

**AN ANALYSIS OF SYNTAX AND COHESION IN ESSAYS WRITTEN BY  
STUDENTS IN A HIGH SCHOOL**

**A MASTER'S PROJECT**

**BY**

**MISS CHALERM YOUSUK**

**presented in partial fulfillment of the requirements for the**

**Master of Arts degree in English**

**at Srinakharinwirot University**

**October 2004**

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AN ABSTRACT

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Mr. Peter Fayers.

In this study, the development of syntax and cohesion in essays written by students in a high school in Bangkok was analyzed. The analysis was based on the research by Gaies (1980) on error free t-unit analysis and by Halliday and Hasan (1976) on cohesion. The purposes of the study were (1) to compare the number of error-free t-units in essays written by the students between the first and second semesters, (2) to explore the type, frequency and density of cohesion used in the essays in both semesters. Forty-one students were required to write under the same topic in both semesters. Then 20 essays in the first semester were randomly selected. In analyzing the syntactic development, only seven essays showed an increase in the number of error-free t-units in the second semester. The seven essays were then further analyzed for the type, frequency and density of cohesive devices used in both semesters. The results showed that the students used more types and more frequency of cohesive devices in the first semester. However, the seven students' essays showed denser use of cohesive devices in semester two than in semester one. The results imply that the students who could develop their syntactic ability could use more cohesive devices in fewer t-units.

การวิเคราะห์ไวยากรณ์และคำผูกพันในการเขียนเรียงความของนักเรียนไทยระดับมัธยมศึกษา

บทคัดย่อ  
ของ  
นางสาวเฉลิม อยู่สุข

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

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งานวิจัยนี้เพื่อวิเคราะห์พัฒนาการของไวยากรณ์และคำผูกพันของการเขียนเรียงความของ  
นักเรียนไทยระดับมัธยมศึกษาโดยใช้ทฤษฎีการวิเคราะห์ความถูกต้องของไวยากรณ์ของ สตีเฟน  
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2 ประการ ได้แก่ (1) เพื่อเปรียบเทียบจำนวน t-unit ที่ถูกต้องด้านไวยากรณ์ของการเขียนเรียงความ  
ของนักเรียนไทยระดับมัศึกษาระหว่างภาคเรียนที่ 1 และ ภาคเรียนที่ 2 (2) เพื่อศึกษาชนิดคำผูก  
พัน ความถี่ และความหนาแน่นของการใช้คำผูกพันของนักเรียนที่มีพัฒนาด้านไวยากรณ์ ข้อมูลของ  
งานวิจัยนี้คือเรียงความเขียนโดยนักเรียนระดับมัธยมศึกษาจำนวน 41 คน เขียนเรียงความเรื่องเดียว  
กันทั้งสองภาคเรียน ผู้วิจัยเลือกงานเขียนจำนวน 20 ชิ้นจากจำนวนทั้งหมด 41 ชิ้นของภาคเรียนที่ 1  
มาวิเคราะห์ความถูกต้องของไวยากรณ์ และนับจำนวนหน่วยความถูกต้องของไวยากรณ์ จากนั้นก็  
นำงานเขียนที่มีความถูกต้องของไวยากรณ์เพิ่มขึ้นมาศึกษาการใช้คำผูกพันเปรียบเทียบระหว่างภาค  
เรียนที่ 1 และภาคเรียนที่ 2 ผลของการวิเคราะห์พบว่า มีนักเรียนเพียง 7 คนมีการพัฒนาไวยากรณ์ใน  
การเขียน และใช้ชนิดของคำผูกพันในงานเขียนของภาคเรียนที่ 1 มากกว่าภาคเรียนที่ 2 อย่างไรก็ตาม  
ตามจากผลการวิเคราะห์ข้อมูลพบว่ามีความความหนาแน่นของการใช้คำผูกพันในงานเขียนของภาค  
เรียนที่ 2 มากกว่า ภาคเรียนที่ 1 ผลการวิจัยชี้ให้เห็นว่านักเรียนไทยที่มีพัฒนาการทางด้านไวยากรณ์  
สามารถใช้คำผูกพันมากขึ้นใน t-unit ที่น้อยลง

The Master's Project Committee and Oral Defense Committee have approved this master's project as partial fulfillment of the requirements of the Master of Arts degree in English of Srinakharinwirot University.

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October 15, 2004

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# CHAPTER I

## INTRODUCTION

### **Background**

Weigle (2002: 5) states that writing is an essential part of the curriculum in schools from the earliest grade to the university level. In higher education, writing is seen not just as a system of communication but also as an essential tool for learning because the students are assigned to answer essay questions, write essays, and do research reports. Most Thai students struggle with a variety of difficulties in English writing because of their low competence in English. When students are assigned to write sentences and essays, most of them are not able to do so because they do not have enough knowledge of grammar, nor do they know how to generate and organize ideas. In other words, most Thai students do not know how to handle syntax and ideas in their essays.

The major aims of this research were to investigate some Thai high school students' problems concerning writing. In the first regard, the problem involving grammar was studied. In the second regard, the method how ideas were held cohesive in essays written by the informants was examined.

In the first instance, the t-unit analysis proposed by Hunt (1965) can be used to measure syntactic development of learners' written production. Hunt (1970: 5) measured the writing of native speakers of English. He studied writing of nine boys and nine girls of average IQ (90-110) in the fourth, the eighth, the twelfth grades, and the nonfiction writing of 18 skilled adults. He pointed out that the syntactic development of the writing of skilled adults was better than that of the schoolchildren.

The skilled adults used more sentence-combining, sentence-embedding, transformations per t-unit and per clause than the younger writers. The research results implied that English skills developed through age. However, in English as a second language, Gaies (1980) pointed out that English as a second language ability of adults was not developed according to their age because the process of second language acquisition was different from the process of first language acquisition. Furthermore, the frequency of syntactic, and lexical errors was higher than in the first language. Thus, error-free t-unit length was suggested as an index in case of English as a second language development.

In the second instance, textuality or quality of text can be measured by cohesive analysis. Halliday and Hasan (1976: 2-7) state that cohesion refers to relations of meaning that exist within the text, and that defines it as a text, and a text has texture or the property of being a text. Holliday and Hasan (1976) claim that textuality results from cohesion.

Witte and Faigley (1984) applied Halliday and Hasan's (1976) cohesion theory to analyze essays written by ten university freshmen at the University of Texas. They found that the good writers' essays contained higher density of cohesive devices than those of poor writers' essays. Thus, cohesive devices can be a way to identify the quality of writing.

Therefore, to examine problems involving essay writing among Thai students, the error-free t-unit proposed by Gaies (1980) and the cohesion theory proposed by Halliday and Hasan (1976) were applied to measure syntactic development and cohesion of students' writing.

In brief, in this study, error-free t-unit (Gaies,1980) was applied to find a number of error-free t-units in essays written in a high school in Bangkok. Next, Halliday and Hasan's (1976) theory was applied to investigate cohesion. It was expected that the findings would show the students' writing ability, and they would be used as guidelines for learners to improve their writing.

### **Objectives of the study**

The objectives of this study were as follows:

1. In order to find out if there was any syntactic development between the two semesters, the number of error-free t-units in essays written by the informants would be compared.

2. In order to find out if there was any cohesion development between the two semesters, the type, frequency and density of cohesive devices used in essays written by those who showed syntactic development were analyzed.

