CHAPTER I

INTRODUCTION

1.0 Background

Writing is a fundamental component of English language learning. In light of this fact, it is imperative that learners be taught and trained on the conventions of English writing. Cohesion refers to "the grammatical and lexical relationships between the different elements of a text. Coherence refers to the relationships of ideas and the ability of those ideas to function together for the purpose of conveying the meaning.

(Mclinn 1988, p.15).It has been noted that EFL learners focus almost exclusively on the sentence level rather than the level of the whole discourse that is textual coherence. Most of EFL learners feel that correct grammar is the only tool they depend on in writing English essays. Therefore, they rely on what they have learned about grammar.

However, EFL writings appear to be poor in coherence and in cohesion. Such writings may lack persuasiveness, satisfactory and logical connection of ideas. This problem can be attributed to the fact that learners know the grammar and lexical items of the language, but they are unaware of the mechanics of coherence and cohesion.

Maqableh (1992, p.19) claims that Arab EFL learners encounter serious problems when they write. These problems involve producing a coherent text and making the produced text cohesive. The focus on writing has been on generating grammatically correct sentences depending on the belief that grammar is the only requirement for learners. That is to say teaching writing cares about the sentence level rather than the discourseLevel .Therefore, teachers judge texts in terms of grammaticality without paying attention to logic and meaning.

To sum up, it can be concluded that Arab EFL learners encounter rhetorical problems especially in coherence and cohesion. These problems can be attributed to many factors such as, negative transfer, or rather nonexistence of certain features in the mother tongue. That is to say, many learners still do not have the adequate knowledge of using cohesive devices that are necessary for making a text cohesive.

1.1. Statement of the Problem

It is noticeable that EFL writing is characterized by the presence of resident problems such as misuse of cohesive ties and underuse of connectors. The overall text could become disorganized due to the fact that some EFL writers may fail to apply the grammatical cohesion in essay writing.

1.2. Objectives of the Study

There are three objectives in this study:

1. To investigate the problems of cohesion and coherence in essays written by Sudanese EFL learners.

2. To examine text coherence in terms of cohesive tie.

3. To come up with recommendations that could improve EFL writing.

1.3. Questions of the Study

1. What are the problems that face EFL students in using cohesion and coherence in essay writing?

2. What types of cohesive ties do EFL students actually use in their writings?

1.5. Hypotheses of the Study

1. Students have problems in using some cohesive ties in ambiguous way due to lack of linguistic competence.

2. The types of cohesion used are reference, conjunction, substitution and ellipsis.

1.6. Significance of the Study

The significance of this study that it will provide teaching implications for EFL teacher into the procedure and teaching material to be used in dealing with cohesive device and coherence elements.

1.7. Methodology of the Study

This study investigates the problems of EFL students in writing an essay. An instrument will be used for collected data is randomly ask

Students to write an essay then the essay will be corrected by the researcher.

1.8. Limits of the Study

The following points can be regarded as limitation of the study:

1-This study deals with problems of writing an essay.

2- It is restricted to EFL students at Omdurman Islamic University Faculty of Arts department of English language and literature, third year students.

3- It is confined to analysis of grammatical cohesion that includes devices as reference, conjunction, ellipsis and substitution.

CHAPTER II

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0. Introduction

The main interest of this study is related to the field of writing skills. It investigates the problems that face EFL students in using coherence and cohesion in writing essay. The literature has been reviews as follows:

2.1. Definition of Coherence

Coherence is a debatable subject up till now because it was defined differently by different linguists and researchers and approached from varied angles.

Widdowson (1978, p.23) believed that coherence is a pragmatic concept and it is connected to discourse analysis and speech act theory to give the relationship between the aspects of speech act. On the other hand, Brown and Yule (1983, p.78) concentrated more on the way of examining written discourse. They concluded that coherence is the outcome of the interaction between discourse and its receivers.

As it is remarked, coherence is a vague concept and it is not a well-defined concept.

According to McCarthy (1991, p.17), the vagueness of its definitions may come from the fact that coherence is an interpretive process made by the reader while reading the text. That is to say, the writer should always try to foretell the reader's response to his text. Despite the fact of its vagueness in definitions, Johns (1986, p. 40) viewed coherence in two aspects: reader-based and text-based coherence. The former is related to the writer-reader or speaker-listener interaction. The latter is related to the inner structure of the text itself. Reader-based coherence is mostly used in discussing the issues of comprehending a text. However, text-based coherence is mostly used to say either a text is coherent or not.

2.2. Definition of Cohesion

Halliday and Hasan (1976, p.27) define cohesion as:

Cohesion, therefore, is a part of the text forming components in the linguistic system. It is the means whereby elements that are structurally unrelated to one

another linked together, through the dependence of one on the other for its interpretation.

That is to say, the notion "cohesion" is considered as a part of the linguistic system. Through cohesion, the feature of being a text is achieved, in other words texture, by relating the elements to one another. It is crucial to creating a text, but it is added through other text formatting components. The continuity that exists between the elements of a text is well expressed through the major role of cohesion. As it is mentioned by Halliday and Hasan (1976), "the cohesive relation themselves are relations in meanings, and the continuity which they bring about is semantic continuity" (p. 303).

