

**تحليل أخطاء طلاب المرتكبة في أدوات التماسك
من قبل طلاب الجامعات متعلمي اللغة الإنجليزية
لغة أجنبية**

**An Analysis of Errors Made By Efl College
Students In Using Cohesive Devices**

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الكلمات المفتاحية: الأجهزة المتماسكة، تحليل الأخطاء، اللغة الإنجليزية كلغة أجنبية (EFL)،
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Keywords: cohesive devices, error analysis, English as a Foreign Language (EFL), university students, conjunctions, pronouns, lexical cohesion.

الملخص

تختبر هذه الدراسة كيفية الوقوع طلاب الجامعة الذين يدرسون اللغة الإنجليزية كلغة أجنبية (EFL) للأخطاء عند استخدامهم للوسائل الترابطية في عروضهم الشفوية والمكتوبة. تشمل الوسائل الترابطية التي تمت دراستها الروابط الظرفية، والترابط المعجمي، والضمائر، والحذف، والاستبدال، والترابط اللغوي والمرجعي. تم تسجيل وتحليل عينات من العروض الشفوية، والمناقشات الجماعية، بالإضافة إلى عينات كتابية من ٧٥ طالبًا و ٥٠ طالبة من جامعة بغداد، جميعهم شاركوا في الدراسة. أظهرت النتائج أن أكثر الأخطاء شيوعًا كانت في استخدام الضمائر وأدوات الربط، حيث ارتكب الطلاب الذكور أخطاء أكثر في الحذف وأدوات الربط، بينما كانت الضمائر والترابط المعجمي أكثر تحديدًا بالنسبة للطالبات.

تسلط الدراسة الضوء على الصعوبات التي يواجهها الطلاب العراقيون، الذين تكون لغتهم الأم هي العربية، عند استخدام الوسائل الترابطية مثل الضمائر وأدوات الربط والترابط المعجمي للحفاظ على تماسك نصوصهم. كما أن عدم وجود دلالة إحصائية للفروقات بين الجنسين يشير إلى أن هناك عوامل أخرى قد تؤثر بشكل كبير على استخدام الطلاب للوسائل الترابطية. تتناول الدراسة أيضًا استخدام اختبار تجريبي بالإضافة إلى اختبار البراغمية وصحة التنفيذ (PACE) على استخدام الطلاب للوسائل الترابطية. أظهرت النتائج وجود أخطاء كبيرة في استخدام أدوات الربط والضمائر، لا سيما في المهام الكتابية. وقد أكد اختبار PACE صحة المحتوى، مما يشير إلى الحاجة إلى تعليم مستهدف لتحسين التماسك الكتابي والشفوي لدى الطلاب. وخلصت الدراسة إلى أن ربط هذه النتائج بالدراسات السابقة حول ديناميكيات المجموعة واكتساب اللغة الثانية ضروري من أجل التوصل إلى استنتاجات حول كيفية تحسين ممارسات التدريس في فصول اللغة الإنجليزية كلغة أجنبية.

Abstract

The present study examines how EFL college students make errors when utilizing cohesive resources in their oral and written presentations. The examined cohesive resources encompass adverbial links, lexical cohesion, pronouns, ellipsis, substitution, and linguistic and referential cohesion. We recorded and transcribed samples from oral presentations, debates, and group discussions and written samples from 75 male and 50 female university students at Baghdad University, all of whom were involved in the study. The results show that the most common errors were with pronouns and conjunctions, with male students making more errors with ellipses and conjunctions. Pronouns and lexical cohesiveness were more of a challenge for the female students. Fewer ellipsis, substitution, linguistic, and referential cohesion errors were found. The study emphasizes the difficulties that Iraqi students whose native language is Arabic face when using cohesive devices, such as pronouns, conjunctions, and lexical cohesion, to keep their discourse coherent. The lack of statistical significance in the observed gender differences suggests that other factors may significantly impact students' utilization of cohesive resources. This study examines the use of a pilot test and the pragmatism, agility, curiosity, and execution validity test on EFL college students' cohesive device use. The results show significant conjunction and pronoun errors, especially in written assignments.