### **Significance of the study**

The results of this study are beneficial as follows:

1. They would throw some light on Thai high school students' writing both in terms of syntax and cohesion.

2. They would be used as guidelines for students to improve the use of cohesion in their writing.

3. They can be used as guidelines in lesson preparations in the teaching of English writing to students.

4. They would be useful for cohesion analysis of other genres written by other students.

5. They can be used as guidelines for teachers to study an analysis of error-free t-unit.

### **Scope of the study**

The scope of the study was as follows:

1. The data of this study were collected from 41 tenth graders in a high school in Bangkok. The students studied the reading and writing course entitled EN205. The second data were collected from the same students who enrolled in EN 205a, the continuation of the same course in semester two.

2. All the 41 informants were required to write an essay under the topic “Someone I Admire” on May 23, 2003 in semester one and November 3, 2003 in semester two.

3. In this study, error-free t-unit focused on syntax or grammatical errors only. Punctuation marks and lexical errors were not included.

### **Definitions of terms**

There were a number of crucial terms of this study as follows:

1. **Cohesion** is a part of language system referring to the relationship between items in and among sentences of the text (Halliday and Hasan, 1976). This relation constitutes cohesive ties which can be classified into five types: reference, substitution, ellipsis, conjunction, and lexical cohesion.

**A. Reference** refers to the relation between an item and an item before or after it. It is divided into three types: pronominals, demonstratives, and definite article the, and comparatives. The reference is coded as R.

For example:



One of my favorite kinds of music is acid jazz. It is a mixture of jazz, funk, and disco.

The reference of acid jazz is it.

**B. Substitution** is the replacement of an item by another item or a group of words which are used to replace a noun, a verb and a clause. It is divided into three types: nominal, verbal and clausal. The substitution is coded as S.

For example:

My friends walk fast. So do I.

The substitution of walk fast is do.

**C. Ellipsis** is the deletion of an item, but its meaning is understandable because it has already been shown in the previous clause. It is divided into three types: nominal, verbal, and clausal. The ellipsis is coded as E.

For example:

He got energy. He's got a lot more (energy) than I do.

The ellipsis is energy.

**D. Conjunction** is a relation that connects two units. It is divided into five types: additive, adversative, causal, temporal and continuative. It is coded as C.

For example:

Tata has to go to the university; moreover, she has to go to the hospital.

The conjunction is moreover.

Songkran's family is poor. However, they are happy.

The conjunction tie is however.

**E. Lexical cohesion** refers to a relation that achieves textuality by using

appropriate related lexical items. Lexical cohesion is divided into two groups: reiteration and collocation. Reiteration is divided into four types: same root, synonym or near synonym, superordinate word, and general word. Collocation refers to lexical sets that are associated in some ways to each other. It is coded as L.

For example:

He is fat. His fatness slows him down.

The lexical cohesion of fat is fatness which is the same root as fat.

I got angry with him. However, he was not mad at me.

Mad at is the lexical cohesion because it is the synonym of angry.

2. **Error-free t-unit** means a t-unit that has no grammatical or syntax errors.

However, punctuation, spelling and vocabulary errors are not included (Gaies, 1980: 55).

For example:

Jim and I went home and rode our bikes.

3. **T-unit** (Terminable Unit) consists of a main clause and in many cases a subordinate clause. T-unit is used to measure the ability of English writing for first and second language learners, or it is used to measure the development of syntax in students' writing (Gaies, 1980: 53-54). A simple sentence is counted as one t-unit. A compound sentence or a compound-complex sentence is counted as two t-units or more. A complex sentence is counted as one t-unit. A run-on sentence or comma splice is counted as two t-units or more.

For example:

Most teachers work hard. (1 t-unit)

Most teachers work hard, but they are happy. (2 t-units)

Most teachers work hard because there are not many teachers. (1 t-unit)

I wanted to travel after I graduated from college; however, I had to go to work immediately. (2 t-units)

My family went to Australia, then they emigrated to America. (2 t-units)

In brief, this research attempted to study the development of syntax and cohesion in essays written under the topic “Someone I Admire” by tenth grade students in a high school in Bangkok in semester one and semester two in 2003. Error-free t-unit analysis (Gaies, 1980) and the cohesion theory (Halliday and Hasan, 1976) were applied to analyze the data.

## CHAPTER 2

### REVIEW OF THE RELATED LITERATURE

The review of the literature is divided into three sections: a discussion of t-unit analysis (Hunt, 1965; Gaies, 1980), cohesion theory in English proposed by Halliday and Hasan (1976) and other studies of cohesion in English.

#### **1. T-unit analysis**

The t-unit analysis proposed by Hunt (1965) is a very useful tool for text analysis. It is used to measure syntactic development in native speakers of English. However, there are some problems in the application of t-unit analysis in both first and second language research. The t-unit was firstly used to analyze English native speaking children's writing. Then, it was applied to analyze English as a second language (ESL) and English as a foreign language (EFL) students' writing.

Gaies (1980) studied t-unit analysis and error-free t-unit analysis in first language and second language research. He has found that it is not appropriate to use this technique if the data contain too many grammatical and lexical errors. He has also found that t-unit length increases according to the age of children. In contrast, in second language research, second language ability of adults is not developed according to their age because the process of acquisition is different. Syntactic and lexical errors hardly occur in first language data, but frequently do in second language data. Thus, Gaies (1980) suggests the use of error-free t-unit length as an index of English as a second language development. The error-free t-unit refers to a t-unit without grammatical errors. However, punctuation, vocabulary and spelling errors are not included.

However in the past, using the error-free t-unit still had problems because each researcher gave a different definition of the error-free t-unit. Some researchers thought that an error-free t-unit literally meant a t-unit without any errors. However, others thought that punctuation, vocabulary and spelling errors could be included. With different definitions, the results were different.

In sum, an important means to measure the syntactic development of students' writing is t-unit analysis. This technique can be applied to analyze the ability of students' writing. However, the t-unit analysis has some limitations and problems. It is not appropriate for data which contain too many grammatical and lexical errors. Therefore, the error-free t-unit analysis should be an appropriate tool for measuring the ability of writing in English as a second language.

## 2. Cohesion Theory in English

Halliday and Hasan (1976) propose cohesion in English to explain textuality. A text has cohesive ties that link items in the text. According to Halliday and Hasan (1976), the cohesion theory can be classified into five main classes: reference, substitution, ellipsis, conjunction and lexical cohesion.

**1. Reference** refers to a relation between an item or items in front or after it. It is divided into three types: pronominals, demonstratives, and definite article the, and comparatives. The reference is coded as R.

**1.1 Pronominal reference** is a group of pronouns. This type includes personal pronouns, possessive pronouns or possessive determiners and possessive adjectives.

**1.1.1 personal pronoun**; e.g. I, you, he, she, they, we

For example:

Paradon Srichaphan is an excellent tennis player. He has been playing tennis for many years.

The personal pronoun he refers to Paradon Srichaphan.

### 1.1.2 possessive determiners; e.g. my, your, his, her, their

For example:

Yvonne is Mexican. Her parents are from Mexico.

The possessive determiner her refers to Yvonne's.

### 1.1.3 possessive pronouns; e.g. mine, yours, his, hers, theirs

For example:

That big green house on the corner is their house. It is theirs.

Theirs refers to their house.

## 1.2. Demonstrative reference is a kind of pronoun which regularly refers to a noun.

These pronouns are demonstrative nominal, definite article and demonstrative adverbs.

### 1.2.1 demonstrative nominal : this, these, that, those

The demonstrative nominal may function cohesively as part of a noun phrase.

For example:

I won a big prize. This made me happy.

This refers to I won a big prize.

### 1.2.2 definite article: the

The article the always signals the information which is found before.

For example:

I see a girl. The girl is a nurse.

The definite article the girl refers to the girl in the previous sentence.

