

COHESION OF CONCLUSION IN STUDENT'S ACADEMIC WRITING: CRITICAL DISCOURSE ANALYSIS PERSPECTIVE

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Abstract: A conclusion of academic writing is an urgent component in writing. Khazaal, (2019), he described that good a conclusion of academic writing has five variables namely; *grammar, vocabulary, organizing, content, and cohesion*). Based on this idea, researcher would like to limit the discussion on *cohesion, organization, and grammar (tenses)* conclusion of academic writing written by EFL students. The research questions of this study are as the following; *a. What are the cohesive devices written in a conclusion of academic writing? b. how is the organization of conclusion written by EFL students? c. What are the tenses used in the section of conclusion written by EFL students?* It is a qualitative descriptive study. The data of this study were twenty-five files of academic writing taken randomly from two classes of forty-five files. To analyse the data researcher used theory of cohesion written by Halliday and Hasan (1976) cited in Jhonson, (2017). Theory of organizing of a conclusion of academic writing by Adizovna, (2023), and the theories of tenses developed by, Bukit and Deli, (2020). The finding of the study revealed that, there were three types of cohesion written by EFL students in writing a conclusion of academic writing namely; grammatical cohesion, reiteration lexical cohesion, and conjunctive adverb to achieve cohesion. Furthermore, there are two types of a conclusion; such as; a conclusion has three components, and a conclusion has two components. Furthermore, there were two types of tenses written in a conclusion of academic writing, namely; simple present and simple past.

Keywords: *academic writing; cohesion; conclusion; organization; tenses; students; critical discourse analysis.*

INTRODUCTION

Cohesion is crucial component in the writing skill. The focuses of discussion are about the cohesion of a conclusion of academic writing written by EFL students. The concept of cohesion in necessary to be mastered by any English language learners. Ali, (2022) and Akif, et al. (2024), they described that cohesion was a key to achieve the accuracy of text. They mentioned some cohesive devices that commonly used in written text such as; reference, clausal ellipsis, reiteration, and collocation. Further, the mostly used of cohesive device were conjunctions, nominal ellipsis, and verbal ellipsis. Another linguist, Alqasham et al. (2021), Al-Dulaimi and Al-Nuaimi, (2022), they argued that cohesion was necessary to be mastered by any EFL students of English language learners. They stated that cohesion was as a tool of achieving the meaningful of text organization. It meant that English texts would be meaningful if the texts have a good cohesiveness both written and spoken discourse.

Nurhidayat et al. (2021), Li (2024), Luat and Diep, (2024), Raman and Mathew, (2020), they described that cohesion of academic writing should be exist in any forms of cohesive devices. They said that students and teachers should understand

of using cohesive devices to write a text. Furthermore, Putra and Astari, (2022), they stated that EFL students mostly used grammatical and lexical cohesive devices. The grammatical cohesion used by EFL students were such as; substitution and conjunction. Further, lexical cohesion used by students were *reiteration, consistent pronoun, transition signals, repeating key nouns, and logical order*. Manullang et al (2024), Zeng, (2024), they argued that cohesion in writing skill was able to be divided into two classifications such as; grammatical and lexical. They stated that cohesion was meaningful and it has significant rule for producing a good text. Another linguist, Siregar et al, (2023), Kashiha, (2022), they described that the using of cohesive devices in writing skill was urgent. It made the writing text would be meaningful and it has a good and logical relationships among of sentences. Their research findings stated that EFL students mostly used grammatical and lexical cohesion. The examples of cohesive devices used by students were such as; reference and ellipsis.

Furthermore, Alfalagg, (2020), he investigated the using of cohesive devices used by teachers and students in both written and spoken discourse. He found that most of students and teachers used

referential markers and conjunctions as a connector among of sentences and utterances. He stated that students and teachers would like to use cohesive devices both written and spoken discourse in order that their communication was completely understandable. Then, Priyatmojo, (2021), Haider et al, (2021), they described that EFL students would like to use some cohesive devices in their writing skill activities, the cohesive devices mostly used by EFL students were, such as; *personal reference, demonstrative reference, definite article, comparative reference, lexical (repetition, synonym)*.