1. Introduction

Given the position of English as a foreign language in Iraq, so not many students use it in everyday communication. This phenomenon can shape the development of students' speaking skills. Several researchers have found that students' ability to communicate in English in terms of their speaking skills productivity is still low (Khalil, E. R. 2018). Damaiyanti, Susi. (2021) found that English majors made many speaking mistakes. Errors encompass pronunciation, such as word stress and intonation; grammatical accuracy, including tenses, prepositions, and sentence structure; vocabulary, specifically incorrect word choice; fluency, characterized by frequent revisions; and interactive communication, particularly challenges in comprehending the overall meaning or sustaining a conversation. Likewise, Al-Shujairi, *et al* (2017). found that students tend to make mistakes that include misusing parts of speech, sentence structure, word choice, and intonation. The complexity of English language skills, particularly in speaking, deters some students in EFL (English as a Foreign Language) Speaking classes from participating. A multitude of students experience anxiety in speaking lessons, while some remain silent. It is anticipated that tranquil classroom environments will help students surmount challenges in enhancing the engagement of their language. The pre-determined theme set by the teacher is a challenge for certain students. Students perceive a lack of autonomy in selecting and developing themes, which stifles their creativity. The teacher can address this by elaborating on aspects connected to the theme (Al-Shammery *et al*, 2020). The subsequent challenge lies in selecting the appropriate terminology. The rationale is that children insufficiently engage in reading, resulting in a lack of vocabulary references. This can be mitigated by enhancing the frequency of reading literature on critical thinking, proper organization, and effective sentence construction. The use of inappropriate words in writing will produce less good writing. The message conveyed by the writer will not reach the reader optimally because of the inappropriate choice of words. An example is the use of cohesive devices in writing. Cohesive devices are one of the factors that indicate whether the writing is well-connected or just a combination of unrelated sentences (Uysal, N., & Aydin, S. 2017). Without cohesive devices, writing can look like random writing (not related to each other) and does not flow well. Inappropriate use of cohesive devices can cause readers to misunderstand the text created



by the writer. Communication does not run effectively because cohesive devices cannot be separated and united in a paragraph (Polat, 2018). Good use of cohesive devices in writing means that the student's ideas are united and flow naturally in a paragraph (Lestari, *et al* 2023). Cohesive devices include several things: substitution, reference, ellipsis, lexical cohesion, and conjunction. Therefore, the use of cohesive devices can be said to be achieved if the writer connects their sentences clearly enough, such as the use of the words finally, thus, however, to, etc. (Abdul Rahman, 2013; Kashiha, 2022) correctly. Using cohesive devices correctly can make the writer's argument develop well and clearly and guide the reader in the direction desired by the writer. Cohesive devices give readers the right affirmation and help readers describe the form of the writing. Cohesive devices aid readers in linking one statement to another. Cohesive devices play a crucial function in creating a coherent written language. Cohesive devices demonstrate unity within a text and articulate the connection between sentences and paragraphs. Cohesive devices are essential in text composition. It is essential for the author to ascertain the degree of students' proficiency in using coherent devices in composing texts, particularly analytical exposition texts, as well as the variables contributing to the challenges encountered by students. Cohesive devices are words or phrases that are fundamentally interconnected inside the text. Yang, Wenxing & Sun, Ying. (2012) assert that the notion of articulating the texture of a text is generated by accurate semantics. A right paragraph or sentence is one that prioritizes accurate meaning rather than only focusing on the form.

Zahra *et al.* (2021) explain that cohesive devices are words or phrases that connect sentences and paragraphs together, producing ideas that flow clearly and smoothly. Cohesive devices are conjunctions used as a way to show the relationship between sentences, paragraphs, and ideas in the text. There are five main types of cohesive devices used in writing texts.

Prior research (Nugraheni, R. 2015; Islami, *et al* 2022) has indicated that numerous students continue to encounter difficulties in writing skills, particularly in the utilization of coherent devices. Researchers have identified that students exhibit concerns regarding grammar and lexical cohesion in their writing skills, leading them to (1) refrain from writing until they achieve grammatical mastery, (2) struggle to articulate their ideas due to insufficient vocabulary, and (3) frequently err in punctuation, capitalization, and the use of apostrophes. Students also encounter the issue



of diminished motivation and disinterest in writing tasks. Upon grasping cohesiveness, individuals will derive satisfaction from writing. Consequently, it is imperative to examine lexical and grammatical cohesiveness.

