



## A discourse analysis of cohesion devices on students' writing of recount text

Tungky Ariwibowo<sup>1</sup>, Didin Nuruddin Hidayat<sup>2</sup>, Nida Husna<sup>3</sup>, Alek<sup>4</sup>, Agus Sufyan<sup>5</sup>

Universitas Islam Negeri Syarif Hidayatullah Jakarta

[tungkyariwibowo21@mhs.uinjkt.ac.id](mailto:tungkyariwibowo21@mhs.uinjkt.ac.id), [didin.nuruddin@uinjkt.ac.id](mailto:didin.nuruddin@uinjkt.ac.id), [nida.husna@uinjkt.ac.id](mailto:nida.husna@uinjkt.ac.id),

[alek@uinjkt.ac.id](mailto:alek@uinjkt.ac.id), [agus.sufyan@uinjkt.ac.id](mailto:agus.sufyan@uinjkt.ac.id)

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### Abstrak

Tujuan dari penelitian ini adalah untuk menginvestigasi tipe-tipe perangkat kohesif apa saja yang digunakan, dan tipe perangkat kohesif apa yang paling dominan digunakan oleh siswa kelas 10 di MAN Huta Godang tahun ajaran 2022/2023 dalam penulisan recount text mereka. Data yang digunakan dalam penelitian ini adalah 5 tulisan recount text siswa. Peneliti menggunakan metode deskriptif kualitatif yang mencakup perangkat kohesif dalam tulisan siswa. Ditemukan bahwa jenis kohesi gramatikal adalah referensi, konjungsi, dan elipsis. Jenis kohesi gramatikal yang paling sering digunakan adalah referensi. Penulisan teks recount siswa dalam menggunakan grammatikal kohesif dapat dikatakan berada pada kategori "cukup" dengan persentase sebesar 30,2%. Studi ini menyarankan para siswa harus menyadari bahwa hanya memasukkan sejumlah besar elemen kohesif dalam sebuah esai tidak menjamin bahwa esai tersebut akan menunjukkan atau bahkan menghasilkan keterpaduan; sebaliknya, elemen kohesif harus digunakan secara logis dan konsisten di seluruh teks.

**Kata kunci:** Analisis Wacana, Perangkat Kohesif, Teks Recount

### Abstract

This study aimed to determine the types of cohesive devices utilised in the recount text writing of Tenth-grade students at MAN Huta Godang during the academic year 2022/2023 and to identify the most prevalent form of cohesive device. The data was taken from 5 students writing. The study employed a qualitative descriptive method that includes cohesive devices in students' writing. It was found that the types of grammatical cohesion were reference, conjunction, and ellipsis. The most frequently used type of grammatical cohesion is the reference. Students who recount text writing using grammatical cohesion can be in the "fair" category with a percentage of 30.2%. The study suggests students should be aware that merely including a large number of cohesive elements in an essay does not guarantee that the essay will demonstrate or even produce cohesiveness; rather, the cohesive elements must be used in a logical and consistent manner throughout the text.

**Keywords:** Discourse Analysis, Cohesive Devices, Recount Text.

## **PENDAHULUAN**

Writing takes various skills. You must filter through your recollections of events/facts, organize them, and choose relevant linguistic resources which may have been generated by different persons (Emilia, 2019). Writing is very tough for foreign language students. Students must understand grammar and vocabulary. Besides, writing is a crucial skill in business, creativity, and academics (Salaxiddinovna, 2022). Writing is a key skill in our education; According to the 10th-grade English Learning Syllabus of Kemendikbud (2022), students learn to recognize the goal, structure, and linguistic features of oral and written recount texts. The text describes life experiences for informational purposes; tenth-grade students must study descriptive, recount, report, narrative, and procedure texts. Learner writing sample used to research recount text. In high school English, students must be able to compose text and understand its purpose, structure, language elements, and everything else in English. Next, students must understand how to write text correctly by paying attention to social functions, text structure, and linguistic aspects accurately and contextually and using cohesive devices to link sentences and paragraphs, so the text is clear.