### 1.2.3 demonstrative adverbs: here , there, now, and then

The demonstrative adverbs have functions of place or time. There can be used as a cohesive device, as in this example:

I enjoy Dream World. I went there last summer.

The demonstrative there refers to Dream World in the previous sentence.

Then is a temporal demonstrative as in the following:

Both Wipa and Samorn were in tutorial English class last semester. They did not know each other then.

Then in this example refers to last semester.

### 1.3. Comparative reference expresses similarity, likeness and difference.

Comparative reference is divided into two groups: general comparison and particular comparison.

**1.3.1 A general comparison** indicates likeness and similarity on two bases: quantity and quality. There are many words in this group such as same, equal, similar, different, likewise and otherwise, etc.

For example:

This book is the same price as that one.

Bill's pen and Bob's pen are similar.

**1.3.2 A particular comparison** shows the quality and quantity of two objects. The particular comparison in terms of quantity are such as more, few and less and quantity such as better and worse.

For example:

There is more rain in August than in May.

Your handwriting is better than mine.

**2. Substitution** is the replacement of an item by another word or a group of words which is used to replace a noun, a verb and a clause. The substitution is coded as S. It is divided into three types: nominal, verbal and clausal.

**2.1 Nominal substitution** is generally used to replace a noun or nouns. The words of nominal substitution are one, ones, and the same.

For example:

Did you find the blankets? Only the blue ones.

Ones replaces blankets from the first sentence.

## 2.2 Verbal substitution

Verbal substitution is used to replace a verb from the previous sentence. The verbal substitution includes do and do the same, do so, and do it.

For example:

Did you sing? Yes, I did.

She speaks very fast. However, her parents don't.

The word did is used to replace sing, and don't is used to replace speak.

## 2.3 Clausal substitution

Clausal substitution is signalled by so or not. So or not is used to replace the presupposed item.

For example:

You think money is very important, but I don't think so.

The substitution so replaces money is very important.

Did Emily think that it was necessary to wrap this present ? I suppose not.

The word not substitutes it was necessary to wrap this present.



**3. Ellipsis** is the deletion of an item, but its meaning is understandable because it has already been shown in the previous clause. The ellipsis is coded as E. It is divided into three types: nominal, verbal, and clausal.

**3.1 Nominal ellipsis** omits the nominal group.

For example:

There are not many cookies; I'll take only two (cookies).

**3.2 Verbal ellipsis** is the omission of the verb.

For example:

Were you typing? No, I wasn't (typing)

**3.3 Clausal ellipsis** is the omission of a clause.

For example:

A: Are you American?

B: No, (I am not American). I am Thai.

The omission refers to I am not American.

**4. Conjunction** is a relation that connects two units. It is divided into five types: additive, adversative, causal, temporal and continuative. The conjunction is coded as C.

**4.1 Additive conjunction** is used to add a point of the speaker. Additive conjunction is signalled by and, moreover, and in addition.

For example:

She worked on the computer, and she thought about the problem.

**4.2 Adversative conjunction** contrasts the additive one. This kind of conjunction includes but, however, on the other hand, and by contrast.

For example:

I would like to solve the problem , but I can't.

**4.3 Causal conjunction** is a type of conjunction which is used to show the result, reason, and purpose. Causal conjunctions which signal the relation are because, so, why, therefore, hence, as a result, and that being so.

For example:

Her work was finished, so she turned off the computer.

**4.4 Temporal conjunction** expresses sequential sentences and events. This type of conjunction includes first, next, then, after, before and finally.

For example:

At five o'clock yesterday, she hurried out of the office building.

Then, she went to a wedding party.

**4.5 Continuative Conjunction** is a word or a phrase which is used to express progress from a sentence to another such as certainly, after all, of course, well, and all right.

For example:

He asked me to go to the party with him. Anyway, on that day, I had already made an appointment.

**5. Lexical cohesion** is the last type of cohesion. It refers to a relation that achieves textuality by using appropriate related lexical items. Lexical cohesion is divided into two general types: reiteration and collocation. The lexical cohesion is coded as L.

**5.1 Reiteration** is divided into four types: same root, synonym and collocation synonym, superordinate word, and general word.

**5.1.1 Same root** is used to repeat a word. The word in the same context may be of the same and of a different part of speech.

For example:

Sue will be racing on Saturday. Everyone believes that she will win the race.

The word racing and race are of the same root.

**5.1.2 Synonym** is the word which has the same or similar meaning such as sad and unhappy, occupation and career, smart and clever.

Forexample:

I like aerobic dance. In fact, I love it very much.

**5.1.3 Superordinate** is a collective noun.

For example:

Roses and jasmines are plants.

Plants are the superordinate of roses and jasmines.

**5.1.4 General word** is a word which concerns or expresses the board meaning of a thing.

For example:

The poor live in the old building. That old thing is dangerous.

## 5.2 Collocation

Collocation refers to a lexical sets in which words are associated in some ways to each other.

For example:

She watches TV and collects stamps in free time.

Watches TV and collects stamps are in the set of a hobby.

In brief, Halliday and Hasan's (1976) cohesion theory includes five important types: reference, substitution, ellipsis, conjunction and lexical cohesion. Each type is divided into subtypes. Reference is divided into pronominal, demonstrative and comparative. Substitution is divided into nominal, verbal and clausal. Ellipsis is subcategorized into nominal and verbal. Conjunction is divided into additive, adversative, causal and temporal. The last type of cohesion is lexical cohesion which is divided into two major types: reiteration and collocation. Reiteration is classified into four types: same root, synonym, superordinate word, and general word. Collocation refers to a lexical set in which words are related in some ways to each other.

### **3. Studies of Cohesion in English**

The framework of Halliday and Hasan (1976) has been applied to study cohesive devices in many languages and to find the ability of writing in English by native speaking students, English as a foreign language (EFL), and English as a second language (ESL) students.

Witte and Faigley (1984) used Halliday and Hasan's (1976) cohesion theory to analyze University of Texas freshmen's writing. The 90 informants were assigned to write an essay under the topic "Changes in Behavior." Five good and five poor essays were collected. The data was divided into t-units and then cohesive devices were analyzed. The research results showed that the good essays had fewer errors, and longer t-units. In addition, they contained denser cohesion, especially references and conjunctions than the poor ones. In the text-span analysis, the good writers tended to employ more immediate and mediated cohesions than the poor ones did. In contrast, the poor essays were found that there were more mediated-remote and remote ties

than the good essays. As the results of the study, the researcher pointed out that the good writers tended to use more cohesive devices than the poor ones.

Jafarpur (1991) studied cohesive devices in students' writing. The data were 38 essays written by EFL learners. The proficiency of the learners was divided into three different levels in the Department of Foreign Languages and Linguistics at Shiraz University in Iran. The data consisted of nine papers from the advanced level, 12 from the intermediate, and 17 from the low. The researcher found that there was a relationship between the use of cohesive devices and the holistic rating found in the advanced level.

Johnson (1992) examined and compared cohesion and coherence in expository essays written in Malay and in English by native speakers of both languages. The purposes of this study was to find out the relationship between the number and the type of cohesion and coherence patterns used in the expository essays and to compare the patterns of cohesion and coherence written in Malay and in English by native speakers of both languages. Twenty compositions written in English by American teachers, 20 in Malay by Malaysian teachers and 20 in English by Malaysian teachers were collected. The sixty sample compositions were evaluated in order to group them into 10 good and 10 weak writings by a Malay speaker and by an English speaker. The writers wrote a composition under the same topic. Time and length were limited and a t-test was performed on the data obtained from the analysis of cohesion. The findings showed that there was a relationship between cohesion and coherence in the compositions in English written by Malay and by English native speakers. Moreover, all of the writers mostly used lexical cohesion in their texts. Good essays written in Malay had more reiteration and collocation than weak essays. Good essays written in

English had more references and conjunctions than weak essays. In addition, the researcher found that Malaysian teachers tended to use more semantic cohesions in English essays than the other data, but the difference in the use of cohesive devices between good and poor writings was not found.