Mu (2005) also presents a list of factors that can influence the writing process in L2. Among them are language proficiency, written competence in L1, the use of cohesive devices, metacognitive knowledge about the writing task, learning strategies, and, finally, the learner's personal characteristics.

According to Kornev *et al.* (2021), an error is not simple. However, a typical definition of error always includes some reference to producing a linguistic form that deviates from the correct form.

From the point of view of teaching and learning foreign languages, the definition of the descriptive norm as a kind of "agreement" between speakers of a given community seems to validate the different linguistic forms and behaviours observed in different contexts. Furthermore, assuming that the concern with identifying and correcting errors is an essentially didactic concern, almost natural to language teachers, it can be said that the error is a form not desired by the teacher, according to the norm established in the community in which he or she is inserted. Based on the explanation above, it can be concluded that cohesive devices are a tool to connect words in sentences into a good text so that each sentence in the text is related to the others. This is a standard of a text that helps readers understand the meaning of the writing, in this case, analytical exposition text.

This study aims to analyse the errors made by university students of English as a Foreign Language (EFL) when employing cohesive resources in their written and oral productions. Cohesive resources include conjunctions, pronouns, ellipsis, substitution, lexical cohesion, referential cohesion, and adverbial links. The sample comprises 75 male and 50 female students, and the analysis will be carried out within the classroom context.



1.1 Research Gap and Novelty of the Study

Although much research has been done on the use of cohesive devices in second language acquisition, most of the currently available literature looks at small populations of learners or focuses on particular types of cohesion, frequently without thoroughly examining gender differences. In the context of Iraqi higher education, related studies offer fundamental insights into cohesive resources. Still, their conclusions have not been consistently applied to particular EFL learner populations.

Notably, little is known about the difficulties Iraqi students encounter when utilizing various cohesive devices in writing and speaking. There is a dearth of research on how gender differences might affect the use of these devices in this specific setting.

The study is novel because it thoroughly examines a variety of cohesive devices in a particular cultural and educational context: Iraqi students at Baghdad University. These devices include conjunctions, pronouns, ellipses, substitution, lexical cohesion, referential cohesion, and adverbial links. The current research study employs a more holistic methodology, facilitating a nuanced comprehension of the challenges encountered by learners regarding cohesion, unlike numerous prior studies that often limit their analysis to a singular cohesive element. This study conducts a comparative gender analysis, investigating potential differences in utilizing cohesive resources between male and female students.

The study thoroughly elucidates how students utilize cohesion across different communication formats by emphasizing both oral and written production. This dual focus is innovative, as most studies concentrate on speaking or writing individually. This study contributes substantial knowledge to EFL pedagogy by addressing these gaps. It offers a comprehensive understanding of students' challenges and how to adapt instruction accordingly.

2. METHODOLOGY AND SAMPLE SECTION

Research Design: This study adopts a descriptive-analytical research design to explore the errors made by Iraqi university students of English as a Foreign Language (EFL) in using cohesive resources in both their written and oral productions. The primary aim is to identify errors' frequency, types, and patterns using cohesive devices such as conjunctions, pronouns,



ellipsis, substitution, lexical cohesion, referential cohesion, and adverbial links.

The data collection method involves an error analysis approach, where both written and oral samples of students' language use are analyzed for the presence and types of errors in cohesive devices. The analysis will be conducted within a classroom context, focusing on how these cohesive devices are employed in natural academic settings.

The data was obtained from questionnaires distributed and filled out by students, combining the results of their expository essays. From the 96 titles of student essays collected, few titles were selected for research. In addition, it was combined with the results of the questionnaires they had filled out. Data collection was carried out using critical reading techniques, carefully and thoroughly. This technique is used to find errors and determine the causal factors of the cohesion errors.

