Grammatical Cohesive Devices Errors Found in Senior High School Students' Narrative Text

Ida Ayu Regina Cahyani[1], I Gst. Ayu Gde Sosiowati ,[2] A.A.Sg. Shanti Sari Dewi [3]
[1, 2, 3] Udayana University, Faculty of Humanitites
Email: [1]*regicahyani20@gmail.com,* [2]*gag_sosiowati@unud.ac.id,*
[3]*jungshanti@yahoo.com*

Abstract

Senior high school involves students to deal with more complex language rules and expressing ideas in a more sophisticated way. Consequently, senior high school students are inevitably prone to errors in their English writing, particularly in the aspect of creating cohesive and coherent text. This study aims at identifying the types and causes of grammatical cohesive devices errors found in the narrative texts written by senior high school students. This study was conducted using descriptive qualitative method. Documentation method utilized by a checklist instrument and note-taking technique were used to collect the data. The method for presenting the data analysis in this study was informal method. In analysing the data, this study employed the theory from Dulay, Burt, and Krashen (1982) to analyse the types of the grammatical cohesive errors and Richards theory (1973) to analyse the causes of the errors. The results show that all types of grammatical cohesive devices errors were found in the texts. The type of the error was dominated by the omission of reference. The interlingual factor caused the omission and misordering of references. The errors caused by intralingual factor including overgeneralization, incomplete application of rules, ignorance of rules restriction, and false concept hypothesized. These instances of errors disrupt the clarity of the text and the readers' comprehension. Therefore, study's findings reveal that senior high school students face significant challenges in using grammatical cohesive devices effectively in their narrative writing.

350

Kata Kunci:
*Teks naratif,
kesalahan,
antarbahasa,
intrabahasa,
alat kohesi tata bahasa*

Abstrak
Sekolah menengah atas melibatkan siswa untuk berurusan dengan aturan bahasa yang lebih kompleks dan mengekspresikan ide dengan cara yang lebih canggih. Konsekuensinya, siswa sekolah menengah atas cenderung rentan terhadap kesalahan dalam tulisan bahasa Inggris mereka, terutama dalam aspek menciptakan teks yang kohesif dan koheren. Penelitian ini bertujuan untuk mengidentifikasi jenis dan penyebab kesalahan alat kohesi tata bahasa yang ditemukan dalam teks naratif yang ditulis oleh siswa sekolah menengah atas. Penelitian ini dilakukan dengan menggunakan metode kualitatif deskriptif. Metode dokumentasi yang digunakan dengan instrumen daftar periksa dan teknik pencatatan digunakan untuk mengumpulkan data. Metode untuk menyajikan analisis data dalam penelitian ini adalah metode formal dan informal. Dalam menganalisis data, penelitian ini menggunakan teori dari Dulay, Burt, dan Krashen (1982) untuk menganalisis jenis kesalahan kohesi tata bahasa dan teori Richards (1973) untuk menganalisis penyebab kesalahan. Hasil penelitian menunjukkan bahwa semua jenis kesalahan alat kohesi tata bahasa ditemukan dalam teks. Jenis kesalahan didominasi oleh penghilangan referensi. Faktor antarbahasa menyebabkan penghilangan dan penyusunan ulang referensi. Kesalahan yang disebabkan oleh faktor intrabahasa termasuk overgeneralisasi, penerapan aturan yang tidak lengkap, ketidaktahuan batasan aturan, dan hipotesis konsep yang salah. Insiden kesalahan ini mengganggu kejelasan teks dan pemahaman pembaca. Dengan demikian, temuan penelitian ini mengungkapkan bahwa siswa sekolah menengah atas menghadapi tantangan yang signifikan dalam menggunakan perangkat kohesif tata bahasa secara efektif dalam penulisan teks naratif mereka.

INTRODUCTION

English is widely recognized as an international language that is essential for cross-cultural communication. In Indonesian education setting, English is used extensively as a second language. Nonetheless, as a result of learning English as a second language, students are bound to make errors, especially in their writing.

Students could find it challenging to put their ideas in a well-structured manner, which cause their writing incoherent. The difficulties of mastering English linguistic elements contribute to errors in written expression, giving impact to the coherence and fluidity of students' writing.