It is obvious that the sentences in any given text are not organized in a random way, but the sentences are related and unified as a whole. Moreover, it is easy to notice that there are linguistic elements within the text that make the sentences stand as a whole. These linguistic elements are described by Nunan (1993, p.13) as cohesive devices or text-forming devices. These cohesive devices have types. These types will be discussed below.

2.3. Types of Cohesion:

Cohesion is showed through both grammar and vocabulary. For this reason, cohesion has two types, namely, lexical cohesion and grammatical cohesion.

2.3.1 Lexical Cohesion is the first type of cohesion

It is used to accomplish the cohesive relations between sentences in a text. Lexical cohesion is used by vocabulary. Halliday and Hasan (1976, p.288) divided it into two main categories. They summarized it as follow:

Table 01. The General Concept of lexical Cohesion:

Types of lexical cohesion:	Referential relation:
1.Retieration (a)same word(repetition) (b)synonym(or near-synonym) (c)superordinate (d)general word 2.Collocation	(i)same referent (ii)inclusive (iii)exclusive (iv)unrelated

Source: Halliday & Hasan, (1997, p. 288)

1.Retieration is the first type of lexical cohesion. This type is not only limited to the repetition of the lexical items. However, it is connected to other elements like synonyms, near-synonyms, superordinate and general word. These different classes of reiteration will be defined and illustrated by Halliday and Hasan (1976, p. 279-80)

a-Repetition: it is the repetition of the same lexical item in later parts of the written production.

b-Synonym: it is the use of the equivalent words that have the same meanings.

c-Superordinate: this type means the use of the same word class which contains the same meaning of the other word.

d-General word: this kind of words are used to refer back to the original lexical item used before. These words involve people, objects....etc.

Examples:

There's a boy climbing that tree.

a-The boy's going to fall if he doesn't take care. a= the repetition is achieved by (boy, boy).

b- The lad's going to fall if he doesn't take care. b= the synonym is showed by (lad, boy).

c- The child's going to fall if he doesn't take care. c= the superordinate is expressed through the noun (child, boy).

d- the idiot's going to fall if he doesn't take care. d= the group word is stated by (idiot, boy).

2.Collocation: is the second type of lexical cohesion. As it is defined by Halliday and Hasan (1976), collocation is achieved through the association made by habitually co-occurring lexical items. These items appear in identical situations because they appeared earlier in identical environments.

Collocation (words which tend to occur with one another in certain contents) e.g. education, classroom, class and so on.

Lexical collocation. (co-occurrence of words which regularly occur together). E.g.

The pencil costs fifty cents. I had a dollar.

2.3.2 Grammatical Cohesion is the second type of cohesion

McCarthy(1991, p.47) stated that it is the surface making of semantic connections within clauses and sentences in written discourse, and within utterances and turns in speech. This type of cohesion focuses on the use of grammar to create cohesion between one sentence and another. Grammatical cohesion includes devices as reference, substitution, ellipsis and conjunction. We address these types in details below.

2.3.2.1. Cohesion by Reference

Reference cohesion constitutes items in the English language "instead of being interpreted semantically on their own right ------make reference to something else for their interpretation" Halliday and Hasan (1976, p.31).

For example:

You cannot see the head master now. He is interviewing a teacher.

The pronoun" he" in example (1) is a reference cohesion tie because it shares the same referent as, and refers back to the headmaster. This type of cohesion includes the following types of pronouns:-

a. Personal pronouns: I, my, you, he, she, it, they, we, our, ours, us,…etc.

b. Demonstratives: this, that, these, those.

c. Locative adverbs: here, there.

d. Temporal adverbs: now, then, before, after, earlier, sooner.

Other interrogative, indefinite, reciprocal, reflexive, or intensive pronouns such Who, that, which, whom, why, where, whose, whoever, some, any, none, someone,

Halliday and Hasan (1976, p.51) divide reference into three types:

1. An anaphoric reference presupposes for its interpretation an element that occurred earlier in the text, for example:

Tina is a student. She goes to school every day.

The pronoun she in the second sentence is an anaphoric reference for Tina.

2. A cataphoric reference presupposes for its interpretation an element that follows in the text, for example:

He was tired of writing. Ali had been writing for three hours.

In the first sentence, the pronoun "he" refers to Ali in the second sentence.

3. An exophoric reference presupposes for its interpretation something outside the text, for example, look at that. (That refers to the car)

2.3.2.2. Cohesive by Conjunction

Liebere (1981, p. 201-202) considers reference and conjunctive cohesion as the two most common areas in which students experience difficulty. This type of cohesion does not need a specifiable element in a situational context or text for its interpretation; therefore, it has its own intrinsic meaning.

Halliday and Hasan (1976, p. 222) point out "conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse". For example: He took a cup of coffee after he woke up.

The word 'after' suggests a sequence, signaling that what is expressed in the first clause followed what is expressed in the second one. This type of cohesion consists of:

a. additive: and, or, furthermore, similarly, in addition.

b. adversative: but, however, on the other hand, never the less.

c. causal: so, consequently, for this reason, it follows from this

d. temporal: then, after that, an hour later, finally, at last.

2.3.2.3. Cohesion by Ellipsis

This type of cohesion refers to omission of a repeated word or phrase such as:

a. Deleted nouns: The boys went to the school. Both ( ) were late.

b. Deleted verbs: I do not know that man, but you do ( ).

c. Deleted predicate adjective: The elephant is big. The camel is ( ) too.

d. Deleted clauses: Who hit the boy? Ali ( ).