2.1 Sample Selection

The sample for this study consists of 125 university students enrolled at Baghdad University in Iraq, comprising 75 male students and 50 female students. The selection of this sample was based on the following criteria:

- Age Range: The students are in their late teens to early twenties, representing a typical age range for university undergraduates.
- EFL Proficiency Level: All students in the sample have a relatively high proficiency in English, as they are enrolled in advanced-level English courses at the university.
- Frequency and Pattern Analysis: The researchers calculated the frequency of each type of error and identified patterns in how these errors were distributed across male and female students. This enabled a comparison of how each gender used cohesive devices and whether significant differences existed between them.

2.2 Written and Oral Test Design

The study utilizes two types of assessments: **written** and **oral**. Both formats are designed to evaluate students' use of cohesive devices, providing a comprehensive understanding of how these resources are employed in different modes of communication.



Written Test:

- **Task:** The written test consists of essay writing, responses to academic questions, and composition tasks. Students must produce written texts on assigned topics, ensuring that they use cohesive devices to link ideas and maintain coherence.
- **Focus Areas:**
 - **Conjunctions:** Coordinating (e.g., and, but) and subordinating (e.g., because, although) conjunctions are analysed for errors in use and placement.
 - **Pronouns:** Errors related to reference ambiguity, agreement (number and gender), and the correct use of demonstratives (e.g., this, those).
 - **Ellipsis and Substitution:** Identification of omission of redundant elements (ellipsis) or incorrect substitutions of lexical items.
 - **Lexical Cohesion:** Use of synonyms, antonyms, and lexical chains.
 - **Referential Cohesion:** Use of pronouns and other references to link sentences.
 - **Adverbial Links:** Analysis of adverbial connectors (e.g., however, therefore) used to indicate relationships between ideas.

2. Oral Test:

- **Task:** The oral test involves group discussions, debates, and presentations where students must communicate ideas clearly and cohesively.
- **Focus Areas:**
 - **Conjunctions:** The use of conjunctions to connect ideas smoothly in spontaneous speech.
 - **Pronouns:** Correct usage of pronouns to maintain clarity and avoid ambiguity during oral communication.
 - **Ellipsis and Substitution:** Spontaneous omission of repeated elements (ellipsis) or inappropriate substitution of elements in conversation.
 - **Lexical Cohesion:** Use of synonyms and related vocabulary to maintain coherence in oral discussions.



- **Referential Cohesion:** Ensuring clear reference in oral speech, particularly when referring back to previous ideas or participants in the conversation.
- **Adverbial Links:** Effective use of adverbs and adverbial phrases to transition between ideas and provide structure to oral discourse.

2.3 Cohesive Resources Evaluated in the Study

The study evaluates the following cohesive devices in both written and oral production:

- **Conjunctions** (coordinating and subordinating): Example: and, but, because, although.
- **Pronouns** (personal, possessive, demonstrative, etc.): Example: he, they, this, those.
- **Ellipses:** Omission of repeated elements that are implied by the context. Example: I want to go to the party, and she too (omitting "wants").
- **Substitution:** Use of one element to replace another, avoiding unnecessary repetition. Example: I prefer coffee; she prefers tea.
- **Lexical cohesion:** Use of synonyms, antonyms, or semantically related words to maintain the text's coherence. Example: good/excellent, important/crucial.
- **Referential cohesion:** Use of clear references to elements within the discourse, such as pronouns and other expressions that help identify participants in the conversation or elements in the text.
- **Adverbial links:** Use adverbs or adverbial expressions that connect sentences or parts of the text. Example: however, therefore, meanwhile.

Both written and oral tests were conducted to evaluate these devices.

In order to pinpoint the precise areas in which EFL (English as a Foreign Language) students struggle, particularly with cohesive device use, a diagnostic test is a crucial tool. The development of a diagnostic test is essential for the study *An Analysis of Errors Made by EFL College Students in Using Cohesive Devices* in order to evaluate the student's proficiency with cohesion in written texts. Whether it is in the use of



conjunctions, pronouns, lexical cohesion, or other cohesive devices, this test will assist in identifying areas of weakness. A well-designed diagnostic exam will guide remediation techniques and focused instruction to help students write more cohesively. The diagnostic assessment intended to evaluate both the explicit understanding and practical application of cohesive devices in written English. The examination comprised objective and subjective question formats to thoroughly evaluate the student's abilities. When developing a diagnostic test to evaluate the errors of EFL (English as a Foreign Language) college students in utilizing cohesive devices, it is essential to ensure content validity and "pace validity" to accurately measure the intended constructs and to allocate an appropriate duration for the test. These elements enhance the test's credibility and reliability, rendering it an effective instrument for pinpointing students' difficulties with cohesive devices in written English.