Furthermore, EFL students also used lexical cohesion; namely; superordinate, conjunction (temporal conjunction, adversative conjunction, additive conjunction, causal conjunction, and ellipsis. Tuan et al, (2023), Mustafa, (2024) they argued that EFL students in Vietnam preferred to use grammatical cohesive devices than to use lexical cohesion. It meant that students still needed to study more about the using of cohesive devices in writing skill. Omar et al. (2020), Nhung and Hiep, (2023), Setiawan, Taiman, (2021), they described that grammatical cohesion was one of cohesive devices that should be understood by EFL students of Kurdish Iraq. They stated that cohesion would be useable to write academic writing. They said that academic writing should be full of cohesive devices, it would like to help authors be critical in writing their academic writing. Widhiyanto, et.al. (2023), Ferdanes, and Fatimah, (2021), they argued that the cohesion of essay writing was necessary to be investigated in order to be implemented and practical being used by students. Their research findings stated that there four types of form of cohesion; namely; transitional of signals, consistency of pronoun, the logical order of times. They described that the use of pronoun was mostly used to make the writing text to be cohesive.

Hanida and Bram, (2022), Afrianto, (2017), they argued that to create a cohesion in writing was urgent and needed by English language learners. They explained that cohesion was close to the meaningful of writing text. They described the cohesion was needed in academic writing. The researcher would like to investigate the cohesiveness of a conclusion of students' academic writing. Putra and Astari, (2022), they stated that there were at least two types of cohesion, namely; grammatical and lexical cohesion. They described that grammatical and lexical cohesion were necessary and useful to be understood by author of academic writing. The forms and types of cohesion was also supported by Halliday and Hasan (1976)

cited in Johnson, (2017). They identified cohesion into two classifications, namely; grammatical and lexical.

Table.1. *Types of grammatical cohesion, Haliday and Hasan, (1976) cited in Johnson (2017)*

No	Types of Grammatical Cohesion	Examples
1	<i>Reference</i>	- <i>Anaphor</i> (referring backward): <i>I have a neighbor named Bob. He is my best friend.</i> - <i>Cataphor</i> (referring Forward): <i>I would do anything for him. Bob is my best friend.</i> - <i>Exophor</i> , (referring outward):, <i>The president entered the room.</i>
2	<i>Ellipsis</i>	<i>Would you like some ice cream?Yes, I would ... (like some ice cream).</i>
3	<i>Substitution</i>	<i>My bicycle is too old. I need a new one. I'm not a fan of blue bicycles. I'd like a red one, please.</i>
4	<i>Conjunction</i>	<i>Many children do not like vegetables. For example, my daughter hates broccoli. My daughter hates broccoli. However, my son loves it.</i>

Table 2. *Reiteration lexical cohesion*

No	Types of Reiteration Lexical Cohesion	Examples
1	<i>Repetition</i>	<i>My wife and I found a cat. The cat was white with black spots.</i>
2	<i>Synonym</i>	<i>My wife and I found a cat. The kitty was white with black spots.</i>
3	<i>Near-synonym</i>	<i>My wife and I found a cat. The kitten was white with black spots.</i>
4	<i>Superordinate</i>	<i>My wife and I found a cat. The feline was white with black spots.</i>
5	<i>General word</i>	<i>My wife and I found a cat. The animal was white with black spots.</i>

Furthermore, Haliday and Hasan, (1976) cited in Johnson (2017) described that there was other form of cohesion that mostly used in writing skill. It was *conjunctive adverb*. The following was the form of conjunctive adverb for achieving

cohesiveness of writing skill.