Palmer (1999) investigated coherence and cohesion in the English language classroom. The analysis was mainly on the use of lexical reiteration and pronominalisation. The purpose of this research was to analyse the way non-native English language students and Spanish students created coherent texts. All students had to write a similar topic, and they only had an hour to complete the task. The students were divided into two groups. Forty-two belonged to group A (Spanish students), and the other 47 were members of group B (non-native students). Group A students had been told what textual coherence was whereas group B students had not received any explanation about this concept. The aim of the researcher was to observe if students had naturally acquired the ability to create coherent texts in a second language. The results showed that there was not much difference in the length of most compositions, and the explanation of the concept of textual coherence did not have any influence in the overall length of the compositions. Regarding the use of lexical reiteration in students' compositions, lexical reiteration was often used by ESL students than did Spanish students in order to create coherent texts. The Spanish students used more pronouns as cohesive devices in order not to repeat the same terms already employed.

Meisuo (2000) studied cohesion in the expository compositions of Chinese undergraduates. One hundred and seven essays were selected from the Chinese universities and analyzed using Halliday and Hasan's (1976) theory. The frequency

of occurrence of cohesive devices can be arranged from highest to the lowest as follows: lexical, conjunctions and reference. There was no statistically significant relationship between the number of cohesive ties used and the quality of writing.

Preamsiriampai (2003) also applied cohesion proposed by Halliday and Hasan (1976) to investigate the cohesive use in Laotian college students' writing. Thirty Laotian students were required to write on the second topic of IELTS both in the pretest and posttest. Nineteen papers in the pretest and posttest were selected. Then, six selected pretest and six selected posttest samples were examined to identify the difference between the density of cohesive devices. After that, the three highest-rated and the three lowest-rated papers in the pretest and posttest were compared to investigate the discrepancy and density of cohesive devices used. The findings showed that there was no significant difference between the pretest and posttest score. Moreover, cohesion density in the posttest significantly rose when compared to the pretest at the .05 level. However, there was no significant difference of cohesion density found in the low-scored and high-scored papers in the posttest.

Kanteesan (2004) studied syntax and cohesion development of Thai students' journal entries. An error-free t-unit analysis by Gaies (1980) and Halliday and Hasan's (1976) cohesion theory were applied in this study. The written data were the first and the last journal entries from Basic Writing Course written by 14 students. All pieces of writing were analyzed to count the number of error-free t-units and to find cohesive devices. The results showed that five of 14 students improved their syntactic ability, and they had more cohesive devices in their last entries than in the first ones.

In conclusion, in the first part, t-unit analysis (Hunt, 1965) and error-free t-unit (Gaies, 1980) were discussed. The research results examined showed that most good writers developed syntactic maturity. The second part was the cohesion theory in English proposed by Halliday and Hasan (1976). The last part was the application of cohesion in English. Witte and Faigley (1984) examined cohesive devices in essays written by University of Texas fresh men's writing. Cohesion used indicated good writing. Jafarpur (1991) investigated the connection between the holistic rating and the scoring about cohesive devices in essays written by EFL students at Shiraz University in Iran. The students were divided into low level, intermediate level, and advanced level. The research results showed that there was a relationship between the holistic rating, but the development of cohesive devices used was found in the essays written by the advanced level only. Johnson (1992) studied cohesion in the essays written in Malay and in English by native speakers of both languages. Twenty essays were written in Malay by Malaysian teachers, 20 in English by American teachers, and 20 in English by Malaysian teachers. The findings indicated that there was a relationship between cohesion and coherence in the essays in English and in Malay written by native speakers. Palmer (1999) explored the use of lexical reiteration and pronominalisation in essays written by Spanish students and non-native students. The results showed that ESL students used more lexical reiterations than Spanish students, and used fewer pronouns than the other. Moreover, Preamsiriampai (2003) who studied Laotian essays found that there were more cohesive devices in the posttest than in the pretest. Kanteesan (2004) found that there were more cohesive devices in the last journal entries written by students who showed syntactic development, but



Meizuo (2000) did not find any relationship of writing quality and the use of cohesive devices.

## CHAPTER 3

### METHODOLOGY

This chapter presents the method of the research. Two main sections in the research are the descriptions of the informants and the procedures.

#### **1. Informants**

The informants of this study were 41 tenth grade students in a high school in Bangkok. All of the informants enrolled in a reading and writing course entitled EN025 in semester one and EN025a in semester two, in 2003.

#### **2. Procedures**

##### 2.1 Data collection

The data of this study were collected from 41 tenth grade students' writing on May 19, 2003 in semester one and November 23, 2003 in semester two. All the 41 informants were assigned to write an essay of about 120-150 words under the topic "Someone I Admire." The informants had to write the essay within one hour without using a dictionary, and the teachers must not guide anything to the informants. Only 20 out of 41 essays were randomized. The 20 essays in semester one and the 20 in semester two were written by the same informants.

##### 2.2 Data analysis

The data were analyzed as follows:

2.2.1. All 40 essays were segmented into t-units. Then, error-free t-units were counted.

2.2.2 In a t-unit, if there were not grammatical errors, it was counted as an error-free t-unit. Some spelling and lexical errors were allowed.

2.2.3. The essays which syntactically improved were analyzed by Halliday and Hasan's (1976) theory.

2.2.4. Regarding the frequency of cohesive devices used between the essays written in semester one and two, the amount of cohesive devices found in the text were coded and calculated in percentages.

2.2.5. Findings of the study were tabulated and discussed.

In brief, in this study, the 41 tenth grade students were assigned to write an essay under the topic "Someone I Admire." The formants in semester one were the same as those in semester two. The 20 essays in semester one and the 20 ones in semester two were investigated. After that, the data were segmented into t-units and each t-unit was analyzed to see if it was an error-free t-unit, and all of them were calculated in percentages. Next, the frequency of each cohesive device was examined and coded and calculated in percentages. Finally, the results of the error-free t-units and frequency of cohesive devices in both semester one and semester two were compared.

## CHAPTER 4

### FINDINGS

In this chapter, the research findings are presented. The findings of t-unit analysis and cohesion analysis are illustrated in tables. Firstly, table 1 shows a comparison of error-free t-units of all informants in semester one and semester two. After that, table 2 indicates a coding of types and cohesive categories. Tables 3-9 present a comparison of reference cohesion used by seven informants in both batches of essays. Then, table 10 shows the findings of a comparison of substitution cohesion used by the seven informants in the first batch of essays and the second batch of essays. Next, tables 11-17 present comparisons of conjunction cohesion used by the seven informants in both batches of essays. Table 18 reveals a comparison of the number of all cohesive devices used by seven informants in both batches of essays. Table 19 shows a comparison of cohesion density in both batches of essays. Table 20 illustrates a comparison of references used by the seven informants in both batches of essays. Table 21 presents a comparison of substitutions used by the seven informants in both batches of essays. Finally, table 22 shows a comparison of conjunctions used by the seven informants in the first batch of essays in semester one and the second batch of essays in semester two.

The following table presents error-free t-units of the 20 essays in the first batch in semester one and the second batch in semester two.