Cohesion defines as the ability to link document pieces without implying they play a role in the text (Halliday & Hasan, 1976). Discourse or text unity. Students must also know how to use cohesion in writing. Cohesion can ensure that a text flows logically, making it easier for the reader to comprehend because the provided ideas are connected (Ahdal & Alqasham, 2021). Additionally, Markayev (2019) also defines cohesive devices as terms or phrases used by readers as communication markers. According to Tiffany (2020), cohesion helps connect and unify pieces to generate meaningful language, which is one of the most important languages used to perceive and comprehend correctly. When writing a text, students must produce sentences and maintain cohesion between sentences, clauses, and paragraphs. If phrases and paragraphs stay connected, the writing makes sense. Writing is hard to understand if ideas don't flow between sentences and paragraphs. It means that the cohesion device has become one of the important parts of writing English. Halliday and Hasan (1976) also categorized cohesive devices as follows; Grammatical cohesion includes reference, substitution, ellipsis, and conjunction; lexical cohesion includes repetition and collocation. However, this research will be conducted by focusing on cohesive devices only.

The use of cohesive devices in descriptive writing is very important for perfection, especially in recount text. Along with it, Lestari and Sutopo (2020) found that cohesive devices were important parts of making a text progression well and helped make a text convenient to understand. The study from Nazilah (2018) also in the same meaning; they said students know that the texts they have written need to go together, so they use devices that help them do that. Another research on the same topic from Tiffany (2020) found that the cohesion of the students' writings is classified as coherent since the readers can still understand them. This research did not apply the cohesive devices to the students writing; instead of from the novel, Khoirunnisa et al. (2018) also found that the role of cohesive devices greatly affects the value of a text.

Based on four previous studies, it is evident that numerous researchers have conducted research on cohesive devices, even with different participants and topics. However, the gap in this paper was the analysis of students writing recount

text in tenth grade at MAN Huta Godang 2022/2023, which is the differences that can be viewed from the object and subject itself. However, the followings are the research questions; *a.* What types of cohesive devices do MAN Huta Godang Tenth grade students utilize in their recount text writing throughout the 2022-2023 academic year? *b.* What are the most common kinds of cohesive devices utilized by MAN Huta Godang Tenth grade students in the 2022-2023 school year?

### **Cohesive Devices**

There are two main parts to discourse: coherence and cohesion, which are very important. Cohesion depends on how the meanings of the text's parts fit together. When one part of a text depends on another, this is called cohesion (Renkema, 1993). The cohesion study shows that the meaning in the text is the same as what the speaker and the person being spoken to understand it to mean (Deborah & Hamilton, 2001).

Halliday and Hasan (1976) classify four types of cohesion. The four types are: (1) reference, reference is a type of grammatical cohesion or a linguistic unit that refers to another linguistic unit that precedes or follows it. According to Sumarlam (2003), demonstrative reference (pointing pronoun) is divided into two categories: time (temporal) and place (locational) pronouns; (2) substitution is the process or result of replacing language elements in larger units with other elements in order to obtain distinguishing elements or to explain a particular structure (Kridalaksana, 1984). There are three different kinds of substitution: nominal substitution, verbal substitution, and clausal substitution; (3) Ellipsis is synonymous with "zero-substitution." Ellipsis omits a word or portion of a sentence. It occurs when a sentence or clause loses crucial structural elements that can only be recovered from the previous text (Masithoh & Fadlilah, 2017).; (4) Conjunction, combinations using conjunctions include words, phrases, clauses, sentences, and paragraphs (Kridalaksana, 1984). There are four types of conjunctions they are additive (additive, adversative, causal, and temporal), adversative (yet, though, only, however, nevertheless, despite.), causal (so, thus, therefore, because), and temporal (then, soon, at the same time).

According to Cutting (2002), cohesion devices distinguish between two major groups: grammatical cohesion and lexical cohesion. A cohesive lexical device uses words to create cohesion in a text. Instead of grammatical and semantic connections, it focuses on word relationships. According to Masithoh and Fadlilah (2017), it occurs when two words in a text have similar meanings. Repetition and collocation are lexical cohesion.