Table 3. *Conjunctive Adverb of to achieve cohesion, Haliday and Hasan, (1976) cited in Johnson, (2017)*

No	Types of Conjunctive Adverb of Cohesion	Forms
1	Contrasting	<i>on the other hand, however, nevertheless, otherwise</i>
2	Conceding	<i>of course, certainly regardless, yet, after all</i>
3	Summarizing	<i>and Concluding, to sum up, in conclusion, in other words, briefly</i>
4	Sequencing	<i>First, second, third, firstly, then, next, finally</i>
5	Adding Information	<i>Furthermore, additionally, what is more besides</i>

Zhongqing, (2020), Ngongo, Ndandara, (2024), they argued that cohesion was necessary to be understood by English language learners. They investigated the cohesion of students of undergraduate program. They explained that there were some forms of cohesion used by students in writing their academic writing. They investigated the student's academic writing not in specific component of text. Their research finding revealed that forms of cohesion used in students' academic writing were such as; *demonstrative and comparative references, conjunctions, ellipsis, substitution, and lexical organization*.

Ariwibowo et.al. (2023), Cui (2024), they described that cohesion was used in any types of text. They investigated a cohesiveness of a recount text. Their research findings described that grammatical cohesion was mostly used by students in writing a recount text. The examples of grammatical cohesiveness were such as; *reference, conjunction, and ellipsis*. Other linguist, Sanusi, (2024), he investigated the function of conjunction in connecting the utterances and sentences as a cohesiveness of discourse. He argued that conjunction as cohesiveness of text has high role to make a meaningful ext. His research finding revealed that the using of conjunction both as a material and as conjunction instructional. He recommended that conjunction was as one of cohesiveness of text that mostly used by English language learners. Based on his research finding, it was necessary for mastering cohesiveness of text. It helps learners to be more understood the meanings of the texts both spoken and written.

Further, my study focused on academic writing

written by EFL students in Muhammadiyah University of Purworejo, particularly English Education Program. Further, Mandarani, et.al., (2023), they described that the implementation of cohesion in the teaching and learning writing skill was demanded. The implementation of cohesion in teaching and learning writing skill was also supported by Ying and Huan-di, (2021), Anindita, (2024), they argued that cohesion was as the soul of meaningful text. It meant that the English text would be meaningful if the text was written by using appropriate cohesive devises. They explained that there were at least five types of cohesive devises that should be learned by students in writing skill, they were such as; *reference, substitution, omission, conjunction and lexical cohesion*. Prasetyaningrum, et al (2022), they stated that grammatical cohesion used by undergraduate students were, *reference, conjunction, substitution, and ellipsis*. Willian et al, (2023). They conducted their research on investigating students' academic writing by using critical discourse analysis (CDA). They argued that Critical Discourse Analysis was a particular approach for investigating linguistics phenomena. They stated that CDA was able to describe linguistics issues deeply and critically. Their research finding revealed that CDA was able to be used to identify the markers of academic writing and non-academic writing.

Furthermore, Akram, (2020), Agili &Prabhashini, (2021), they described that critical discourse analysis (CDA) was able to investigate the process of teaching and learning writing skill. Their research finding stated that EFL students in Arabia were still difficult to use the cohesive devices in writing skill. Halimah et al, (2024), they described that cohesion has an important role to create a logical sentences connection of ideas. Further, they also argued that cohesion was about the connection and smooth relationship among element of a text or discourse. Then, the text was easy to be understood by any readers. Further, they described that there were two types of cohesion, namely grammatical and lexical.

Mahmood, (2021), he stated that critical discourse analysis (CDA) has tree dimension of investigations; namely; lexical syntactic patterns, interpretations, and social practices. Based on this idea, this study focused on lexical syntactic pattern and interpretation of cohesive devices written in the EFL students' academic writing of Purworejo Muhammadiyah University. This study specifically to investigate the cohesive devises written in the section of conclusion in EFL students' academic writing. Some linguists

described the important of writing meaningful a conclusion of academic writing.

Furthermore, Khazaal, (2019), Gazagin and Bas, (2020), Afolaranmi, (2024), they identified five variables of a good conclusion of academic writing, namely; *grammar, vocabulary, organizing, content, and cohesion*). Based on his idea, this study focused on analyzing of cohesion, organization, and grammar (tenses) of conclusion in EFL students' academic writing. Adizovna, (2023), he stated that writing a conclusion of academic writing was basic component. He described that a good conclusion should reflect three criteria, such as; *presenting key points of issues, performing authors' ideas, reveal the arguments from a source of the text concisely and clearly*. Tenses in English grammar is necessary to be mastered and understood by EFL learners. Further, they were able to speak and to write English correctly.