2.4 Pilot Test

Clarity, validity, and reliability were checked by conducting a pilot test with a smaller group of students prior to distributing the diagnostic test to the entire sample. The pilot group's input will be used to improve the test questions and guidelines. Test item ambiguities should be resolved, and scoring rules should be modified as needed. The diagnostic test might miss some possible cohesive device problems, particularly very context-dependent ones. Because of their test anxiety, some students may perform poorly, which may not reflect their true abilities. The test might not consider linguistic or cultural variations in cohesive device usage, particularly for students from varied backgrounds.

3. RESULTS

The findings of this study will add to the growing body of literature on EFL error analysis, particularly in relation to the use of cohesive devices in academic contexts. By identifying specific error patterns, this research will help inform teaching practices and provide a better understanding of how Iraqi university students use cohesion in English.

Interpretation:

1. **Temporary connectors** (e.g., "first", "next", "finally") were the most frequently erroneous devices, accounting for 26% of total errors. This indicates that many students have difficulty establishing clear, sequential time relationships in English.



2. **Adversarial connectors** (e.g., "however," "although") were also a common source of error, accounting for 22% of errors. Students tend to misuse them or omit them, affecting speech clarity.
3. **Reference pronouns** (e.g., "it", "they", "this") were responsible for 20% of the errors, especially related to ambiguity in the reference or incorrect use of the pronoun.
4. **Ellipsis and unnecessary repetition** also generated errors, although to a lesser extent (12% and 6%, respectively), suggesting a lack of fluency and precision in the economy of language.
5. **Incorrect use of connectors** (errors related to incorrect placement or the use of an inappropriate connector) accounted for 7% of total errors.

3.1 Analysis of Errors observed in students by Gender

Overall, Males made more errors than Females, especially in the use of temporal connectors and adversarial connectors. On the other hand, Females made more errors with reference pronouns, which could be related to a tendency to create more complex sentences and, therefore, greater difficulties with correctness in the use of pronouns.

3.1.1 Qualitative results

3.1.1.1 Common errors observed

- **Adversarial connectors:** The most common errors consisted of the incorrect use of connectors in contrastive phrases, such as the omission of "however" or "although", or their incorrect use at the beginning of sentences, resulting in a lack of fluency in argumentation.
 - Error example: "I wanted to go to the party; however, I had to study."
 - Correction: "I wanted to go to the party. However, I had to study."
- **Temporal connectors:** Many students misused connectors, such as placing "first" or "then" in contexts that did not require strict sequentially or their complete omission.
 - Error example: "First I went to the library, then I studied and after I ate."
 - Correction: "I went to the library, then studied, and after, ate."



- **Pronouns:** Errors with pronouns focused mainly on ambiguity of reference, especially in the use of "it" or "this" without a clear antecedent. This created confusion in the text or speech.
 - Error example: "I don't like this. It is boring." (no clear context of what is meant by "this" and "it")
 - Correction: "I don't like this book. It is boring."

3.1.2 Quantitative results

Below is a table summarizing the frequency and percentage of errors made by male and female students in both written and oral tests.

Cohesive Resource	Errors Made by Male (Written)	Errors Made by Male (Oral)	Errors Made by Female (Written)	Errors Made by Female (Oral)	Total Error Frequency	% Total Errors
Conjunctions	25	20	15	15	75	21%
Pronouns	18	17	22	18	75	21%
Ellipsis	15	10	10	5	40	11%
Substitution	8	7	12	8	35	10%
Lexical Cohesion	15	15	12	13	55	16%
Referential Cohesion	18	17	10	15	60	17%
Adverbial Links	4	6	5	5	20	4%