Senior high school is a stage of education in which students deal with more complex language rules and expressing ideas in a more sophisticated way. Consequently, senior high school students are inevitably prone to errors in their English writing, particularly in the aspect of creating cohesive and coherent text. Ferris & Hedgcock (2023) explained that developing a coherent flow of ideas is one of the greatest challenges faced by student writers, particularly those writing in a second or foreign language. The use of the things like linking words and transitional phrases can be tricky, leading to errors that affect the overall coherence of their writing words and structures of the sentences.

According to Olson (2017), writing is a mean of human intercommunication that represents language and emotion with signs and symbols. Writing is considered the most challenging skill to master for foreign language learners, as it requires a complex interplay of various linguistic and cognitive abilities, including grammatical accuracy, lexical choices, coherence, and organization of ideas (Al-Mekhlafi & Nagaratnam, 2011). The focus of this research is on cohesive devices, given their crucial role in shaping the quality of a writing. Writing can yield a wide range of outcomes, one of which is in the form of academic text.

Narrative text is one of the types of academic text that should be mastered by students. According to Hyland (2004), narrative text involve a meaningful sequence of events that is framed in a specific context and designed to achieve a particular rhetorical purpose, such as entertaining, informing, or persuading. Narratives are typically structured with an orientation, a complicating action, an evaluation, a resolution, and a coda. The main purpose of a narrative text is to entertain, amuse, or inform the reader about a particular story or series of events.

The effectiveness of a narrative text often lies in its ability to create a cohesive and coherent flow of events, allowing the reader to easily follow the

storyline and become immersed in the narrative world. In order to establish unity and coherence within a narrative text, grammatical cohesive devices should be employed correctly and effectively. Cohesive devices are convenient conjunctions in the English language, transitional phrases, synonyms, and pronouns that cohesively convey concepts (Hidayat, 2017). Cohesion and the use of grammatical cohesive devices are essential in narrative texts to ensure that the story flows smoothly and is easy for the reader to follow. In narrative texts, cohesion is particularly important because the story unfolds sequentially, often involving multiple characters, settings, and events. In narratives, cohesive devices like reference, ellipsis, conjunctions, and lexical relations are crucial for creating texture, ensuring that sentences and ideas link together to communicate the storyline effectively (Hyland, 2018).

The application of grammatical cohesive devices is occasionally misinterpreted. If their application in writing is underused, overused, misused, or misplaced, it would result in lack of clarity and coherence which leads to miscomprehension. Therefore, an error analysis is essential to be conducted within the field of grammatical cohesive devices. Brown (2007) stated that error analysis is the study of a learner's error that may be seen, examined, and categorized to provide insight into the system that the learner is using. According to Corder (1982), learner errors are important since they provide information about how languages are acquired and they demonstrate that learning is occurring.

Surface strategy taxonomy was used to analyze types of grammatical cohesion error. The surface structure of a sentence refers to the grammatical sequences that each single component could make up. According to Dulay et al (1982), surface strategy taxonomy is a categorization of linguistic mistakes according to how the surface structures are changed. Students may add unnecessary item or eliminate necessary ones. They may misinform items or misorder them. Analysing errors from a surface strategy viewpoint enables to highlights the fact that some students make logical mistakes. The types of these categories as explained Dulay et al (1982) consist of omission, addition, misformation, and misordering,

The occurrence of grammatical cohesive device errors in writing can be attributed to various factors. Sources of competence errors were divided into two categories by Richards (1973). The two errors or reasons that are seen in the acquisition of English as a second language and do not result from language transfer are intralingual and interlingual interference (Richards, 1973). Interlingual errors are brought on by interference from the mother tongue. Intralingual errors are errors that occur as a result of the learners' lack of knowledge of the rules of the target language. In other words, some errors may be caused by linguistic patterns from the writer's native language to the target language, contributing to inconsistencies in the application of cohesive devices. On the other hand, the other factors encompass issues within the same language, where writers inconsistently apply cohesive strategies, creating disruptions in the logical flow of ideas.

The study of grammatical cohesive devices errors has also been discussed by other researchers. The first is from Suari (2022) entitled "The Types And Errors Of Cohesive Devices Found In The Background Of The Study Of English Department Students' Undergraduate Theses". The theory of cohesion by Halliday & Hasan (1976) was used in this study to analyse the types of cohesive devices and the theory proposed by Ong (2011) was used to analyse the errors. The result of this research found that both grammatical and lexical cohesive devices are used. Other results show that the overuse of cohesive is dominated by repetition. Next, the underuse of cohesive devices found in conjunction and reference. Finally, the misuse of cohesive devices is only found in reference and conjunction.