### **Recount Text**

A recount text tells what happened in the past. Before someone writes the text, the story can take the form of an action or activity. The point of a recount text is to tell the reader about an event or to entertain the reader. There are three basic ways to organize a text that tells what happened. The first is called "orientation," and it includes information about the character or characters, the setting, and the time the event happened. The writer then introduces the character, the setting, and the time the event happened. 2, Events. In this section, the author will list a number of things that happened to them. 3. Reorientation. In this part, the author will give a brief summary and summary of the whole story. They will also say if the

ending is happy or sad. If so, the author will also add his or her own thoughts and messages for readers (Husna & Multazim, 2019).

There are four kinds of the recount. The first is a personal account, a type of text that tries to tell about the author's experience. The most common type of recount in writing is the personal type. 2. Factual Recount: A factual recount is a story that tells about events. 3. Imaginative Recount: An imaginative recount is a piece of writing usually used to tell a story about an imagined event. For example, tell about a text in which the author talks about a dream that gave him a fantasy. 4. Historical Recount, a historical recount is a type of text that tells about events in the past. This text is mostly an English story about history (Husna & Multazim, 2019).

## **RESEARCH METHODOLOGY**

### ***Research Design***

The present study used a descriptive design with a qualitative method. A descriptive design was used because, in this research, the students received no treatment. In line with this, Sugiyono (2016) stated that the qualitative research method is a research method used to examine the condition of natural objects. It means that the use of cohesion and coherence in the students' writings was only described as what they were, without giving any treatments. The qualitative method was utilized to inductively examine the research's concerns. Sugiyono (2016) argued qualitative methods involve inductive data analysis. The analysis is based on facts. The researchers employed a qualitative method to describe how students use cohesive devices to make their writing flow. Then, this method explained how 10th graders could use cohesion to write recount texts. In this study, descriptive data and written words were used as results.

In this study, the participants or subjects were 10th-grade senior high school students from MAN Huta Godang. Participants were selected using purposive sampling, i.e., students with a score of 80 or higher on the assignment given by the English teacher when learning recount text were selected based on their own characteristics.

### ***The Technique of Collecting Data***

The data was five hand-writings recount texts from 10th-grade students at Huta Godang. The researchers obtained written student texts from the English Language teacher at State Senior High School MAN Huta Godang's tenth grade. Searching for data in this study relied on documentation. Using documentation to analyze textual content can aid in finding solutions to issues. According to Suharsimi (2010), documentation is a set of materials, both written and spoken, for which both parties share responsibility. Data in paper form. Students' writing abilities are evaluated with the use of these documents. In order to make copies of the students' recount text assignments, the researchers had to set up an appointment with the teacher.

### ***The Technique of Data Analysis***

Halliday and Hasan's (1976) theory was used to examine the data. The following stages analyze data: First, Clause division and numbering Recount sentences were divided into clauses and numbered to locate cohesion components. Second, identifying clause cohesion. The writer underlined grammatical cohesiveness after considering clauses. Third, organizing cohesive grammatical devices by type. This stage displayed data in tables. Cohesive devices were identified. Last, counting cohesion in percentages took place.

This section explains what cohesive devices students utilize most in recount texts. The researchers also rated grammatical cohesiveness. The formulation is as follows:

$$(1) \quad X = \frac{N}{\sum N} X 100\%$$

*X*: The degree of grammatical cohesion seen in recount texts written by students.

*N*: The frequency of each type of grammatical cohesion in recount text written by students.

$\sum N$ : The overall number of instances of grammatical cohesion in the students' recount texts.

## **FINDINGS**

In this section, five students write about what they found out. From the writer's analysis of all the recount texts, it is clear that they use many grammatical cohesion techniques, such as reference, substitution, ellipsis, and conjunction. After the data have been analysed, they are shown in the table below.

