	this	R2	The girl who studies in Mater Dei School
17. So the parent of these two girls go to see her	3	So	C3	T.16
		These	R2	Twin
		her	R1	The girl in another school
18. And Bang!! They be very alike	2	And	C1	T.17
19. They're like a twins!!	1	they	R1	Twins
		they	R1	Twins
20. So these two parent have make an appointment to see each other	2	So	C3	T.19
		these	R2	The parent of this two girls
21. They're talk and they knew that there's been a mistake	2	They*2	R1	The parent of this two girl
22. their babys has alternate	1	their	R1	They
23. But how can they change it back when time had passed for 16 years?	3	But	C2	T.22
		They	R1	The parent of this two girl
		it	R1	twin
24. The relationship that have grew for 16 years	1	that	R2	Relationship

The Analysis of Cohesive Devices of 2nd Informant in the First Entry (continued)

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
25. every bare and every ruin has happen to their house	1	Their	R1	The parent of this two girl
26. How can we decide?	-	-	-	-
27. What do you think they should do?	1	You they	R1 R1	T.2 The parent of this two girl

The Analysis of Cohesive of Devices of 7th Informant in the First Entry

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. One of my favorite kind of music is acid jazz	-	-	-	-
2. This type of music is a mixture of jazz, funk, and disco	1	this	R2	Acid jazz
3. My friends introduced it to me since I was in grade 12	1	it	R1	Acid jazz
4. At first, I didn't like it because it's too futuristic to me	5	At first	C4	T.3
		It*2	R1	Acid jazz
		Because me	C3 R1	I didn't like it I
5. But I had changed my mind	3	But	C2	T.4
		I	R1	Me
		my	R1	I
6. They made me feel very fascinated with their music	3	They	R1	A mixture of jazz, funk, and disco
		Me	R1	I
		their	R1	A mixture of jazz, funk, and disco
7. Because their songs are very funky, groovy, and made me want to sing along with it	4	Because	C3	T.6
		Their	R1	Music
		And	C1	Because their songs are very funky, groovy
8. They are also one of my influences that made me want to play my musical instruments	6	It	R1	song
		They	R1	Their songs
		One	R1	Influence
		My*2	R1	I
		That me	R2 R1	My influences
9. The instruments I can play are bass and drums	2	The	R2	My musical instruments
		I	R1	Me
10. I learned how to play them for about 3 years now	2	I	R1	Me
		Them	R1	Bass and drums
		I	R1	My
11. I often practise it after school or at my house	3	It	R1	Acid jazz
		my	R1	I

The Analysis of Cohesive of Devices of 7th Informant in the First Entry (continued)

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
12. I considered if as my talent	2	I my	R1 R1	Me I

The Analysis of Cohesive Devices of 10th Informant in the First Entry

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. Thailand is developing country	-	-	-	-
2. More than 75% of the population are farmers	-	-	-	-
3. As we know we can see difference between big city and rural area	-	-	-	-
4. There are very big differences	-	-	-	-
5. People in the city have everything that make them convenient	2	The them	R2 R1	Big city People in the big city
6. They have electricity, irrigation service, telephone, and etc.	2	They Electricity Irrigation service Telephone	R1 L2	People Convenient
7. Compare with rural area they don't have enough infrastructure to increase their products	2	They their	R1 R1	Farmers They
8. That's because of income distribution	1	that	R2	T.7
9. Thailand has been facing with this problem for long time	1	This	R2	Income distribution
10. Many governments tried to solve this problem	1	This	R2	Income distribution
11. Unfortunately, not any government could solve the problem still remain and seem to be more worse	1	the	R2	Income distribution
12. There are many factors involve such as economic situation, attendance of the government and policies	1	the	R3	Many governments
13. In the past, government has concentrated on increase of GDP (Gross Domestic Product)	-	-	-	-

The Analysis of Cohesive Devices of 10th Informant in the First Entry (continued)

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
14. In fact, eventhough we have enormous amount of GDP, it doesn't mean everyone in country get richer	2	eventhough it	C2 R1	T.13 Increase of GDP
15. Usually, people who get risher are investors, businessman, and business politician	1	who	R2	People