The second was written by Aulia (2017) entitled "Students' Error Analysis of Cohesive Devices in Writing Narrative Paragraph (A Case Study Of The Seventh Semester Students Of English Education Department At Fkip Umsu)". Halliday and Hasan's cohesion theory (1976) was used to identify the types of the cohesive devices and Brown's theory (2007) was used to analyse the errors. The research found that all of types of grammatical cohesion were found in the narrative text written by seventh semester students and the most frequently used

cohesive device was conjunction, followed by reference, substitution, and ellipsis.

The object and the research problems distinguish this research from the previous researches. Furthermore, this research also analyse the causes of the grammatical cohesive devices errors. These earlier researches provide additional details and explanation for conducting this research about grammatical cohesive devices errors. Therefore, this research focuses on the analysis of the types and factors contributing to the errors of grammatical cohesive devices in senior high school students' narrative text.

METHOD

To collect the data, this research applied documentation method utilized by a checklist instrument and note-taking technique. Descriptive qualitative method and content analysis was utilized as the technique in evaluating the data. The primary data of this research was taken from 17 narrative texts written by grade 12 students from one class of 1 Kuta Utara High School students. Kuta Utara Senior High School 1 is selected due to its adoption of the Merdeka Curriculum, the latest educational framework. Opting for a school that implements the most recent curriculum is essential as it ensures that the research is aligned with current educational standards and practices. Grade 12 was chosen due to the Merdeka Curriculum's specific focus on narrative text in this grade. Narrative text was chosen due to their structured nature which offers an ideal platform to examine how students use cohesive devices to create clear and connected written content. The types of the error were interpreted using theory of Dulay, Burt & Krashen (1982) and the causes of the errors were interpreted using Richards' theory (1973). The data in this research was presented informally using words and sentences.

FINDINGS AND DISCUSSION

Finding

The study of learners' errors has increased due to the concept of error analysis, which refers to errors that may be observed, evaluated, and classed to tell something about the learner's internal system (Brown, 2007). Based on the results of types of grammatical cohesive devices errors employed by senior high school students in their narrative text, there are 51 instances of reference omission and 4 conjunctions omission. Next, there are 12 reference addition and 3 conjunction addition. There are 24 misformations of reference and 1 misformation of substitution. Lastly, there are 4 reference misordering. All the categories of the causes of grammatical cohesive devices errors including interlingual and intralingual factors were found and analysed in the discussion.

Discussion

This part presents the analysis on the types and causes of grammatical cohesive devices errors found in senior high school students' narrative text. The types of errors regarding grammatical cohesive devices were analysed by using the theory proposed by Dulay, Burt & Krashen (1982) and the causes of the errors were interpreted using Richards' theory (1973).

Types of grammatical cohesive devices errors

Error analysis refers to the analysis and examination of mistakes that non-native learners make when learning a second language (Richards & Schmidt, 2010). Error results as the gaps in a student's understanding; they arise when the learner is unsure of the right answer (Ellis, 1992). According to Dulay et al (1982), the types of error include omission, addition, misformation, and misordering.

Omission

Omission error is characterized by the absence of a necessary component of well-formed utterances (Dulay et al., 1982).

Data 1

> *"Ratna Manggali was a very kind girl, she liked to help each other. She was a pity girl. No men were brave to propose to her because everyone was afraid with her mother."*

The sentence in data 1 contains an omission of the adversative conjunction *however*. Adversative conjunction has the function to illustrate the difference or contrast between different parts of a text. By omitting adversative conjunction in the beginning of the sentence *She was a pity girl,* there is no clear transitional signal highlighting the contrast between *Ratna Manggali*'s previously described kindness and helpfulness and her designation as girl with a pity life. This results in the failure to link the two contrasting aspects of her depicted personality. The transition word *however* would properly establish the logical flow from *Ratna*'s kindness into the contrasting segment about her pity life caused by her difficulty finding brave suitors.

Addition

Addition refers to the redundant or unnecessary use of item in a well-formed utterance.