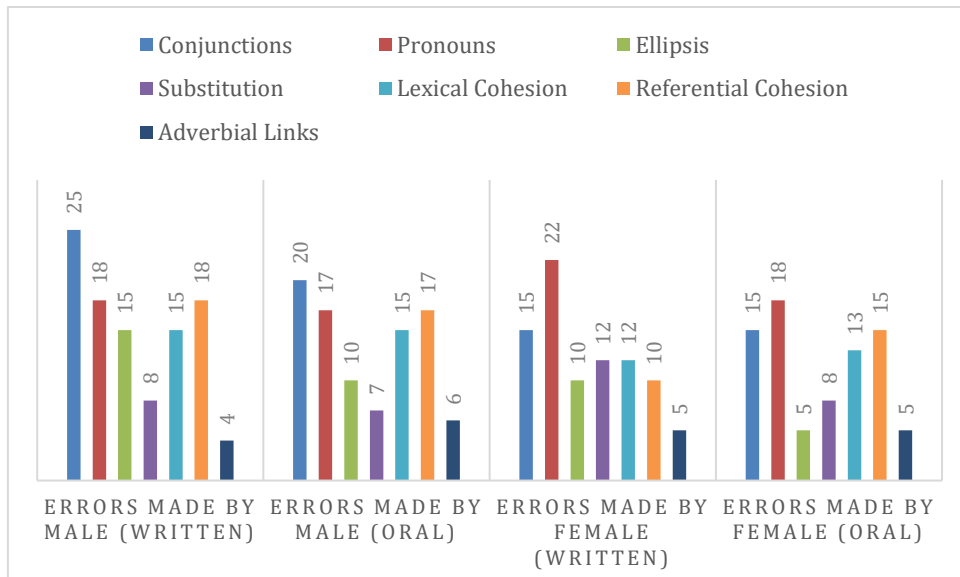


Figure 1: Frequency of Errors Across Cohesive Resources (Total Errors)

This bar chart illustrates the total errors across the seven cohesive resources, comparing the written and oral tests.

- **Conjunctions:** Male students made more errors in conjunctions than female students, suggesting that males struggle more with coordinating and subordinating conjunctions in their discourse.
- **Pronouns:** Female students made slightly more pronoun errors, possibly indicating that Females may find it more challenging to maintain clear and consistent references, especially with pronouns in complex sentences.
- **Ellipsis:** The error frequency for ellipsis is higher in male students, which suggests that Males may struggle more with omitting redundant elements in their writing and speaking, which could impact their fluency.
- **Substitution:** Female students made more errors in substitution, which could indicate difficulties in appropriately substituting nouns or phrases, possibly to avoid repetition. This is relatively less problematic compared to conjunctions and pronouns.
- **Lexical Cohesion:** Males made more errors in lexical cohesion, indicating that they may have more difficulty using synonyms or maintaining semantic relationships between terms within their texts.
- **Referential Cohesion:** Males also made more errors in referential cohesion, which suggests a difficulty in maintaining clarity when



referring back to subjects or objects in a discourse. This could be an area where Males may struggle to maintain consistent reference points.

- **Adverbial Links:** Both males and females made the same number of errors in adverbial links. This might indicate that both genders struggle equally with connecting ideas with adverbial connectors such as however, therefore, or meanwhile.

Analysis of Pilot Test Results (using PACE Framework)

In the context of this pilot test, it was assumed that the assessments were intended to evaluate students' utilization of cohesive devices (e.g., conjunctions, pronouns, substitutions, etc.).

- i. **"Pragmatic Validity":** The tasks employed in the pilot test—such as written essays and oral presentations—mirror authentic language use situations, evaluating students' proficiency in utilising cohesive devices in both formal (written) and informal (oral) contexts. These scenarios are suitable for assessing the students' capacity to produce cohesive and coherent discourse.
- ii. **"Construct Validity":** The assessment effectively evaluates students' competence in employing various cohesive devices. The categorisation of conjunctions, pronouns, and lexical cohesion errors indicates that the assessment effectively identifies particular areas where students encounter difficulties with cohesive devices. Nevertheless, a more nuanced differentiation among various types of cohesion errors could further augment construct validity.
- iii. **"Authenticity":** Using written essays and oral examinations signifies genuine language production. This is essential as students commonly employ cohesive devices in both verbal and written communication in real-world situations. The utilized categories (conjunctions, pronouns, etc.) are broadly relevant to natural communication, thereby ensuring the test's authenticity.
- iv. **"Content Validity":** The pilot test encompasses many cohesive devices; however, it may overlook other significant, cohesive elements, such as parallel structures or ellipsis forms, which could more accurately represent students' comprehensive linguistic competencies. Incorporating a wider range of cohesive devices may



enhance content validity and provide a more comprehensive assessment.