The following were some theories about tenses in English grammar. Pranoto and Levinli, (2023), they described that constructively there were sixteen tenses in English, then they argued that from sixteen can be summarized into two types of tenses, namely; present and past tenses. They stated that a sentence at least containing subject (s) and predicate (p). Furthermore, Bukit and Deli, (2020), they mentioned that EFL students were still making error in using English tenses, such as; simple present, simple past, and simple future. They made the errors for examples; making inappropriate in using tenses, they make an omission of using appropriate tenses. Further, Pasaribu et al. (2023), Rustipa et al, (2023), they described those tenses written in the EFL students' academic writing was necessary to be investigated. They argued that EFL students were still not completely write their academic used appropriate tenses in any steps of academic writing. They mentioned that EFL students still get difficulties in writing tenses of academic writing.

This idea was supported by Ali and Hussein, (2021), they explained that tenses were essential element in learning English grammar. Their research findings stated that EFL students and teachers were difficult to implement the using of tenses because they were rarely used both spoken and written English in the classroom. Barroga and Matanguihan, (2022), they described that research question should be specific and reflected to the purposes of conducting research. It meant that research questions should be answered clearly and related to the outcome of the study. Based on those philosophy, the questions related to cohesion of

academic writing conclusion were as the following; a. What are the cohesive devices written in a conclusion of academic writing written by EFL students? b. how is the organization of conclusion written by EFL students? c. What are the tenses used in the section of academic writing conclusion written by EFL students?

METHOD

It is descriptive qualitative research. Research data was taken from academic writing classroom. Researcher took twenty-five files of students' academic writing randomly from two classes of EFL students' academic writing. Dewi, (2021), stated that there were seven types methods of qualitative data collection, namely documentation, interviews, surveys, focus group discussions, observation, participatory arrangements and qualitative audio-visual material. This study used the documentation. To analyze the data, researcher used theory of components of a conclusion written by Khazaal, (2019) and Adizovna, (2023). Further, researcher used theory of cohesion developed by Haliday and Hasan, (1976) cited in Johnson, (2017), theory of tenses written by Bukit and Deli, (2020) Furthermore, the unit analysis of this study were clauses in the conclusion of academic writing written by EFL students. Steps were used to analyzed the data were as the following; Firstly, identifying the sentences written in the section of a conclusion of academic writing. Second, coding the types of cohesive devices. Third, interpreting the data based on the theories. Mezmir, (2020), he supported previous idea about the process of qualitative data analysis. He argued that there were four steps for qualitative data analysis, namely; familiarization, data reduction, data display, and report writing.

RESULTS AND DISCUSSION

This section, researcher would like to present the results of data analysis and discussion of findings. Firstly, it was about the components of a conclusion of EFL students' academic writing. Here, researcher focused on Analyzing the components of a conclusion related to Khazaal, (2019). He mentioned that there were five components of a conclusion of academic writing, namely; *grammar, vocabulary, organizing, content, and cohesion*. Based on his idea, *researcher limited his investigation on cohesion, organization, and grammar (tenses) of a conclusion in EFL students' academic writing*. Researcher would like to present the results of data

analysis in the following;

Cohesion of a conclusion in EFL students' academic writing

Table.4. *Types of grammatical cohesion, Haliday and Hasan, (1976) cited in Johnson (2017)*

No	Types of Grammatical Cohesion	Total Number	Examples written in the conclusion of academic writing
1	Reference	Forty two clauses	-The findings of this study were..... -This causes students to be less interested in speaking lessons..... -It also illustrates that learners there were many factors
2	Ellipsis	-	
3	Substitution	One clause	Overall, this journal contributes valuable insights into students' perceptions toward public speaking in the EFL speaking class.
4	Conjunction	Two clauses	-After we have collected the data, we process the data in detail combined with the articles of the experts we are looking for through (The Use of Social Media Platforms to Enhance -If we take as an example learning in the classroom using social media.....