As reported in Ramasawmy (2004, p18), there are three types of ellipsis, depending on the syntactic category of the presupposed elements:

1. Nominal ellipsis:

Nominal ellipsis occurs when a noun or a noun phrase is presupposed, as shown below:

These are my two dogs. I used to have four.

The word "dogs" has been omitted and can be easily understood or recovered from the context.

2. Clausal ellipsis:

Clausal ellipsis occurs when both a noun or a noun phrase and a verb, or at least

part of a verb phrase, is omitted. It is mostly seen in dialogue yes\no questions. Mary: Are you going to buy a new dress for my birthday?

Mother: yes.

Here the mother is affirming the entire clause you are going to buy a dress for my birthday.

3.Verbal ellipsis:

Verbal ellipsis occurs where a verb phrase is presupposed, as in:

Teacher: Have you done the homework?

John: yes, I have.

John's answer is elliptical in the sense that done the homework is understood.

2.3.2.4. Cohesion by Substitution

Substitution cohesion is considered as a relation of sense identity rather than a relation of reference identity. This type of cohesion refers to the replacement of one word or phrase within another such as the use of:

a. Verb substitutes: do, does, do the same, do so, do that, don't, ``so is, so has,

b. Clausal substitutes: so, not.

As reported in Ramasawmy (2004, p21) substitution can be divided into subcategories such as nominal substitution, verbal substitution and clausal substitution.

1. Nominal substitution

Nominal substitution occurs where the presupposed element is a noun or a noun phrase, as in the example below:

A: Can you give me a glass?

B: There is one on the table.

The presupposing cohesion element is 'one'.

2. Verbal substitution

Verbal substitution occurs when the presupposed element is a verb or a verb phrase. The presupposing element which denotes the substitution is usually word do and its various forms. E.g. does, did and done as in:-

Every child likes chocolate and I think my son does too.

Does substitute for the verb phrase likes chocolate.

3. Clausal substitution

Clausal substitution occurs where the presupposed element is an entire clause. The most frequent presupposing element affecting this kind of substitution is so. For example:

Latecomers will not be allowed in school after 8.00. The headmaster says so.

'So' in the sentence replaces the whole sentence that "latecomers" will not be allowed in school after 8.00 pm.

2.4. Theoretical Background

Halliday and Hasan (1976, p.26) talk about textuality in the written discourse. They believe that the primary determinant of whether a set of sentences do or do not constitute a text depends on the cohesive relationships within and between the sentences, which create texture. Therefore, they think that any text should have a texture. "A text has a texture and this is what distinguishes it from something that is not a text". Ibid (1976, p1). In this regard, the texture is provided by the cohesive relation. They define cohesion as the relations of meaning that exist within the text and that define it as a text. It is displayed in the ties that exist between the presupposed and the presupposing item. So, cohesion is displayed in the ties that exist within a text.

In the sentences:

John makes a good meal. Last night he cooked spaghetti.

The pronoun he in the second sentence is the presupposing item and John in the first sentence is the presupposed item.

Colomb (1990, p12) as reported in Masadeh (1995, p.42) introduces two ways for making and producing cohesive passages. First of all, by managing the flow of information, therefore, we should take into consideration two principles:

Principle one: put at the beginning of the sentences those ideas that you have already mentioned, referred to or implied, or concepts that you can reasonably assume your reader is already familiar with and will readily organize.

Principle two: put at the end of your sentence the newest and the most surprising and significant information that you want to stress.

Second, the writer should begin well his essay because to begin well a sentence is surely harder than to end it well, hence, to begin a sentence we have to juggle the elements that occur early on to:

1. Connect a sentence to the preceding one by using the transitional metadiscourse such as, "and, as a result, therefore."

2. Locate the action in place and time, by using words like "then, later, after".

3. Help the reader evaluate what follows by using expressions such as, "fortunately, perhaps, it's important to note".

4. Announce, at the beginning of a sentence, its topic and concept that we intend to say something about.

2.5. The Relationship between Cohesion and Coherence

There are different views among linguists concerning cohesion and coherence. Some of them neglected any relation between them Carrel (1982, p9), others like Halliday and Hasan (1976, p.1) confirmed that they are interrelated. "Cohesion is an index of textual coherence".

2.6. Studies support Halliday and Hasan's Cohesion Theory

Generally speaking, Halliday and Hasan are considered as the best who wrote and analyzed cohesion and coherence in writing. Their studies are the most comprehensive ones in the field. However, there are many studies that supported their theory of cohesion and coherence. Halliday and Hasan (1976, p.1) strongly believe there is a connected relationship between coherence and cohesion. They consider a text as "a unit of language in use". What distinguishes a text from a non-text is its "texture". They maintain that the texture is provided by the cohesive relations that exist between certain linguistic features that are presented in the passage and can be identified as contributing to its total unity. The texture of a text is shaped by the cohesive ties. For example,

Wash and core six cooking apples. Put them into a fireproof dish.

According to Halliday and Hasan (1976, p.3), the pronoun "them" in the second sentence refers back to the "six cooking apples" in the previous sentence, thus linking the two sentences into a cohesive text. This relation is called cohesion by reference.