**Table 1. A Comparison of Error-Free T-units of the 20 Essays in the First Batch in Semester One and the Second Batch in Semester Two**

No. Essay	The First Essays			The Second Essays		
	Total of T-units	No. of Error-free	Percentage of Error-free/ Total of T-units	Total of T-units	No. of Error-free	Percentage Error-free Total of T-units
1	19	10	52.63	16	8	50.00
2	17	13	76.47	17	10	58.82
3	17	10	58.82	16	6	37.50
4	17	12	70.59	14	12	85.71
5	13	3	23.07	15	8	53.33
6	21	16	76.19	17	12	70.58
7	12	10	83.33	14	6	42.86
8	18	11	61.11	9	4	44.44
9	13	8	61.54	7	2	28.57
10	14	6	42.86	11	7	63.64
11	19	11	57.90	13	7	84.62
12	13	8	61.54	8	2	25.00
13	15	8	53.33	8	2	25.00
14	19	13	68.42	19	18	94.74
15	18	8	44.44	13	5	38.46
16	19	9	47.37	11	7	63.64
17	20	14	70.00	12	9	75.00
18	20	8	40.00	5	2	40.00
19	22	11	50.00	17	6	41.18
20	23	15	65.22	15	6	46.67

From table 1, the findings of the study illustrated that seven students out of 20 improved their syntactic ability. They produced more error-free t-units in essays written in semester two than in semester one. Twelve students did not develop their syntactic ability in semester two. They wrote fewer error-free t-units in semester two than in semester one. One student wrote eight error-free t-units (40.00%) in semester one, and two error-free t-units (40.00%) in semester two. The percentages were equal. The seven students who improved their syntactic ability were the 4<sup>th</sup>, 5<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 14<sup>th</sup>, 16<sup>th</sup>, and 17<sup>th</sup> informants.

In brief, seven students out of 20 developed their syntactic ability in their second essays. They had more percentages of error-free t-units in semester two than in semester one. Twelve students did not improve their syntactic ability because they had fewer percentages of error-free t-units in semester two than in semester one, and one student had the same percentage in semester one and in semester two. All the seven students' data were compared to see the use of cohesive devices in both semesters.

In this study, types and subtypes of cohesion were applied and coded according to Halliday and Hasan's (1976: 333-339) cohesion theory. Coding of types and cohesive categories are as follows:

**Table 2. Coding of Types and Cohesive Categories**

<b>Type of Cohesion</b>	<b>Coding</b>
<b>Reference</b>	<b>R</b>
Pronominal reference	R1
Demonstrative reference	R2
Comparative reference	R3
<b>Substitution</b>	<b>S</b>
Nominal substitution	S1
Verbal substitution	S2
Clausal substitution	S3
<b>Ellipsis</b>	<b>E</b>
Nominal ellipsis	E1
Verbal ellipsis	E2
Clausal ellipsis	E3
<b>Conjunction</b>	<b>C</b>
Additive conjunction	C1
Adversative conjunction	C2
Causal conjunction	C3
Temporal conjunction	C4
Continuative conjunction	C5

**Table 2. (continued)**

<b>Type of Cohesion</b>	<b>Coding</b>
<b>Lexical cohesion</b>	<b>L</b>
Same root	L1
Synonym/near synonym	L2
Super-ordinate	L3
General word	L4
Collocation	L5

From table 2, cohesion in English proposed by Halliday and Hasan (1976) according to function can be classified into five main classes: reference, substitution, ellipsis, conjunction, and lexical cohesion. Reference is divided into three types: pronominal (R1), demonstrative (R2), comparative (R3). Nominal (S1), verbal (S2), clausal (S3) are subclasses in substitution. Ellipsis is distinguished into three types: nominal (E1), verbal (E2), clausal (E3). In conjunction, there are additive (C1), adversative (C2), causal (C3), temporal (C4), and continuative (C5). The last type is lexical cohesion. This type is identified into five subtypes: same root (L1), synonym/near synonym (L2), super-ordinate (L3), general word (L4), and collocation (L5).



Tables 3-9 present reference cohesion used by the 4<sup>th</sup>, 5<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 14<sup>th</sup>, 16<sup>th</sup>, and 17<sup>th</sup> informants in the first batch of essays in semester one and in the second batch of essays in semester two. Each type of reference cohesion is provided in the tables.

**Table 3. A Comparison of Reference Cohesion Used by the 4<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay						The Second Essay					
	R1	%	R2	%	R3	%	R1	%	R2	%	R3	%
No. 4	26	96.30	1	3.70	-	-	16	84.21	2	10.53	1	5.26
Total	27 (100.00%)						19 (100.00%)					

Table 3 shows that the fourth informant uses 27 references in the first essay. There are 26 pronominal references (96.30%), and one demonstrative reference (3.70%), but the comparative reference is not used in the first essay. In the second essay, the fourth informant uses 19 references. There are 16 pronominal references (84.21%), two demonstrative references(10.53%), and one comparative reference (5.26%). There are more references in the first essay than in the second one.

**Table 4. A Comparison of Reference Cohesion Used by the 5<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay						The Second Essay					
	R1	%	R2	%	R3	%	R1	%	R2	%	R3	%
No. 5	11	91.67	1	8.33	-	-	15	93.75	1	6.25	-	-
Total	12 (100.00%)						16 (100.00%)					

Table 4 shows that the fifth informant uses 12 references in the first essay. There are 11 pronominal references (91.67%), and one demonstrative reference (8.33%). Sixteen references are used in the second essay. It is found that there are 15 pronominal references (93.75%), and one demonstrative reference (6.25%). No comparative is found in both the first and second essays. References in the first essay are used more frequently than in the second one.

**Table 5. A Comparison of Reference Cohesion Used by the 10<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay						The Second Essay					
	R1	%	R2	%	R3	%	R1	%	R2	%	R3	%
No. 10	20	95.24	-	-	1	4.76	13	100.00	-	-	-	-
Total	21 (100.00%)						13 (100.00%)					

Table 5 shows that the 10<sup>th</sup> informant uses 20 pronominal references (95.24%), and one comparative reference (4.76%) in the first essay. In the second essay, there are 13 pronominal references (100%), but there is no comparative reference. There is no demonstrative reference used in the first and the second essays. More pronominal references are used in the first essay than in the second essay.

**Table 6. A Comparison of Reference Cohesion Used by the 11<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay						The Second Essay					
	R1	%	R2	%	R3	%	R1	%	R2	%	R3	%
No. 11	16	94.12	1	5.88	-	-	8	88.89	1	11.11	-	-
Total	17 (100.00%)						9 (100.00%)					

Table 6 shows that the 11<sup>th</sup> informant uses 16 pronominal references (94.12%), and one demonstrative reference (5.88%) in the first essay. Eight pronominal references (88.89%), and one demonstrative reference (11.11%) are used in the second essay. Seventeen references are found in the first essay, and there are nine references in the second essay. There are more references in the first essay than in the second essay.

**Table 7. A Comparison of Reference Cohesion Used by the 14<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay						The Second Essay					
	R1	%	R2	%	R3	%	R1	%	R2	%	R3	%
No. 14	18	72.00	6	24.00	1	4.00	17	77.27	5	22.73	-	-
Total	25 (100.00%)						22 (100.00%)					

Table 7 shows that the 14<sup>th</sup> informant uses 18 pronominal references (72.00%), six demonstrative references (24.00%), and one comparative reference (4.00%) in the first essay. In the second essay, it is found that there are 17 pronominal references (77.27%), and five demonstrative references (22.73%). There are 25 references used in the first essay, and 22 references are used in the second essay. There are more references used in the first essay than in the second essay.