The Analysis of Cohesive Devices of 11th Informant in the First Entry

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. In my freetime, I like to read a book and one of my favorite books is about poem	2	I My	R1 R1	My I
2. Sometime it difficult for me to translate them into Thai	3	It Me them	R1 R1 R1	Reading books I Books(poem)
3. The most my favorite poem is about "love"	1	my	R1	I
4. I like the poem that can help me feel about romance	3	I That me	R1 R2 R1	My Poem I
5. It always feel thinking about myself, my friend, my family include every person who I love or thinking about	6	It Myself My*2 Who I	R1 R1 R1 R2 R1	Poem I I Person My
6. This is my favorite poem call "O, My Love's like a red, red rose written by "Robert Burns"	1	my	R1	I
7. This poem compare love with many thing and explain how much he loves his lover	2	This he	R2 R1	O, My Love's like a red, red rose his
8. And how much his lover beautiful	1	his	R1	He
10. I like this poem very much	2	I this	R1 R2	My O, My Love's like a red, red rose
11. Sometime I think that impossible to have a guy love a woman like this	1	this	R2	how much he loves his lover
12. I want to have someone love me like this poem	1	this	R2	O, My Love's like a red, red rose
13. Thank god that I already found them	1	them	R1	Love

The Analysis of Cohesive Devices of 11th informant in the First Entry (continued)

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
14. They are my family	2	They my	R1 R1	Love I
15. They always love me without asking in return	2	They me	R1 R1	My family I
15. They always love me without asking in return	2	They me	R1 R1	My family I
16. They never blame me	2	They Me	R1 R1	My family I
17. I really love them as well	2	I Them	R1 R1	My My family
18. My family always be my whole world	2	My*2	R1	I

The Analysis of Cohesive Devices of 14th informant in the First Entry

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. Fried chicken and pizza are my favorite food	-	-	-	-
2. My mother doesn't want me to eat them because they are junk food	4	Me Them Because They	R1 R1 C3 R1	My Fried chicken and pizza My mother doesn't want me to eat them Fried chicken and pizza
3. Although my mother forbids me, sometimes I eat them	5	Although My Me I them	C2 R1 R1 R1 R1	T.2 I I Me Fried chicken and pizza
4. I like to eat fried chicken at KFC and pizza at The Pizza Company	1	I	R1	Me
5. I eat them about twice a month	2	I them	R1 R1	Me Fried chicken and pizza
6. I know junk food isn't good for health	1	I	R1	Me
7. If I eat them too much, I might be cancer	3	I*2 them	R1 R1	Me Fried chicken and pizza
8. Some of my friends don't eat pizza because they will gain weight	2	My They	R1 R1	I My friends
9. They often eat vegetables and fruits	1	They	R1	My friends
10. Nowadays, there is a mixed vegetable and fruit juice sell in the supermarket	-	-	-	-

The Analysis of Cohesive Devices of 14th informant in the First Entry (continued)

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
11. it is a convenience food for the new generation	1	it	R1	there is a mixed vegetable and fruit juice sell in the supermarket
12. However, fresh vegetables and fruits are better than a mixed vegetable and fruit juice because they have fiber.	2	However they	C2 R1	T.11 Fresh vegetables and fruits
13. In next year, I will try to eat less fried chicken and pizza	1	I	R1	Me
14. And I will exercise everyday for good health	1	I	R1	Me

APPENDIX D

*The Analysis of Cohesive Devices in the Last Entries*The Analysis of Cohesive Devices of 2nd informant in the Last Entry

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. Since we were a child we have been taught that our basic need is foods, medicine, home and clothes	3	We*2 our	R1 R1	We We
2. but nowadays we may change our mind because we have to add a technology also which mean such as a television, computer, video games and ofcourse mobiles	5	But We*2 Our which	C2 R1 R1 R2	T.1 We We A technology
3. A mobile phone is become one of the most important things to everyone	2	Things everyone	L4 L4	Basic needs People
4. When you look around you will see so many people talking on the phone	3	You*2 the	R1 R2	You Mobile phone
5. they talking when they driving, walking, or even eating	2	They*2	R1	People
6. They talking everywhere because it is a mobile phones	3	They Because it	R1 C3 R1	People They talking Mobile phone
7. But mobile phones also have a good side and bad side	1	But	C2	T.6
8. The good side is you can connect to everyone in everyplace you go	4	The You*2 everyone	R2 R1 L4	A good side You People
9. and it is more safe if you are a girl	3	And It you you	C1 R1 R1 R1	T.8 Mobile phone You A girl
10. and you have to travel alone	1	you	R1	A girl
11. Mobile phone will help you when you are in danger	2	You*2	R1	A girl