McCulley (1985, p.35) as reported in Ramadan (2003, p.11) conducted a study to investigate the relationships among features of textual cohesion as identified by Halliday and Hasan's (1976, p.14), and primary-trait assessment of writing quality and coherence. A random sample of 493 papers written by 17 students were analyzed. The results showed that general coherence is an important element of writing quality and that the lexical cohesive features of synonyms, hyponyms and collocation are important elements of writing quality and general coherence.

Markels (1983, p39) as reported in Masadeh (1995, p.450) tries to prove that there is a relation between cohesion and coherence. He relates the two terms by saying "the assumption of coherence is one of the topic rules of the language game in which we all participate. Cohesion on the other side can appear as a pragmatic sufficiency or an artful tapestry." . In order to prove this relation, he talks about some of the impetuses that make him believe that coherence is the function of cohesion. The first of these impetuses is summarized in the fact that composition textbook advocate the creation of coherence by the repetition of key words or by the substitution of nouns which is really a suitable path to create unity. The second fact that coherence as traditionally produced by repetitions and transitions words is not always enough to a produce a unified sensible whole, cohesion an ordinary day to day level should be judged in terms of the sense or non-sense. Therefore, cohesion is needed and considered as one of the requirements of successful writing because it can distinguish the effective text from ineffective one.

Zhu (1992, p.63) attempted to explore the features of cohesion and coherence in Chinese and English. He also investigated the similarities and differences between the two. He also tested the effect of language transfer and interference in Chinese ESL writings. In that study he selected four Chinese graduate students and asked them to compose two expository essays, one essay for each language. After that, the products were scrutinized for cohesion and coherence features. The results showed that the Chinese language depended on lexical ties and similarities of structure, reference took the form of lexical repetitions and semantic zero anaphora and the utility of more ellipses, whereas English employed more connectors, used more pronouns and deictics. Coherence features showed that essays written in Chinese were more implicit and more general unlike essays written in English which were more explicit, more writer-centered demanding more effort of the reader to make sense of the text.

2.7. Definition of the Writing Skill

It is believed that writing is an art that needs consciously focused effort and thoughtful choice in language. That is to say, writing skill needs a lot of energy and concentration on the part of the writer because it is one of the productive skills. Writing skill is considered as a mean of communication that uses both signs and symbols.

Nunan (1989, p.10) claims that writing is not just a pen on paper. In fact, it is a highly sophisticated mental process.

Therefore, writing process in the field of language learning and teaching. It requires a great mastery of grammar and lexis, then the ability to generate and organize ideas in a readable text.

2.8. Components of the Writing Skill:

No doubt that writing is not an easy task because of the effort that the learners have to do to produce an effective piece of writing. They should follow certain criteria to achieve that. According to Starkey (2004, p.107), in order to produce an efficient piece of writing, the following criteria must exist organization, coherence, clarity and word choice.

2.8.1. Organization

Earlier, we talked about some linguistic elements that connect sentences with one another to formulate coherent and comprehensive text. These elements were described by Nunan (1993, p.17) as cohesive devices, these devices have two main categories, grammatical cohesion and lexical cohesion. We discussed these categories in details in the section above as well as the way that should be used to formulate a coherent text. Now, we will shift our attention to the problems that the writer faces while using cohesive devices. According to Hedge (2005, p30), writers face numerous problems while trying to connect their sentences using cohesive devices. These problems are caused by the wrong use of the cohesive devices. Hedge (2005, p.59) explains these problems with the following examples:

A writer may employ ill-defined cohesive device. That is to say, a writer may use an unclear cohesive device that makes the sentence ambiguous.

E.g. three times daily for seven days only, except condition deteriorates. -A writer may use a suitable cohesive device but he does not recognize the syntactic problems and put it in the wrong place in the sentence, use it too often, or fail to employ the right punctuation.

E.g. people who live in the country, whereas, have a pleasant environment. On the contrary, town dwellers suffer from noise and furthermore cramped conditions.

To sum up, the problems that the writer faces while writing are a lot, especially when it comes to organizing and arranging sentences. Mostly and far most, these problems are related to cohesive devices. A writer may use it wrongly or overuse it. Moreover, cohesive devices might be used in an ambiguous way.

2.8.2. Clarity

The use of accurate language is very important in writing. The learners' writing must be readable, comprehensive and clear to make their readers understand what they mean. Starkey (2004, p28) stated that the essential element that makes any piece of writing easy to read is clarity. He argues that learners writing should include the following elements to be clear. Firstly, the writer should eliminate ambiguity. It means that a writer should stay clear from unclear words that have more than one interpretation to help his readers grasp what he means. Secondly, he should use powerful and accurate vocabulary; this will help him convey his message in clear and accurate manner. Thirdly, the writer should be concise. In order to achieve conciseness, the writer must eliminate unneeded words or phrases along with the use of active voice when it is possible. Fourthly, the writer should avoid wordiness which means that the writer should avoid repetition of information and ideas.

2.9. The Relationship between the Use of Cohesive Devices and the Quality of Writing

The relationship between uses of cohesive devices in a text has shown to be crucial for the quality of writing. Numerous studies have been conducted on this relationship between writing quality and its dependency on the use of cohesive devices (Fitzgerald & Spiegel, 1986; Zhang, 2000; Lee, 2002).