**Table 1. The percentages of grammatical cohesion found in the text**

Text	References	Substitution	Ellipsis	Conjunction
1	70%	-	0.3%	26%
2	85.4%	-	0.6%	35.3%
3	70.3%	-	11.1%	18.5%
4	64.7%	-	0.5%	29.4%
5	60%	-	13.3%	26.6%

Based on the data that was just presented, one can draw the conclusion that reference is the most common type of grammatical cohesion. The percentage found for the first text was as high as 70%, while the percentage found for the second text was as high as 85.4%. The percentage found for the third text was 70.3%, the percentage found for the fourth text was 64.7%, and the percentage found for the last text was 60%. The conjunction has the second position as the dominant form of grammatical cohesion. The percentage of references in the first text is 26%, the percentage in the second text is 35.3%, the percentage in the current text is 18.5%, the percentage in the fourth text is 25.4%, and the percentage in the last text is 46.6%. The ellipsis comes next, and the percentage for the ellipsis itself is discovered to be quite low in the percentage amount. The percentage for the ellipsis in the first text is 0.3%, the percentage for the ellipsis in the second text is 0.6%, the percentage for the ellipsis in the third text is 1.1%, the percentage for the ellipsis in the fourth text is 0.5%, and the percentage for the ellipsis in the fifth 13.3%. Therefore, the word substitution itself cannot be discovered in any of the writings.

**Table 2. Grammatical cohesion Found in the texts**

Text	Reference	Substitution	Ellipsis	Conjunction	Total
1	21	0	1	8	30
2	38	0	4	23	65
3	19	0	3	5	27
4	11	0	1	5	17
5	9	0	2	4	15
Total					151

The formula to find the m (mean) is as follows:

$$(2) \quad m = \frac{Fx}{N} = 100\%N$$

*Fx*: the sum of all grammatical cohesion has been discovered in the texts.

*N*: a total of the text.      *m*: means

$$(3) \quad m = \frac{151}{5} = \frac{100\%}{5}$$

Result,  $m = 30.2\%$

In this research, the researchers also mean to discover whether or not the recount text written by students was cohesive. In that case, the researchers used the scale introduced by Halliday and Hasan (1976) as follows:

Categories	Percentage of the Number of Cohesive Devices
Poor	0 – 25
Fair	26 – 50
Good	51 – 75
Excellent	76 - 100

After the generated, the cohesion could in the table cohesiveness of writing recount text was categorised as "Fair" in the percentage 30.2%.

mean (*m*) was grammatical be distributed above. The students

## **DISCUSSION**

Text 1 consisted of three types of grammatical cohesion: reference, ellipsis, and conjunction. The word "reference" seems to come up most often in this text. All of the words in this text were used to make personal references. In this text, "I" and "My" refer to Ainul. Elipses were the next type of grammatical cohesion used in the text. The least amount of grammatical cohesion was the ellipsis that just only has one word. The last type of cohesion found in the texts is a conjunction; the number of conjunctions was greater than the number of ellipses but less than the number of references. There were eight connections between ideas in the text. In text 2, there are three types of grammatical cohesion in the text. Most of the moment, the reference comes up, which found 38 words. Then, there was the second conjunction, which was used 23 times in the text. The third is an ellipsis, which shows that the text has four words. Most of the references in the text are pronouns like "I" and "my" that refer to Firmansyah. The word "this" is also used to show what is being talked about. Referred to what he had felt. There are also ellipses in this text. Even so, it is hard to find. There are only four words of ellipses.

Text three used three different types of grammatical cohesion. They were called reference, ellipsis, and conjunction. Reference showed that realization was dominant. Most of the realization was about Anjas, like when "I" and "my" were used, and some of it demonstrative, like "this" and "there" were used. There are also the words "and," "in order to," and "for" in a type of conjunction word." The last part is the ellipsis. "I" could be lifted out in one form. In text 4, the text used three different kinds of grammatical cohesion. They had names like reference, ellipsis, and conjunction. Reference showed dominance too. Most of the realization was about Galang and his friends, as shown by the use of "I," "we," and "my." There are five conjunctions in the text, like "because," "but," "and," and "even." Elipsis was the last part, and there were two words found. In the last text, it can be seen that there three types of grammatical cohesion were found, they are reference, ellipsis, and conjunction. The reference becomes the most typically found in the

text; there are nine words such as "I", "my", and "We" indicated as the personal reference, and one word indicated as Demonstrative "that". The second type found in the text was a conjunction. Conjunction here became the second most found in the text after reference. The words of conjunction in this text, such as "after", "finally", and "and". The last was the ellipsis; this type was the rare one found in the text, only two times.