Table 5. *Reiteration lexical cohesion*

No	Types of Reiteration Lexical Cohesion	Total Number	Examples

1	Repetition	Eighteen clauses	Vocabulary plays an important Students may face challenges understanding and retaining vocabulary,using games and digital dictionary apps such as U-Dictionary, can make vocabulary development more, Vocabulary teaching techniques can also be done through reading.... the most effective technique used to teach vocabulary is by using the u dictionary because it is practical and easy to understand.
2	Synonym	-	-
3	Near-synonym	-	-
4	Superordinate	-	-
5	General Word	-	-

Table 6. *Conjunctive Adverb of to achieve cohesion, Haliday and Hasan, (1976) cited in Johnson, (2017)*

No	Types of Conjunctive cohesion	Total number	Example
1	Contrasting: on the other hand, however, nevertheless, in fact, otherwise	9 clauses	-In fact, by using the way of... -However, that there are certain factors that hinder it..... -On the other hand, individual learning is valued for its focus.... -However, it is important

	Conceding: of course, certainly regardless, yet, after all	Nine clausesof course, we can pour extensive knowledge into our writing so that our writing is varied and not monotonous..... After all, we have collected the data, we process the data in detail combined..... ...	5	Adding Information: Furthermore, additionally, what is more besides, there fore, Further,Then,	19 clauses	Additionally, this media can help students feel more confident in speaking, Further, students need to apply motivation to themselves to be more active..... Furthermore, this article is expected to serve as a valuable reference for future research..... Therefore, to support reading skills it will be more effective if it is coupled with audio and video.....
3	Summarizing :Concluding, to sum up,in conclusion, in other words, briefly, in sumarry, as a result,	Twenty -eight clauses	In summary, a student's grammatical knowledge and speaking skills are linked..... In conclusion, the participants' understanding of implicature, ... Additionally, this media can help students feel more confident in speaking, In addition, if you read a lot, you will practice As a result, individuals struggle to write quality essays and practice				
4	Sequencing: First, second, third, firstly, then, next, finally	Three clauses	First, the use of question games in class can be an effective strategy for increasing Second, further development is needed regarding the variety of question games.... Third, the teacher can choose the most appropriate game..... Finally, teachers need to ensure that question games are used in an integrated manner with the				

Table 7. Organization of a conclusion in academic writing (Arizona, 2023).

No	Types of Conclusion	Total Number
1	A conclusion has three components: a.key points of issues, performing b. authors' ideas, c.clearly.	Twenty - three conclusions written in EFL students academic writing.
2	A conclusion has two components: a. presenting key points of issues, b. performing authors' ideas,	Two conclusions written in EFL students' academic writing.
3	A conclusion only has one component; a. presenting key points of issues	There is no a conclusion of EFL students' academic writing written only one component.

Table 8. The example of a conclusion in EFL students' academic writing has three components

Text of a conclusion	Three components of a conclusion
In this study, it was found that the use of English songs can increase students' interest in learning English vocabulary and speaking skills, this study shows that students have a positive perception of the use of English songs as a learning medium	Key point of Issues

to improve English pronunciation skills.	
In English language learning, the use of English songs can be fun and effective approach for students. This study also shows that listening to English songs can motivate students to expand their understanding of English in class.	Author's Ideas
Further researchers may use other aspects such as the types of songs suitable for use in learning, effective ways of using songs, or strategies to increase students' motivation in learning English through the use of songs.	Clearly

Table 9. *The example of a conclusion in EFL students' academic writing has two components*

Text of a conclusion	Two components of a conclusion
In conclusion, the participants' understanding of implicature, presupposition, and speech acts aligns with established theories and concepts in pragmatics. Their responses demonstrate familiarity with the notions put forth by prominent scholars in the field.	Key point of Issues
By citing relevant references, this discussion highlights the scholarly basis for their understanding and confirms the relevance of their insights in the broader context of linguistic studies.	Author's Ideas