Fitzgerald and Spiegel (1986, p.21) conducted a study where they examined the relationship between cohesion and coherence and to which degree it will affect

the quality of writing and grade level. They analyzed 27 third grade and 22 sixth grade students' writing. Each one of these students has been required to write two different essays in two days. That is to say, the students will produce two essays in four days. The students have 30 minutes for planning and writing. Fitzgerald and Spiegel (1986, p.86) employed Halliday and Hasan's (1976, p53) system in grading cohesion. They concluded that there was a proof of implication that relates cohesion and coherence in learners' writing. This relationship was different to the content of the text but it did not differ to the grade.

Zhang (2000, p.14) examined the use of cohesive devices in 50 argumentative essays written by Chinese undergraduate students from different majors. He concluded among the different types of cohesive devices that the lexical ones were used too often, along with the use of references and conjunctions. The number of lexical devices employed by the students affected the quality of writing significantly.

Lee (2002, p.22) also investigated how Chinese undergraduate students employ cohesive devices in their writing. He examined 107 essays that were written by them. According to his study, the students use LCDs too often. On the other hand, they use references and conjunctions less often. He also found that there is a misuse, overuse of conjunctions and ambiguity in the use of reference.

Lee (2002,p.57) conducted another study with 16 ESL students to examine whether the explicit teaching of cohesive devices may or may not affect the quality of writing. The results showed that there is a positive effect between the pedagogical tools used to teach cohesive devices and the improvement of writing.

2.10. Review of Previous Studies

Biraima. M. F (1996 p25) Issued M A study under title: Cohesive device in students it was analytical study of student performance of the students of EFL of English at Khartoum University. His study was focused on how instruction can enhance the learner awareness of cohesive device rather than lake of knowledge of this issue. His came out with there is no much statistical differences between the two groups in handling cohesive devices.

Mohammed. D.E (2009 p26) held PHD at Khartoum University entitled: The impact of grammatical aspects and discourse features on overall quality of EFL academic writing. He examined 125 students written work as answer to examination at five national Sudanese Universities. His study has shown that

among 13 types of grammatical error identified by the tenses occurred most frequently, followed by the proposition article. In the term of coherence reference is much percentage, conjunction moreover; ellipsis and substitution are not used a lot. It looks that the study was not running behind why the student unable to handle such skill in writing.

Elaraki. M. I (2015 p32) M A study at Sudan University of Science and Technology under title: An investigation in to linguistic cohesion in University English language students written texts. This study aims to investigate grammatical cohesion in student written discourse .The researcher used two instruments to collect the data of, which were student's written work and questionnaire for teachers in two Sudanese Universities. The data were analyzed by using statistical program (SPSS) then were textual analysis of the subjects the teachers' questionnaire and students written work. The analysis of the data showed that there were weaknesses in using some grammatical device in students written discourse that due to their ignorance of grammatical cohesion.

CHAPTER III

METHODOLOGY

3.0 Introduction:

This chapter will present the methodology of the research. It will give information about the population of the study, test design, test validity and reliability and method of analysis.

3.1 Method of the Study

This research is descriptive and analytical by make written test for students to know the problems that face EFL students in writing cohesive and coherent essay. The score will be revealed and the percentage will be carrying out through **SPSS**.

3.2 Population of the study

The population of current study is the third year students from Omdurman Islamic University, Faculty of Arts department of English language. They study English as a foreign language.

The subject in this study is 25 students are selected randomly form third class boy section at Omdurman Islamic University Faculty of Arts department of English language. Third year students have been chosen for this study because they are supposed to be familiar and acquainted with the use of cohesion and coherence in essay writing.

3.3 Test design

The tool used in this study is a test which was specially chosen for purpose of this study. The test is asking students to write a cohesive and coherent essay on one of the following topics that have given to them.

3.4 Test validity and reliability

The test has been seen by the supervisor. It is suitable, for the purpose of this research. Validity is arguably the most important criteria for the quality of a test. The term validity refers to whether or not the test measures what it claims to measure.

Reliability is one of the most important elements of test quality. It has to do with consistency or reproducibility, or an examinee's performance on the test.

CHAPTER IV

DATA ANALYSIS, DISCUSSION AND RESULTS

4.0. Introduction

In this chapter the researcher is going to analyze the data being collected via the test and analyze the problems being faced by EFL students. The researcher used SPSS to analyze data.

4.1. Data analysis

In this section, we will know how frequent the learners used all the types of coherent and cohesive devices. The main target will be on the use of grammatical cohesive devices that links and connects the sentences together.