**Table 8. A Comparison of Reference Cohesion Used by the 16<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay						The Second Essay					
	R1	%	R2	%	R3	%	R1	%	R2	%	R3	%
No. 16	9	90.00	-	-	1	10.00	11	91.67	-	-	1	8.33
Total	10 (100.00%)						12 (100.00%)					

Table 8 shows that the 16<sup>th</sup> informant uses nine pronominal references (90.00%), and one comparative reference (10.00%) in the first essay. Eleven pronominal references (91.67%), and one comparative reference are found in the second essay. The demonstrative reference is not found in both essays. There are more references used in the second essay than in the first one.

**Table 9. A Comparison of Reference Cohesion Used by the 17<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay						The Second Essay					
	R1	%	R2	%	R3	%	R1	%	R2	%	R3	%
No. 17	21	87.50	1	4.17	2	8.33	16	100	-	-	-	-
Total	24 (100.00%)						16 (100.00%)					

Table 9 shows that the 17<sup>th</sup> informant uses 21 pronominal references (87.50%), one demonstrative reference (4.17%), and two comparative references (8.33%) in the first essay. In the second essay, 16 pronominal references (100%) are used, but there are no demonstrative and comparative references. It is found that there are more references used in the first essay than in the second essay.

Tables 10 presents substitution cohesion used by the 4<sup>th</sup>, 5<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 14<sup>th</sup>, 16<sup>th</sup>, and 17<sup>th</sup> informants in the first batch of essays in semester one and in the second batch of essays in semester two. Each type of reference cohesion is provided in the tables.

**Table 10. A Comparison of Substitution Cohesion Used by the Seven Informants in the First Essays in Semester One and the Second Essays in Semester Two**

The Informant	The First Essay						The Second Essay					
	S1	%	S2	%	S3	%	S1	%	S2	%	S3	%
No. 4	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-	-	-	-	-
14	1	100.00	-	-	-	-	-	-	-	-	-	-
16	-	-	-	-	-	-	-	-	-	-	-	-
17	-	-	-	-	-	-	-	-	-	-	-	-
Total	1	(100.00%)										

Table 10 shows that the 14<sup>th</sup> informant uses one nominal substitution (100%) in the first essay, but there is no other nominal substitution. In the second essay, it is found that there is no nominal substitution used. Nominal substitutions are not used by the 4<sup>th</sup>, 5<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 16<sup>th</sup>, and 17<sup>th</sup> informants in the first essay and the second one.



Tables 11-17 illustrate the findings of conjunction cohesion used by the 4<sup>th</sup>, 5<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 14<sup>th</sup>, 16<sup>th</sup>, and 17<sup>th</sup> informants in the first batch of essays in semester one, and the second batch of essays in semester two.

**Table 11. A Comparison of Conjunction Cohesion Used by the 4<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay										The Second Essay									
	C	%	C	%	C	%	C	%	C	%	C	%	C	%	C	%	C	%		
	1	2	3	4	5	1	2	3	4	5										
No. 4	3	75.00	-	-	1	25.00	-	-	-	-	2	66.67	-	-	-	-	1	33.33	-	-
Total	4 (100.00%)										3 (100.00%)									

Table 11 shows that the fourth informant uses three additive conjunctions (75.00%), and one causal conjunction (25.00%), but there is no adversative conjunction, temporal conjunction, and continuative conjunctions in the first essay. There are two additive conjunctives (66.67%), and one temporal conjunction (33.33%). Four conjunctions are found in the first essay, and three conjunctions are in the second essay. It is found that there are more conjunctions used in the first essay than in the second one.

**Table 12. A Comparison of Conjunction Cohesion Used by the 5<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay					The Second Essay						
	C	%	C	%	C	%	C	%	C	%	C	%
	1	2	3	4	5	1	2	3	4	5		
No. 5	-	-	-	-	-	2	66.67	1	33.33	-	-	-
Total											3 (100.00%)	

Table 12 shows that there is no conjunction used by the fifth informant in the first essay. It is found that there are two additive conjunctions (66.67%), and one adversative conjunction (33.33%) in the second essay. No causal conjunction, temporal conjunction, and continuative conjunction are found in the second essay. There is no conjunction used in the first essay, but there are three conjunctions used in the second essay. In short, there are more conjunctions used in the second essay than in the first one.

**Table 13. A Comparison of Conjunction Cohesion Used by the 10<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay					The Second Essay								
	C	%	C	%	C	%	C	%	C	%	C	%		
	1	2	3	4	5	1	2	3	4	5				
No. 10	-	-	-	-	-	-	-	-	-	-	1	100.00	-	-
Total											1	(100.00%)		

Table 13 shows that there is no conjunction found in the first essay. It is found that there is only one temporal conjunction (100.00%) in the second essay. Additive conjunction, adversative conjunction, causal conjunction, and continuative conjunction are not used in the first essay. The 10<sup>th</sup> informant uses more conjunctions in the second essay than in the first one.

**Table 14. A Comparison of Conjunction Cohesion Used by the 11<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay					The Second Essay												
	C	%	C	%	C	%	C	%	C	%	C	%						
	1	2	3	4	5	1	2	3	4	5								
No. 11	-	-	1	33.33	2	66.67	-	-	-	-	-	-	2	100.00	-	-	-	-
Total			3 (100.00%)					2 (100.00%)										

Table 14 shows that the 11<sup>th</sup> informant uses one adversative conjunction (33.33%), and two causal conjunctions (66.67%) in the first essay. It is found that There are no additive, temporal, and continuative conjunctions in the first essay. There are two causal conjunctions (100.00%) in the second essay. There are no additive, adversative, temporal, and continuative conjunctions found in the second essay. In short, there are three conjunctions used in the first essay, and there are two conjunctions in the second essay. There are more conjunctions in the first essay than in the second one.

**Table 15. A Comparison of Conjunction Cohesion Used by the 14<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay					The Second Essay													
	C	%	C	%	C	%	C	%	C	%	C	%							
	1	2	3	4	5	1	2	3	4	5									
No. 14	2	28.57	-	-	2	28.57	3	14.29	-	-	1	50.00	1	50.00	-	-	-	-	-
Total						7 (100.00%)					2 (100.00%)								

Table 15 shows that the 14<sup>th</sup> informant uses two additive conjunctions (28.57%), two causal conjunctions (28.57%), and three temporal conjunctions (14.29%) in the first essay. There are no adversative, and continuative conjunctions in the first essay. One additive conjunction (50.00%), and one adversative conjunction (50.00%) are found in the second essay. There are no causal, temporal, and continuative conjunctions used in the second essay. Seven conjunctions are found in the first essay, and two are found in the second. In brief, there are more conjunctions in the first essay than in the second one.

**Table 16. A Comparison of Conjunction Cohesion Used by the 16<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay					The Second Essay														
	C	%	C	%	C	%	C	%	C	%	C	%	C	%						
No. 16	1	50.00	-	-	1	50.00	-	-	-	-	1	50.00	-	-	1	50.00	-	-	-	-
Total					2 (100.00%)					2 (100.00%)										

Table 16 shows that the 16<sup>th</sup> informant uses one additive conjunction (50.00%), and one causal conjunction (50.00%) in the first essay. No adversative, temporal, and continuative conjunctions are found in the first essay. One additive conjunction (50.00%), and one causal conjunction (50.00%) are found in the second essay. There are no adversative, temporal, and continuative conjunctions used in the second essay. The conjunctions in the first essay are of the same number as those in the second one.