In the analysis of the data that has been found and refers to research questions, it was found that there were three types of cohesive devices used in students' recount text writing, namely, references, conjunctions, and ellipsis. Besides, for the type of cohesive device most often used in student writing is reference. This finding is also in line with studies by Afzal et al. (2019); Bahaziq (2016); Arifiani (2016); Tambunan (2019); Afrianto (2017). Additionally, for the second-order conjunction, this finding is also in line with Adiantika (2015). The students seem to be fully aware of the function of conjunction and reference. Students use different kinds of conjunctions to make sure that parts of a text make sense together. And for the third order is the ellipsis, the ellipsis is very rarely used in students' recount text writing, and substitution was not found. Other, Adiantika (2015) has the same result. His finding showed that substitution is used more in speech than in writing, and more in British English than in American English. In other words, when writing for school, especially when writing to explain something. That could be why the students in this study don't use substitution very often.

From the results of the analysis, it can be seen that students still have some deficiencies in writing recount text. Sentences written by students are still relatively few; this is because there is still a lack of interest in improving student's writing skills. Then, the text resulting from student writing using references and conjunctions as two types of cohesion devices was found the most of the other types, and the words used in this student's writing were classified as less varied and only used the words "I", "My" and "Me" and for the conjunction "and". This can be indicated due to the lack of the number of English words mastered by students. According to Almutairi (2017), students' poor vocabulary leads them to overuse one-off references in overly brief writings, which weakens the overall message. Students might not know enough words to be able to say the same thing in a different way (Chanyoo, 2018). Added by Reisty and Suprayogi (2021), it can be stated that cohesion is essential for making the message of the speaker acceptable to the audience. Because to make these communications acceptable, a series of phrases and a selection of words must be woven together so that the message's substance may be transmitted.

The role of the teacher is needed to overcome some of the shortcomings of students in writing in English texts. This is also mentioned by Chanyoo (2018) "to create their own texts, students require a toolbox of linguistic strategies". The result is that teachers of productive skills like writing and speaking should ensure their students have access to as many ready-to-use grammatical toolkits as possible. If a teacher gives them more sets of ready-to-use cohesive devices examples, their texts will be more interesting, with more variety and less repetition. Supported by Emilia et al. (2018), the students needed more help and time to learn about the topic at hand so that they could write longer, more detailed texts with more correct and consistent written language discourse traits.

## **CONCLUSION**

Referring to the research findings, the types of grammatical cohesion devices found in the recount text writing of 10th-grade students at MAN Huta Godang were References, conjunctions, and ellipses. The substitution was not found. The most common type of grammatical cohesion found in overall students' recounts text as a reference. The conjunction was in the second-to-last position. The ellipsis was in the third position. This research also assumed that students' lack of expertise with the different types of cohesive devices is obvious in the analysis and description of the texts they produce, which results in a lack of stylistic variety in their writing. In case the written recount text made by the students was quite a little, it just 18 clauses from the first text, 42 clauses from the second text, 18 clauses from the third text, 13 clauses from the fourth text, and 14 clauses for the last text. From this, we can see that only 3 of the four types of grammatical cohesion were used. Also, because students don't write much, there isn't much variation in the words they use in grammatical cohesion. Thus, it's important for a teacher to pay more attention to helping students improve their writing skills by showing them how to write with a variety of grammatical words that work well together.

For the suggestion, the researchers thought it was important for language instructors to help their students expand their vocabulary by having them use newly learned words in their writing in relevant ways. Students should be aware that merely including a large number of cohesive elements in an essay does not guarantee that the essay will demonstrate or even produce cohesiveness; rather, the cohesive elements must be used in a logical and consistent manner throughout the text. For further research, it is hoped this study could be a comparison to do better research and result in the future.

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