**Chart 1 Numbers and Percentages of Grammatical Cohesive Devices(GCDs)**
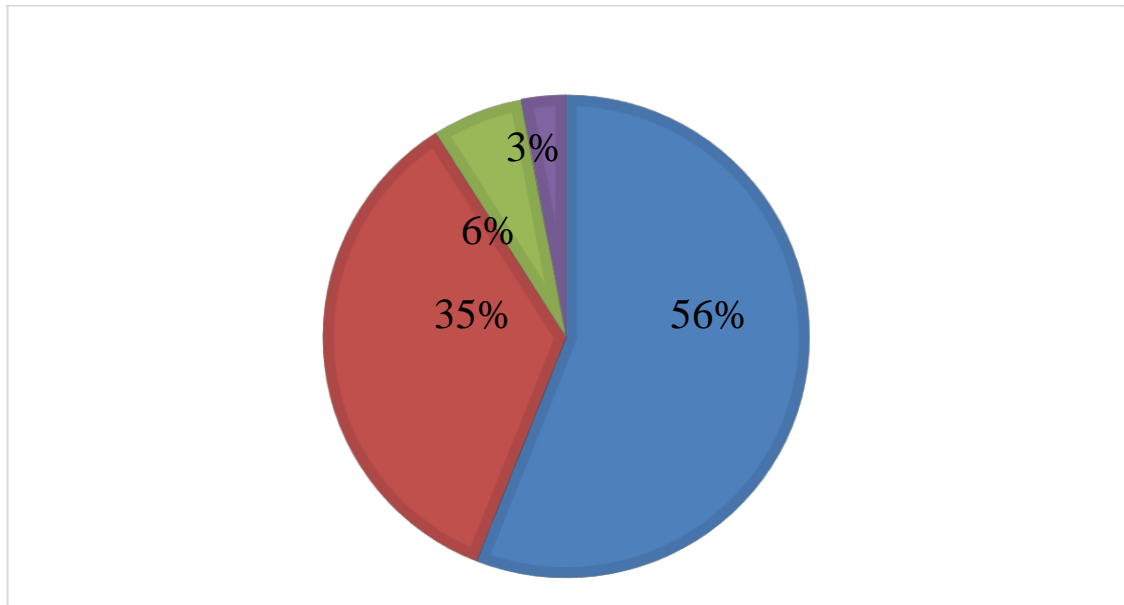
Chart 1 shows the number and the percentage of the GCDs with its sub-types which occurred in 25 argumentative essays. The learners employed all four types of the GCDs, despite the significant difference among them. The learners depend mostly on the use of reference, as it represents 56% of the total cohesive devices. After that, conjunction appeared in the second place where it represents 35%. Then, substitution comes in the third place with 6%, while ellipsis comes in the fourth place with 3%.

4.2. Numbers and Percentages of the Sub-types of the GCDs

In this sense, we discussed all the sub-types of the GCDs in details.

4.2.1. Reference:

Chart 1 shows that the total number of reference used by the learners is 56% of the total number of GCDs . Chart 2 exemplifies the number and percentage of all three sub-types of reference.
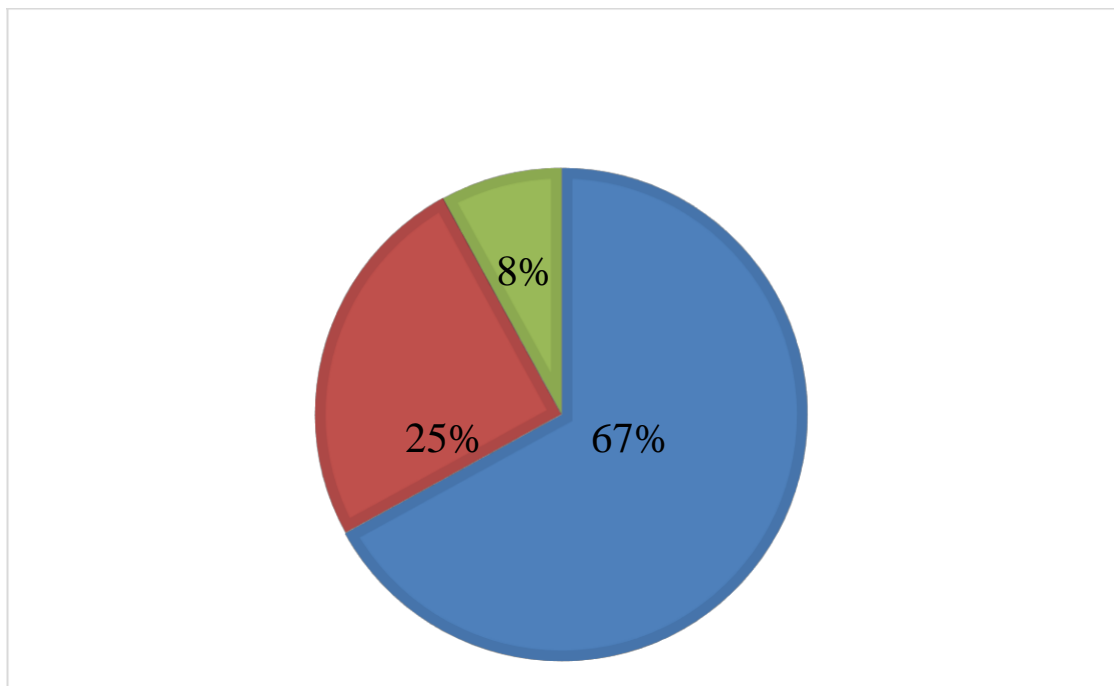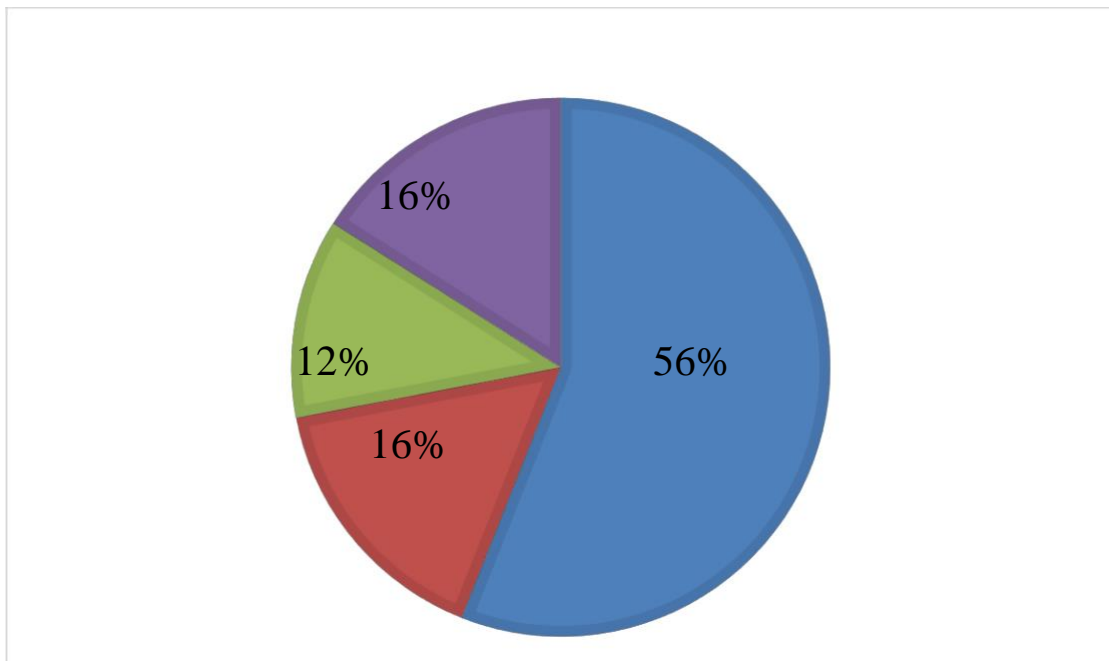