The Analysis of Cohesive Devices of 2nd informant in the Last Entry (continued)

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
12. In the other hand if you use mobile phone too much you may have a cancer in your brain because it is not good to talking on the mobile phone too long	5	You*2	R1	You
		Your	R1	You
		It	R1	Mobile phone
		The	R2	Mobile phone
13. so you must be careful when you use it	4	So	C3	T.12
		You*2	R1	You
		it	R1	Mobile phone
14. But everything always have a good side and bad side	1	but	C2	T.13
15. It is depend on human	1	it	R1	Everything
16. We have to control them	2	We	R1	We
		them	R1	Everything
17. and not let them to control us	3	And	C1	T.16
		Them	R1	Everything
		us	R1	We
18. then everything will be in good way	1	Then	C4	T.17

The Analysis of Cohesive Devices of 7th informant in the Last Entry

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. I would like all of you to know that I love this class very much	1	I	R1	I
2. It taught me about the things I do not understand much before I attend this class which are English grammar and how to write English fluently	6	It me I*2 This which	R1 R1 R1 R2 R2	This class I Me Class This class
3. At first, I thought this class had very good atmosphere	2	At first this	C4 R2	T.2 Class
4. and it makes me want to learn it	4	And It Me it	C1 R1 R1 R1	T.3 Very good atmosphere I This class
5. This subject has a lot works for me to do	1	me	R1	I
6. but I think it is a way I can learn and practice and also improve my English grammar	4	But I*2 my	C2 R1 R1	T.5 Me I
7. I would like to thanks my teacher for teaching me and advised me about my English	5	I My*2 Me*2	R1 R1 R1	Me I I
8. and I would like to apologized her for my misbehavior that I have done	6	And I*2 Her My that	C1 R1 R1 R1 R2	T.8 Me My teacher I My misbehavior

The Analysis of Cohesive Devices of 7th informant in the Last Entry (continued)

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
9. I think I get a lot of benefits from this subject such as my improved ability, my good friends, and the teacher who I could always ask for some great advises	9	I*3	R1	Me
		This	R2	Subject
		My*2	R1	I
		And	C1	I think I get a lot of benefits from this subject such as my improved ability, my good friends
		The who	R2 R2	My teacher Teacher

The Analysis of Cohesive Devices of 10th informant in the Last Entry

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. This is story about my friend	-	-	-	-
2. Let start with his phisical characters	1	his	R1	My friend
3. He has short black hair, fat and wears glasses	1	he	R1	My friend
4. He is funny looking guy	1	He	R1	My friend
5. He always making fun to other friends	1	He	R1	My friend
6. We named him "Buffalo Bear" because of his look	2	Him	R1	My friend
		his	R1	My friend
7. His real name is Thanapat	1	His	R1	My friend
8. His father is a lawyer	1	His	R1	My friend
9. So he wants to be a lawyer like his father	3	So	C3	T.8
		He	R1	My friend
		his	R1	My friend
10. He has been playing guitar for almost one year, surprising not anything improve	1	He	R1	My friend (Thanapat)
11. He is a good friend of me	2	He	R1	Thanapat
		me	R1	My