Data 2

> *"Once upon a time in Girah Villlage, lived a supernatural widow named* **the Calonarang".**

The data 2 above contains an error in the form of an unnecessary addition of the definite article the before the noun *Calonarang*. This type of error is known as an addition error, which occurs when a learner incorrectly adds an element to a construction in the target language. In this case, the learner has redundantly applied the definite article the before nouns, failing to recognize that proper nouns do not require a preceding article. Proper nouns refer to the unique names of specific people, places, organizations, etc. while common nouns (e.g., the boy, a diligent student) require determiners, proper nouns like personal names, place names, and titles stand-alone without articles in most cases. There are a few exceptions, such as when a proper noun is used as a common noun, but in general,

proper nouns do not take determiners. In this case, *Calonarang* is a proper noun that is inherently definite and do not need a definite article like the to identify it. Using the before a proper noun like *Calonarang* is redundant and violates the rules of English grammar.

Misformation

Misformation is typified by the incorrect usage of morphemes or structural elements. While an omission error results in no information being provided at all, a misinformation error causes a student to provide information that is incorrect (Dulay et al., 1982).

Data 3

> *"Rapunzel is an active girl.* **His** *hair? Of course it often becomes a barrier. She often trips because of* **his** *long hair.*

Misformation of reference occurred in the data above. Reference is a situation in which one element cannot be interpreted semantically unless another element is referred to in the text (Bloor & Bloor, 2013). The sentence in data 3 above shows an example of misformation of the reference in form of possessive adjective *his*. This misformation is categorized as alternating form, which is an open alternation between different class members as the learners' vocabulary and grammar develop. In this case, the learner incorrectly employed feminine possessive adjective with masculine one. Since *Rapunzel* was introduced as a female character, continuing to use the masculine *his* does not match up. The writer clearly intended to state that *Rapunzel* often trips because of her own hair, not because of anybody else's. Therefore, the employment of *his* to show the possession of Rapunzel who is introduced as a girl ends up breaking the clear connection that was established, which could confuse readers.

Misordering

As the name implies, misordering mistakes are defined by a morpheme or collection of morphemes being positioned incorrectly within an utterance (Dulay et al., 1982).

Data 4

> *"Mom, tonight just let her not have to eat. It's fine, tomorrow morning we will **wake up her**."*

Misordering error occurred in data 4 above. Misordering errors occur when learners of a language incorrectly place the elements within a sentence or phrase, leading to a structure that deviates from the accepted grammatical norms of the target language. In the given sentence, the misordering error lies in the placement of the reference in form of object pronoun her after the verb phrase wake up. The correct order in English would be to place the personal pronoun after the verb and before the preposition, resulting in the phrase wake her up. While the intended meaning may still be understood from the context, the incorrect ordering of the elements disrupts the flow and coherence of the sentence. It may cause the reader or listener to pause and mentally restructure the sentence to make sense of it, which can hinder effective communication.

Causes of Grammatical Cohesive Devices Errors

The two errors or reasons that are seen in the acquisition of English as a second language and do not result from language transfer are intralingual and interlingual interference (Richards, 1973).

Interlingual error

When composing a sentence into a target language, learners frequently experience the interference from their mother tongue. It is called interlingual factor.

Data 5

> *"**King** loved Jayaprana very much like his own child. Jayaprana grew into handsome man. Because he is handsome, he became idol of many court ladies. One day, **king** ordered him to choose **lady** in **palace** as his wife."*

The sentences in data 5 contains the omission of demonstrative reference *the* before the noun *king, lady,* and *palace.* This error of omission can be categorized as interlingual error influenced by the learner's mother tongue, which

is presumably Bahasa Indonesia. In Bahasa Indonesia, definiteness or indefiniteness is typically conveyed through context, word order, and other linguistic cues rather than the use of articles. The language does not have a distinct grammatical category for definite articles like the in English. Instead, the definiteness or specificity of a noun is often implied by the context in which it is used or by accompanying demonstrative pronouns or other modifiers. The consistent omission of the before *king* in both instances suggests a systematic transfer of the learner's native language structure, where definite articles are not commonly used before proper nouns or titles. Similarly, the omission of the before *palace* and *lady* in the last sentence can be attributed to the learner's native language influence. In Bahasa Indonesia, nouns referring to specific locations or places often do not require a definite article, as the definiteness is conveyed through the context or situational awareness. This fundamental difference in the grammatical system of the learner's mother tongue can directly contribute to the omission of definite articles in their English production.