4. DISCUSSION

The most common errors observed in this study were related to conjunctions and pronouns, indicating that students struggle to establish clear relationships between sentences and accurately use reference elements. Lexical cohesion and referential cohesion also turned out to be problem areas, especially when students failed to vary their lexicon or used pronouns without clear reference.

Regarding the gender difference, the results show that, in general, Males made more errors in conjunctions and ellipses, while females made more errors in the use of pronouns and lexical cohesion. However, the differences were not significant enough to suggest that gender plays a decisive role in the Errors made.

4.1 Errors in Conjunctions

- **Males:** The most frequent errors in the use of conjunctions occurred in the incorrect placement of subordinating conjunctions and in the omission of conjunctions. In particular, errors with *because* and *though* were common.
 - Example of Error: "She was tired, because went home early."
 - Correction: "She was tired, because she went home early."
- **Female:** Similar to Male, Female also made Errors with *because*, but less frequently. In addition, the incorrect use of *but* and *although* for contrasts was common.
 - Example of Error: "I wanted to study, but I didn't went to the library."
 - Correction: "I wanted to study, but I didn't go to the library."
- **Male** made more errors in conjunctions, especially with coordinating (e.g., and, but) and subordinating conjunctions (e.g., because, although), in both written and oral tasks.
- **Female** made fewer errors but tended to misuse conjunctions in complex sentences.



4.2 Errors in Pronouns

- **Males:** The errors were mainly in the use of ambiguous pronouns or those that did not coincide in number or gender with their antecedent.
 - Example of Error: "Tom and Sarah were studying. He was tired."
 - Correction: "Tom and Sarah were studying. They were tired."
- **Female:** Female made more Errors with demonstrative pronouns, mainly with this and these.
 - Example of Error: "This are the books I need."
 - Correction: "These are the books I need."
- **Female** made slightly more errors than Male, with a focus on misusing demonstrative pronouns (e.g., this, these).
- **Male** made errors mainly in the use of ambiguous pronouns (e.g., he, she) leading to unclear references in sentences.

4.3 Errors in Ellipsis

- **Male:** Male made more Errors in the omission of elements within sentences, generating incomplete or ambiguous sentences.
 - Example of Error: "He wants to go to the park, and she too."
 - Correction: "He wants to go to the park, and she wants to go too."
- **Female:** Female made fewer ellipsis errors, but when they did, they were related to the use of modal verbs.
 - Example of Error: "I will study, and she will too."
 - Correction: "I will study, and she will study too."
- **Male** showed higher error rates in the omission of elements in both written and oral tasks, suggesting that they struggled more with maintaining sentence fluency.
- **Female** made fewer ellipsis errors, especially in oral tasks, indicating slightly better proficiency in maintaining context.

4.4 Substitution Errors

- **Males:** Males tended to use incorrect substitutions, substituting nouns without maintaining the semantic coherence of the text.
 - Example of Error: "I like coffee. She prefers tea, but I think it is better."



- Correction: "I like coffee. She prefers tea, but I think tea is better."
- **Females:** Similar to males, females made substitution errors, especially with countable and noncountable nouns.
 - Example of Error: "She likes the books. I prefer those."
 - Correction: "She likes the books. I prefer those books."
- **Female** made more substitution errors than Male, particularly when replacing elements in sentences with non-coherent substitutes.
- Both genders struggled with maintaining appropriate substitutions to avoid redundancy.

4.5 Errors in Adverbial Links

- **Males and Females:** Errors with adverbial links were relatively infrequent and related to the incorrect placement of adverbs such as, therefore, and meanwhile.
 - Example of Error: "I was studying. However, I forgot to bring the book."
 - Correction: "I was studying. I, however, forgot to bring the book."
- **Males made more errors than Females** in lexical cohesion, particularly in the repetitive use of the same terms without synonym variations, affecting the quality of their texts.
- **Female** showed fewer errors but still demonstrated some difficulty in using related words effectively.