Chart 2. Numbers and Percentage of Sub-types of Reference

Chart 2 shows that the learners employed personal reference, which represents 67% of the total cohesive devices. This shows that this kind of sub-type is very well-known because learners had an early exposure to it. The demonstrative reference comes in the second place which presents 25%, because it is very easy to employ and the students' familiarity with demonstrative reference. Demonstrative reference is often overused by EFL learners. As for comparative reference comes last which present 8%.

4.2.3. Conjunction:

The total number of conjunctions used by the learners in chart 1, which indicates 35% of the total number of GCDs. Chart 3 shows the number and percentage of the different subtypes of this category
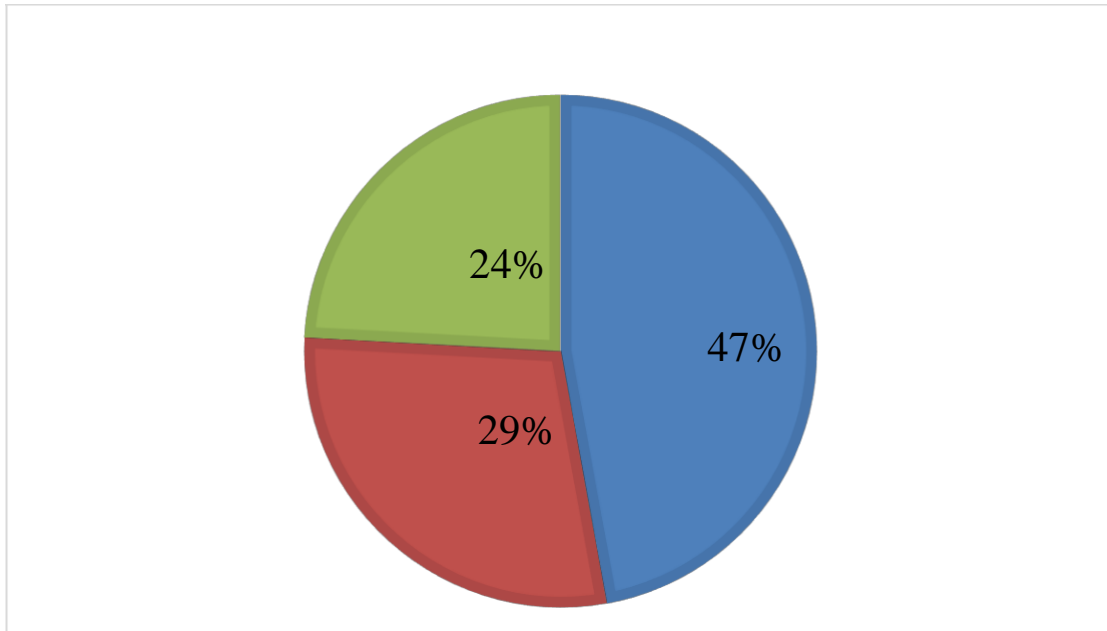

Chart 3. Numbers and Percentage of Sub-types of Conjunction

Chart 3 above shows that learners employed additive conjunctions, which represents 56% from the total number of the conjunctions used in the learners' essays. Both adversative and temporal conjunctions were employed equally with 16%, while the total number of comparative conjunctions used by the learners is 12%.