Intralingual error

Richards (1973) defined intralingual errors as those that exhibit the general learning rules, including incorrect generalization, insufficient application of rules, and a failure to understand the circumstances in which rules are applicable.

Overgeneralization

When two regular structures are replaced with one deviant structure, it is known as overgeneralization (Richards, 1973).

Data 6

*"Inside the cave, they found **themself** surrounded by glittering treasure"*

In the sentence in data 6 above, there is a misformation of reference in forming of reflexive pronoun *themself*, in which the correct form is *themselves*. This error is an example of an error caused by intralingual factor, specifically overgeneralization. In this case, the learner has overgeneralized the use of the reflexive pronoun themself based on their understanding of other reflexive pronouns in English, such as *myself, yourself, himself, herself,* and *itself*. The

learner may have assumed that the plural form of *themselves* follows the same pattern as the singular forms, where the reflexive pronoun is formed by adding -self to the personal pronoun (e.g., my+ -self = myself). However, in English, the plural reflexive pronoun *themselves* does not follow this pattern and is an exception to the rule. The pronoun *themselves* refers to a plural subject, in this case, they, which is a plural third-person pronoun. By overgeneralizing the pattern of adding *-self* to the plural pronoun they, the learner has incorrectly produced the form *themself* instead of the correct *themselves*.

Incomplete application of rules

It refers to the occurrence of structures whose deviation indicates the level of rule development necessary to provide acceptable utterances.

Data 7

> *"Not so far from this place is the city of London where the siblings John, Wendy, and Michael Darling lived. .... One night, Wendy and **two brothers**, John and Michael, woke up because of strange noise."*

In the sentence in the data above, the error is the omission of the possessive pronoun *her* before the phrase *two brothers*. In the sentence above the possessive pronoun *her* should be used to indicate ownership or belonging, which in this case is the two brothers of *Wendy*. In this context, *her two brothers* correctly conveys that the brothers *John* and *Michael* belong to or are part of *Wendy's* family. The omission of the possessive pronoun *her* is an incomplete application of this grammatical rule. This error is likely caused by the learner's incomplete understanding or application of the grammatical rule regarding possessive pronouns when referring to family members. The learner may have the general knowledge that possessive pronouns are used in such contexts, but has not yet fully internalized the consistent and correct application of this rule.

Ignorance of rule restrictions

This refers to the failure to observe the restrictions of existing structures, i.e., applying rules to situations in which they have no application.

Data 8

> *"Suddenly a very beautiful girl passed by. The girl **walked it passed** in front of him."*

The inclusion of the pronoun *it* in the sentence after the verb *walked* in data 8 above demonstrates ignorance of the rule restrictions governing the use of object pronouns like *it* in English. While some verbs like *walk* can take objects in certain contexts (e.g. I walked you home), in this particular sentence, there is no referent that the object pronoun *it* can sensibly refer to. The intransitive use of *walked* here does not license or require an object. This error exhibits ignorance of the rule that object pronouns must have a clear antecedent referent in the preceding discourse context. Simply inserting *it* without an established referent violates this core restriction on felicitous pronoun use in English. The learner seems to be ignorant of the fact that not all instances of a verb like *walk* necessarily require an object. The learner has incorrectly supplied it as an obligatory object, when in this context, the verb *walked* is being used intransitively without a semantic role for an object argument

False Concept Hypothesized

The term "false concept hypothesized" refers to the theory that mistakes occur when a learner fails to completely understand a distinction in the target language.

Data 9

> *"Old man: "Take **this** magical items- a bag of salt, a bag of chilies, and a bag of shrimp paste."*

The misformation of the demonstrative pronoun *this* instead of *these* in the given sentence is s likely caused by a false concept hypothesized. In English, there is a contrast between the singular demonstrative *this* to refer to one entity, and the plural *these* to refer to multiple entities. By using *this* to refer to the set of multiple magical items, the learner has violated this core conceptual rule about what *this* and these encode semantically. It reflects a false concept or flawed hypothesized understanding about the meaning of the singular *this*. The learner seems to have

hypothesized that *this* can refer to both singular and plural referents interchangeably. They have not fully acquired that *this* is strictly limited to singular contexts, while *these* must be used for pluralities. It is likely an isolated error stemming from an imperfect or false hypothesized conception about what the singular *this* can refer to semantically. The learner has not fully mapped the conceptual number distinction encoded by the demonstrative forms.