Table 10. *Grammar (tenses) of a conclusion in ELF students' academic writing*

No	Types of tenses	Total number	Examples
1	Present Tenses	293 Clauses	-These findings indicate that the task of the learner on speaking..... -The result shows that teaching speaking using task-based Further, students need to apply motivation to themselves to be more active
2	Past Tenses	51 Clauses	-The research aimed to explore

			students' attitudes.... -it became evident that students' perceptions of public speaking... -The findings revealed that a majority of students initially experienced apprehension,
3	Simple Future	Three clauses	-The benefits that the students will get from learning English through song lyrics, ... -you will practice reading fluency and affect our fluency in speaking.... - Therefore, to support reading skills it will be more effective....

Based on the data analysis taken from twenty-five files of EFL students' academic writing, researcher found that there were one hundred and thirty-one (131) clauses containing of cohesive devices. It was stated in table.1. was about grammatical cohesion. It found that there were three types of cohesion written by EFL students in their academic writing namely; *reference, substitution and conjunction*. There were *forty-two (42) clauses of reference cohesive devices, one (1) clause of substitution, and two (2) clauses of conjunction cohesion*. Further, the total number of grammatical cohesions was *forty-five (45) clauses*. Further, table. 2, it was about the Reiteration Lexical Cohesion.

There was only *repetition* of lexical cohesion written by EFL students in their conclusion of academic writing. The total number of *repetition lexical cohesion* was *eighteen clauses*. Furthermore, in the table 3. It was about *Conjunctive Adverb to achieve cohesion*. There were five types of Conjunctive Adverb to Achieve Cohesion written by EFL students in their conclusion of academic writing, namely; nine (9) clauses of contrasting conjunctive adverb, nine (9) clauses of conceding conjunctive adverb, 28 (twenty- eight) summarizing conjunctive adverb, 3 (three) clauses of sequencing conjunctive adverb, and 19 (nineteen) clauses of adding information conjunctive adverb.

Based on these data, it was stated that EFL students in English Education Program of Purworejo Muhammadiyah University were able to write their

conclusion on academic writing with appropriate use of cohesive devices. It found that there were 23 (twenty-three) conclusions of EFL students' academic writing used three components of a conclusion. Further, it was only two of academic writing conclusion used only two components of a conclusion. Further, there was no a conclusion written only used one component. It was stated that, EFL students in English Education Program were able to write their conclusion of academic writing by using standardized components. The examples of writing standardized and non-standardized conclusion of academic writing were written in the table (standardized-conclusion) and non-standardized conclusion of academic writing. Furthermore, it was about the using of tenses in the section of a conclusion in academic writing. EFL students mostly used simple present to write a conclusion of academic writing. It was two hundreds and ninety-three clauses were written in present sentences.

On the other hand, fifty-one sentences of simple past sentences were written by EFL students in a conclusion of academic writing. Further, it was only one sentence of simple future written in a conclusion of academic writing by EFL students. Based on this finding, it revealed that EFL students in English Education Program have a good understanding in mastering English tenses, it was implemented in writing a conclusion of academic writing. A conclusion section used simple presentence. It indicated that authors argued their ideas about the phenomena of research findings. Authors write their comments about the findings. Further, authors used simple past to review he previous researchers.

CONCLUSION

Conclusion of academic writing is necessary to be written clearly. EFL students in English Education Program of Purworejo Muhammadiyah University are able to write a conclusion of academic writing by using standardized cohesion. EFL students of English Education in Purworejo Muhammadiyah University wrote a conclusion with verities cohesive devices; *namely; grammatical cohesion, reiteration lexical cohesion, and conjunctive adverb to achieve cohesion*. Furthermore, EFL students are also able to write a conclusion of academic writing by using standardized conclusion. Standardized conclusion has three components, namely; a. Key Point of Issues, b. Author's ideas, and c. It should be clear. Further, the tenses mostly written by EFL students in writing a conclusion of academic writing was simple presentence. EFL students rarely write simple past tense in writing a conclusion of academic writing. In addition, EFL students have a good understanding to write a standardized conclusion of academic writing.

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