The Analysis of Cohesive Devices of 11th informant in the Last Entry

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. I went to Phuket from 14 to 17 February	-	-	-	-
2. I went there by plane with my family	1	my	R1	I
3. I went there to dive	1	There	R2	Phuket
4. I love to dive because it let me know and understand how the fish lives, how beautiful it is and how to protect it from human	6	I	R1	My
		Because	C3	I love to dive
		It*2	R1	To dive
		Me	R1	I
5. I think underwater environment is very beautiful	1	it	R1	Fish
		I	R1	Me
		So	C3	T.5
6. so we must save it for our children before it is too late	4	It*2	R1	Underwater environment
		our	R1	We
7. I stayed at The Sea Pearl Hotel in along beach	1	I	R1	Me
8. This hotel is very beautiful because it decorated with sea shells and a lot of wooden furnitures	3	This	R2	The Sea Pearl Hotel
		because	C3	The hotel is beautiful
		it	R1	The Sea Pearl Hotel
9. I had problem there because I lost my wallet	5	I*2	R1	Me
		There	R2	Phuket
		Because	C3	I had problem there
10. I have a lot of my cards in it such as my ATM card, and a lot of member cards	3	my	R1	I
		I	R1	Me
		My*2	R1	I
11. I was very sad at that time because I lost all of my cards and my money	4	I*2	R1	Me
		Because	C3	I was sad at that time
12. but my parents soothed me to make me feel happier and forget it	5	my	R1	I
		But	C2	T.11
		My	R1	I
		Me*2	R1	I
		it	R1	Wallet

The Analysis of Cohesive Devices of 11th informant in the Last Entry (continued)

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
13. I remember it all the time	2	I it	R1 R1	Me Wallet
14. but I was happy when I went to eat or dive	3	But I*2	C2 R1	T.13 Me
15. I ate a lot of seafood	1	I	R1	Me
16. It was very fresh and very delicious for me	2	It me	R1 R1	Seafood I
17. so I could not resist it	2	So it	C3 R1	T.16 Seafood
18. If you have a chance to go there I would like to recommend you to eat "Nam Prick Kung Siab" which is a combination of shrimp paste, grilled shrimp and chillies	2	There which	R2 R2	Phuket Nam Prick Kung Siab
19. It was very spicy and salt	1	it	R1	Nam Pkik Kung Siab
20. Its spicy came from fish s	1	its	R1	NamPrick Kung Siab
21. and its salty came from fish sauce and shrimp	1	its	R1	NamPrick Kung Siab
22. I did not remember which restaurant that I ate this food	2	That this	R2 R2	Restaurant NamPrick Kung Siab
23. but I liked it very much	2	But it	C2 R1	T.22 NamPrick Kung Siab
24. I insisted that if you have a chance to go you should go to dive and try Phuket's seafood especially "Nam Prick Kung Siab"	-	-	-	-

The Analysis of Cohesive Devices of 14th informant in the Last Entry

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. My university holidays are in summer	-	-	-	-
2. It is a long period	1	it	R1	My university holidays
3. I and my friends have a plan to go to Trang	2	I my	R1 R1	My I
4. Trang is a coastal province on Indian Ocean	-	-	-	-
5. If I travel by bus, it will take me about 12 hours from Bangkok to Trang	3	I It me	R1 R1 R1	My By bus I
6. It will take me about 15 hours from Bangkok to Trang if I travel by train	1	me	R1	I
7. Poon, who is my friend, has a house there	3	Who My there she	R2 R1 R2 R1	Poon I Trang Poon
8. She will be the guide in this trip	1	she	R1	Poon
9. Her house is in Amphoe Muang	1	her	R1	Poon(she)
10. It is behind governor's House	1	it	R1	House
11. My friend's mother is a teacher	1	my	R1	I
12. She is generous and humorous	1	she	R1	My friend's mother
13. She persuaded me and other friends to go to Trang last summer	2	She me	R1 R1	My friend's mother I
14. I am glad because my parents allow me to go to Poon's house	3	I My me	R1 R1 R1	Me I I
15. I never go to the South of Thailand	1	I	R1	Me

The Analysis of Cohesive Devices of 14th informant in the Last Entry

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
16. I think that the beaches of the southern will be cleaner than the beaches of the eastern, Phetburi, and Prachuab Khiri Khan	1	I	R1	Me
17. It must be a funny journey	-	-	-	-
18. I intend I will send some postcards to my friends, who can't go to Trang	4	I*2 My who	R1 R1 R2	Me I My friends

VITAE

VITAE

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