Factors Causing Lexical and Grammatical Cohesion Errors in Students' Expository Writing. The cohesion errors found in students' expository writing were quite significant. The number of errors found when viewed from the type of cohesion was divided into two, namely lexical cohesion errors and grammatical cohesion errors.

As for lexical cohesion errors, the percentage of repetition errors was 8; synonymy was 2, hyponymy was 0, metonymy was 0, antonymy was 0 errors, and collocation was 6.

Next are grammatical cohesion errors. As for grammatical cohesion errors, with the percentage of errors in references of as many as 29 errors, the substitution of as many as 2 errors, ellipses of as many as 15 errors, and relations of as many as 180 errors.



In line with the description above, if lexical and grammatical cohesion errors are combined, the most common findings are relation errors, followed by reference errors, ellipsis, repetition, collocation, synonymy, substitution, and finally occupied by hyponymy, metonymy, and antonymy which were not found at all in students' compositions. From the number of errors, there are several factors that can influence, including performance and competence factors. Performance factors are a form of performance error. The performance here can be in the form of difficulty concentrating, tiredness, drowsiness, dizziness, difficulty remembering material, lack of learning media, inappropriate teacher teaching methods, and other things related to performance.

Thus, lexical and grammatical cohesion errors do not just happen but are influenced by several causal factors, namely performance and competence factors. These two factors influence each other, as do the roles of students and teachers in learning. Therefore, to reduce or minimize cohesion errors in students' expository essays, teachers and students must work together in the learning process, especially teachers who must create various methods and media in the learning process.

From the Pilot administration, it was observed that the following information,

- Conjunctions and pronouns as significant sources of error: The predominant errors in both written and oral tasks pertain to conjunctions and pronouns, suggesting that students encounter difficulties in cohesively connecting ideas. This is especially apparent in written communication, where male students exhibited greater error rates with conjunctions, while female students committed more pronoun errors. It advocates for an instructional emphasis on educating students about properly utilizing these devices to improve cohesion.
- Performance on Written versus Oral Tasks: Written tasks typically exhibited more errors than oral tasks. This corresponds with common trends observed in language acquisition, wherein learners may exhibit diminished confidence in the formal structure requisite for writing. It is crucial to recognize that students may require supplementary assistance in appropriately using cohesive devices in more formal language contexts, such as an essay or academic paper writing.



- Gender Differences: Although both male and female students committed errors, the data indicates notable trends, including a higher incidence of errors in conjunctions among males and greater difficulties with pronouns among females. This may signify varying patterns of language utilization or comprehension of grammatical principles across genders, warranting further investigation in subsequent studies or training initiatives.

The aspects necessitating the greatest focus encompass conjunctions, pronouns, and referential cohesion. These devices are essential for preserving coherence in discourse and guaranteeing clarity in both written and spoken communication.

5. CONCLUSION

Based on the discussion above regarding the causes of lexical and grammatical cohesion errors, it can be concluded that language errors occur due to causal factors. The slightly higher frequency of pronoun errors among Females suggests that, while both genders face pronoun challenges, female students may find it more difficult to maintain consistent reference, especially in longer, more complex discourses. Ellipsis errors were less frequent, but male students made more errors than female students. These errors often involved the omission of repeated elements within sentences, leading to incomplete or ambiguous statements. Considering the students' abilities which are in the sufficient category in writing analytical exposition texts, English lecturers, especially lecturers who teach writing courses, should be able to provide good facilities and teaching to students to improve students' abilities in using cohesive devices. Lecturers should give more time for students to practice writing analytical exposition texts using cohesive devices because students still face many problems in using these cohesive devices. Students should be given enough time to practice writing. So that their writing will be much better or in accordance with the rules of writing analytical exposition texts in English. This analysis underscores the importance of reinforcing the appropriate use of cohesive resources in teaching English as a foreign language. The pilot test results indicate that EFL students encounter significant difficulties in employing cohesive devices, especially in written assignments. By concentrating on the areas highlighted in the analysis, educators can assist students in enhancing their utilisation of cohesive devices, resulting in clearer and more coherent communication. The recommendations include the need for more specific approaches in the practice of conjunctions, pronouns, and lexical cohesion.



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