**Table 17. A Comparison of Conjunction Cohesion Used by the 17<sup>th</sup> Informant in the First Essay in Semester One and the Second Essay in Semester Two**

The Informant	The First Essay										The Second Essay									
	C	%	C	%	C	%	C	%	C	%	C	%	C	%	C	%	C	%	C	%
	1	2	3	4	5	1	2	3	4	5										
No. 17	2	100.00	-	-	-	-	-	-	-	-	1	20.00	2	40.00	2	40.00	-	-	-	-
Total																				
			2 (100.00%)					5 (100.00%)												

Table 17 shows that the 17<sup>th</sup> informant uses two additive conjunctions (100.00%) in the first essay. No adversative, causal, temporal, and continuative conjunctions are found in the first essay. One additive conjunction (20.00%), two adversative conjunctions (40.00%), and two causal conjunctions (40.00%) are used in the second essay. In brief, two conjunctions are found in the first essay, and five conjunctions are found in the second essay. There are more conjunctions in the second essay than in the first one.

Table 18 shows a comparison of the frequency of cohesive devices used by seven informants in semester one, and in semester two.

**Table 18. A Comparison of the Number of Cohesive Devices Used by the Seven Informants in the First Batch of Essays in Semester One and the Second Batch of Essays in Semester Two**

Type of Cohesion	The First Essays		The Second Essays	
	Frequency	%	Frequency	%
Reference	136	87.74	107	85.60
Substitution	1	0.65	-	-
Ellipsis	-	-	-	-
Conjunction	18	11.61	18	14.40
Lexical cohesion	-	-	-	-
Total	155	100	125	100

Table 18 shows cohesive devices which are found in seven essays in the first and the second essays. There are three major types of cohesion: reference, substitution, and conjunction. Ellipsis and lexical cohesion is not found in the essays. In the first essay, there are 155 cohesive devices. All of them are 136 references (87.74%), one substitution (0.65%), and 18 conjunctions (11.61%). No ellipsis and lexical cohesion is found. In the second essay, 125 cohesive devices which consist of 107 references (85.60%), and 18 conjunctions (14.40%) are found.

Reference cohesion is the most frequently used both in the first batch of essays and in the second one. In the first and the second batches, conjunction



cohesion is equally used. Substitution is used the least, and no substitution is found in the second batch.

Table 19 presents a comparison of cohesion density in essays written by seven students in the first batch of essays and in the second batch.

**Table 19. A Comparison of Cohesion Density in the First Batch of Essays in Semester One and the Second Batch of Essays in Semester Two**

Data	Number of		Cohesive Devices	Cohesion
	Students	T-units		$\frac{\text{No. of Cohesive Devices}}{\text{No. of T-units}}$
The first batch of essays	7	121	155	1.28
The second batch of essays	7	95	125	1.32

Table 19 shows the density of cohesive devices used in the first and the second batches of essays. The density of cohesion is 1.28 in the first batch, and 1.32 in the second one. This indicates that the informants use more cohesive devices per t-unit in the second batch than in the first batch.

In tables 20-22, the findings of cohesive devices used by the seven informants in the first batch of essays and in the second batch of essays are presented. Table 20 shows a comparison of references. Next, table 21 presents a comparison of substitutions, and the last reveals a comparison of conjunctions.

**Table 20. A Comparison of References Used by the Seven Informants in the First Batch of Essays in Semester One and the Second Batch of Essays in Semester Two**

Types of Reference	The First Essays		The Second Essays	
	Frequency	%	Frequency	%
<b>1. Total References</b>	<b>136</b>	<b>100</b>	<b>107</b>	<b>100</b>
1.1 Personal	121	88.97	96	89.72
1.2 Demonstrative	10	7.35	9	8.41

For example:

The First Essay

I admire Robert Pires.  
He is French.

The Second Essay

My father bought the spaceland and then he planted jackfruits, longans, rambutans, mangoes, and mangosteens.

For example:

Table 20. (continued)

Types of Reference	The First Essays		The Second Essays	
	Frequency	%	Frequency	%
<u>The First Essay</u>				
He moves to <u>Arsenal</u> in 2000. His position in <u>the</u> team is attacking midfield left.				
<u>The Second Essay</u>				
<u>Ac Milan</u> is the great football club in Italy. He is friendly to all people in <u>the</u> club.				
1.3 Comparative	5	3.68	2	1.87
For example:				
<u>The First Essay</u>				
I love my mother <u>same as</u> everybody.				
<u>The Second Essay</u>				
I cannot love anyone <u>as</u> much her.				

Table 20 indicates the frequency of reference cohesion which is used by the seven informants in the first and in the second batches of essays. In the first batch of essays, 136 references are found. They consist of 121 personal pronouns (88.97%), 10 demonstratives (7.35%), and 5 comparatives (3.68%). There are 107 references

found in the second batch. They are 96 personal pronouns (89.72%), nine demonstratives (8.41%), and two comparatives (1.87%).

The following table shows a comparison of substitution found in the seven informants' essays in both semesters.

**Table 21. A Comparison of Substitution Used by the Seven Informants in the First Batch of Essays in Semester One and the Second Batch of Essays in Semester Two**

Types of Substitution	The First Essays		The Second Essays	
	Frequency	%	Frequency	%
<b>2. Total Substitutions</b>	<b>1</b>	<b>100</b>	-	-
2.1 Nominal	1	100.00		

For example:

The First Essay

Years later, he played for Blackburn Rovers, his new football club in division one.

Table 21 reveals that there is one substitution in the first batch of essays, which consist of one nominal substitution (100.00%). No substitution is found in the second batch of essays.

The following table shows a comparison of conjunctions found in the seven informants' essays in both semesters.

**Table 22. A Comparison of Conjunction Used by the Seven Informants in the First Batch of Essays in Semester One and the Second Batch of Essays in Semester Two**

Types of Conjunctions	The First Essays		The Second Essays	
	Frequency	%	Frequency	%
<b>4. Total Conjunctions</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>
4.1 Additive	8	44.44	7	38.89
For example:				
<u>The First Essay</u>				
In my opinion she is so pretty and beautiful very much <u>and</u> every evening she cooks the foods for me very well.				
<u>The Second Essay</u>				
She is a good woman <u>and</u> she is kind.				
4.2 Adversative	1	5.56	4	22.22

For example:

The First Essay

In the world, everybody admire different people but I admire football player...

Table 22. (continued)

Types of Conjunctions	The First Essays		The Second Essays	
	Frequency	%	Frequency	%
<u>The Second Essay</u>				
My father is a little man <u>but</u> he can take care everybody in his family.				
4.3 Causal	6	33.33	5	27.78
For example:				
<u>The First Essay</u>				
He can change score in the field <u>because</u> he is very good player.				
<u>The Second Essay</u>				
She stays at home everyday, <u>so</u> I can stay with my mother everytime.				
4.4 Temporal	3	16.67	2	11.11
For example:				
<u>The First Essay</u>				
Next season he leaded his team to be the champion of Premier League.				
<u>The Second Essay</u>				
My father bought the spaceland and then he planted jackfruits, longans, ...				

Table 22. (continued)

Types of Conjunctions	The First Essays		The Second Essays	
	Frequency	%	Frequency	%
4.5 Continuative	-	-	-	-

Table 22 illustrates that 18 conjunctions are found in all seven essays in semester one, which consist of eight additive ties (44.44%), one adversative tie (5.56%), six causal ties (33.33%), and three temporal ties (16.67%). In the second batch, 18 conjunctions are found. There are seven additive ties (38.89%), four adversative ties (22.22%), five causal ties (27.78%), and two temporal ties (11.11%). Both in the first and the second batches, no continuative tie is found.