CONCLUSION

In conclusion, the findings signify that all types of errors including omission, addition, misformation, and misordering were found in the text. For the omission error, the omission of reference in form of demonstrative and personal reference occurred the most in the text. Next, for addition errors, they are dominated by reference and then followed by conjunction. The misformation of grammatical cohesive devices employed by the students occurred only in the use of reference. Lastly, misordering occurred in the use of references. There was no instance of ellipsis error found in the text. Besides, some of the grammatical cohesive devices errors occurred in the text are caused by interlingual factors, and some are caused by intralingual factor. The types of grammatical cohesive devices errors that are caused by interlingual factor, that is the interference of the learners' mother tongue (Bahasa Indonesia), are the omissions and misordering of references. Next, some types of grammatical cohesive devices errors are caused by intralingual factors. Firstly, the overgeneralization cause the misformation of reference. Next is incomplete application of rules which cause the omission of reference, conjunction, as well as the misformation of substitution. Then, the most dominant error caused by the ignorance of rules restriction is the addition of reference, and followed by the addition of conjunction as well as misordering of reference. Lastly, the error caused by false concept hypothesized is dominated by the misformation of reference and then followed by misordering of reference. These instances of errors disrupt the clarity of the text and the readers' comprehension. Therefore, study's findings reveal that senior high school students

face significant challenges in using grammatical cohesive devices effectively in their narrative writing.

Based on the findings of this study, it is recommended that future researchers delve deeper into grammatical cohesion errors in other genres of student writing, such as expository and recount texts. By examining a broader range of text types, researchers can gain a more comprehensive understanding of the diverse patterns and error types related to the use of grammatical cohesion devices across various writing contexts.

REFERENCES

Al-Mekhlafi, A. M., & Nagaratnam, R. P. (2011). Difficulties in Teaching and Learning Grammar in an EFL Context. *International Journal of Instruction*, *4*(2), 69–92.

Aulia, M. D. (2017). *Students' Error Analysis Of Cohesive Devices In Writing Narrative Paragraph (A Case Study Of The Seventh Semester Students Of English Education Department At FKIP UMSU)*. University Of Muhammadiyah Sumatera Utara.

Bloor, T., & Bloor, M. (2013). *The Functional Analysis of English* (3rd ed.). New York : Routledge.

Brown, H. D. (2007). *Principles Of Language Learning And Teaching* (5th ed.). New York : Pearson Education.

Corder, S. P. (1982). *Error Analysis and Interlanguage*. Oxford : Oxford University Press. https://doi.org/10.2307/326720

Dulay, H. C., Burt, M. K., & Krashen, S. D. (1982). *Language Two*. Oxford : Oxford University Press.

Ellis, R. (1992). *Second Language Acquisition & Language Pedagogy Multilingual Matters (Series)*. Bristol : Multilingual Matters.

Ferris, D. R., & Hedgcock, J. S. (2023). Teaching L2 Composition: Purpose, Process, and Practice. In *Crossings: A Journal of English Studies* (4th ed.). New York : Routledge. https://doi.org/10.59817/cjes.v9i.288

Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London : Longman Group Limited.

Hidayat, A. (2017). An Analysis of Grammatical Cohesive Device of the Short Story the Little Match Girl by Hans Christian Andersen 2016/2017. *English Education: Jurnal Tadris Bahasa Inggris*, *9*(2), 232–244.

Hyland, K. (2004). *Disciplinary Discourses Social Interactions in Academic Writing* (Michigan C). Michigan : The University of Michigan Press. https://doi.org/10.3998/mpub.6719

Hyland, K. (2018). *Metadiscourse Exploring Interaction in Writing*. London : Bloomsbury Publishing.

Olson, D. R. (2017). *The Mind on Paper Reading, Consciousness and Rationality*. Cambridge : Cambridge University Press.

Richards, J. C. (1973). Error Analysis: Perspectives On Second Language Acquisition. In *Error Analysis: Perspectives on Second Language Acquisition*. London : Longman Group Limited. https://doi.org/10.4324/9781315836003

Richards, J. C., & Schmidt, R. (2010). *Dictionary of Language Teaching & Applied Linguistics* (4th ed.). London : Pearson Education Limited.

Suari, N. K. L. A. (2022). *The Types And Errors Of Cohesive Devices Found In The Background Of The Study Of English Department Students' Undergraduate Theses*. Udayana University.