4.2.4. Substitution:

The total number of substitution used by the learners in chart 1, which indicates 6% of the total number of GCDs. Chart 4 shows the number and percentage of the different subtypes of this category.
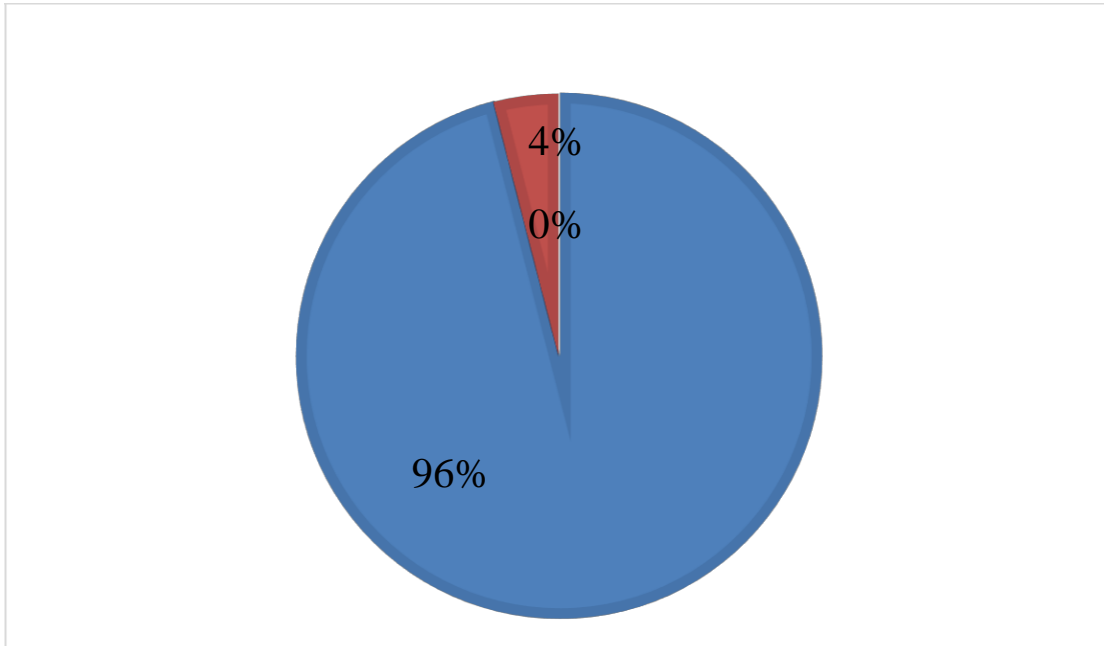

Chart 4. Numbers and Percentage of Sub-types of Substitution

Chart 4 shows that learners generated nominal substitutions, which presents 47%. In the second place comes clausal substitution which presents 24%, and at last comes verbal substitution which presents 29%.

4.2.5. Ellipsis:

The total number of Ellipsis used by the learners in chart 1, which indicates 3% of the total number of GCDs. Chart 5 shows the number and percentage of the different subtypes of this category.

Chart 5. Numbers and Percentage of Sub-types of Ellipsis

Based on the results showed in chart 5, The learners used nominal ellipsis with a dominant percentage of 96%. Only one item was produced in the verbal ellipsis which stands for 4%, and no clausal ellipsis was produced by the learners.

4.3. Discussion and Results

A detailed examination of coherent and cohesive devices was done on 25 argumentative essays. The analysis of the learner's argumentative essays shed light on the general use of grammatical and its frequency. It also provided us with the different kinds of problems encountered by the students. The results of the qualitative analysis revealed that learners employed all the four types of grammatical cohesive devices, despite the fact that those devices were used indifferently concerning their frequency in the essays. Reference, conjunction and substitution grammatical cohesive came first, second, and third respectively, where ellipsis ones were rarely used. With regards to the sub-types of grammatical

cohesive, the learners counted on the most popular ones in the English language, and those were adopted mostly in the argumentative essays. The results show that learners are able to use the grammatical cohesive devices appropriately 84%, yet they still have some problems in using them, as illustrated by 16% of inappropriate use. These were due to the interlanguage interference and the lack of knowledge of some aspects of the grammatical cohesive devices.

CHAPTER V

MAIN FINDING, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1. Main Finding and conclusion

This study aims at investigating students' problems in using coherent and cohesive devices, the grammatical cohesive devices was under the scope of analysis. This study investigated the general use of grammatical cohesive devices and their frequencies.

The analysis revealed that the students employed all the types and the subtypes of the cohesive devices. It also shows the students' mastery on grammatical cohesive devices. Yet, they have some serious issues in adopting some items of grammatical cohesive devices. . The results of the qualitative analysis revealed that learners employed all the four types of grammatical cohesive devices, despite the fact that those devices were used indifferently concerning their frequency in the essays. Reference, conjunction and substitution grammatical cohesive came first, second, and third respectively, where ellipsis ones were rarely used.

The study indicate that the students encounter numerous problems such as miss-use and overuse of some cohesive ties, for example or, and , but. Moreover, the students used some cohesive ties in an ambiguous way and they did lack the unity between the sentences.

Finally, we conclude that EFL students face some problems in using coherent and cohesive devices due to the lack of the linguistic competence, which confirms our hypothesis.

5.2. Recommendations and Suggestion for Further Studies

On the basis of the findings, we formulated the following recommendations:

1- Teachers should stress reading activities and combine them with writing activities to increase students' awareness with the features of good writing.

2- Students should be taught clearly about the cohesive ties, namely, grammatical and lexical cohesive devices. This will help to get better understanding and multiple choices to connect their written production.

3- The teachers should provide their students with detailed feedback about the errors committed and they should provide them with solutions to avoid making them again.

4- Students should have excessive writing production activities to develop their writing skill.

5- Students should be exposed to different topics; this will give them opportunities to practice different cohesive ties to build cohesion.