In brief, this study examined the syntactic and cohesion development of Thai students' written essays. Only seven informants out of 20 improved their syntactic ability. They wrote more error-free t-units in the second essays than in the first. After that, the data of the seven informants were investigated to see cohesive devices in the first and the second essays. It was found that reference cohesion occurred the most often, followed by conjunction, and substitution. However, the seven informants used fewer reference cohesion in the second essays than in the first. There were the same number of conjunctions both in the first and the second essays. No substitution was found in the second batch. In this study, ellipsis and lexical cohesion was not found in both essays. Moreover, it was found that the seven informants used 155 cohesive ties in the first batch of essays, and 125 in the second one. They used more cohesion in semester one than in semester two. However, there was more density of cohesion in the second essays than in the first ones because the informants wrote fewer t-units in the second essays.



## CHAPTER 5

### CONCLUSION AND DISCUSSION

In this chapter, the study is summarized. Then, the applications and limitations of the study are presented. Finally, recommendations for further studies are presented.

#### **The objectives of the study**

The study aimed to answer the following objectives.

1. In order to find out if there was any syntactic development between the two semesters, the number of error-free t-units in essays written by the informants would be compared.

The findings of the study illustrated that seven students out of 20 improved their syntactic ability. They produced more error-free t-units in semester two than in semester one. Twelve students did not develop their syntactic ability in semester two. They wrote fewer error-free t-units in semester two than in semester one. One student produced equal error-free t-units in both semesters.

2. In order to find out if there was any cohesion development between the two semesters, the type, frequency and density of cohesive devices used in essays written by those who showed syntactic development were analyzed.

The findings of this study showed that the seven students who improved syntactic ability in semester two produced three types of cohesive devices. They were reference, substitution, and conjunction, but ellipsis and lexical cohesion was not found in both semesters. Furthermore, the research results showed that cohesive devices in the first batch of essays were more frequently used. In the first batch of

essays, there were 136 references (87.74%), one substitution (0.65%), and 18 conjunctions (11.61%). In the second batch of essays, there were 107 references (85.60%), and 18 conjunctions (14.40%), but the substitution was not found.

Reference cohesion, substitution cohesion, and conjunction cohesion are discussed as follows.

### 1. Reference cohesion

Three types of reference cohesion were found. There were pronominal, demonstrative, and comparative references. All seven students used 121 pronominal references (88.97%), 10 demonstrative references (7.35%), and five comparative references (3.68%) in semester one. There were 96 pronominal references (89.72%), nine demonstrative references (8.42%), and two comparative references (1.87%) in semester two.

### 2. Substitution cohesion

There was substitution cohesion found in this study. It was a nominal substitution (100.00%) in semester one, but no substitution was found in semester two.

### 3. Conjunction cohesion

Four types of conjunction cohesion were found in semester one. There were eight additive conjunctions (44.44%), one adversative conjunction (5.56%), six causal conjunctions (33.33%), and three temporal conjunctions (16.67%).

Continuative conjunction was not found. In the second semester, there were four types of conjunction also. There were additive, adversative, causal and temporal conjunctions. Seven additive conjunctions (38.89%), four adversative conjunctions

(22.22%), five causal conjunctions (27.78%), and two temporal conjunctions (11.11%) were found, but there was no continuative conjunction.

The density of cohesive devices used by the seven students in both batches of essays was studied. There were totally 121 t-units in the first batch of essays, and 95 t-units in the second. It was found that the density of cohesion was 1.28 in the first batch of essays, and 1.32 in the second batch of essays. This indicated that the density of cohesion in the second batch of essays was higher than that of cohesion in the first one.

In conclusion, firstly, the findings of the study showed that most students used reference cohesion the most in both semesters, followed by conjunction cohesion. The number of conjunction cohesion in semester one was used the same as those in semester two. The fewest type of cohesive devices used was substitution cohesion, and it was found only in semester one. Surprisingly, ellipsis cohesion and lexical cohesion was not found in both semesters. Finally, the density of cohesive devices used in semester one and in semester two was different. It was 1.28 in semester one, and 1.32 in semester two. This indicated that the students had higher cohesive devices per t-unit in semester two than in semester one. The results of the study could be interpreted that good writers improved their ability of writing in semester two, and they tended to use reference and conjunction cohesion.

### **Discussion**

In the study of t-unit analysis, the findings of the study presented that there were not many students who improved their syntactic ability. Only seven students (35.00%) out of 20 developed their syntactic ability. In the study of cohesion analysis, all the seven students tended to employ a higher number of cohesive devices

in the first batch of essays in semester one than in the second batch of essays in semester one. References, and conjunctions were used in both semesters, but substitution was not found in semester two. Ellipsis and lexical cohesion was not found in both semesters. References were the highest frequency used, followed by conjunctions, and substitution. There were 136 references (87.74%) in semester one, and 107 references (85.60%) in semester two. There were 18 conjunctions (11.61%), and 18 conjunctions (14.40%) in semester two. There was only one substitution (0.65%) in semester one, but no substitution was not found in semester two. However, the density of cohesive devices of the second batch of essays was higher than the first batch of essays. A comparison of the percentages of data showed that there was a relationship between the syntactic development and the frequency of cohesive devices used.

This research results supported the results of the studies by Witte and Faigley (1984), Preamsiriampai (2003), and Kanteesan (2004). Witte and Faigley (1984) explored the cohesive devices of ten out of 90 essays which were rated the highest and the lowest scores. The results of the study showed that the good writers had more density of references and conjunction than the poor ones did. Preamsiriampai (2003) studied the cohesive use in Laotian college students' writing. The findings of the study presented that there was no significant difference between the pretest and the posttest scores. In addition, cohesion density in the posttest significantly rose, but there was no significant difference of cohesion density found in the low-scored and high-scored papers in the posttest. Kanteesan (2004) studied syntax and cohesion development of 14 Thai students' journal entries. Fourteen journal entries were analyzed for error-free t-units and cohesive devices. The research results showed that

the students who improved their syntactic ability had more cohesive devices in their last entries than in the first ones.

In short, the findings showed the relationship between the syntactic development and the frequency of cohesive devices used in essays written by high school students in semester one and semester two. The students who showed syntactic development had more density of cohesive ties in semester two than semester one. The findings of the study support Witte and Faigley (1984), Preamsiriampai (2003), and Kanteesan (2004) that the more the students improved their syntax, the denser cohesive devices were found in texts. In addition, the results of the study can be used as guidelines in lesson preparations in the teaching of English writing to other level students.

### **Application**

The results of the study could be applied as follows:

1. The findings of this study can be used as guidelines in lesson preparations in the teaching of English writing to students and for research in English writing. Teachers have to explain and give some samples of how to segment t-units, and how to use cohesive devices to students. Then, teachers may assign students to find error-free t-units, and cohesive devices. Furthermore, teachers may assign students to write an essay by using the cohesion given.
2. This study can be applied to writing of other genres to analyze cohesion from many types of texts, such as freshmen's writing, journal entries, English translated texts, and essays written by students in a primary school.

**Limitations of the study**

The study had the following limitations:

1. The sample size of data was only one class, so the results may not be generalized.
2. The samples that did not show development of error-free t-units should be analyzed.

**Suggestions for further studies**

1. Further studies should have more informants.
2. The students should be told in order to prepare themselves before they write essays, and they should be allowed to use the dictionary.
3. The students should be assigned to write essays many times, and the best essay should be selected to analyze for error-free t-units and cohesive devices.

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## **APPENDICES**

## APPENDIX A

### The Illustration of Error-Free T-Units in Essays in Semester One

#### The Illustration of Error-Free T-Units of the 1<sup>st</sup> Informant's Essay

No.	T-unit	The 1 <sup>st</sup> informant's essay	Error-free t-units
1	I admire my father.		√
2	He is kind.		√
3	My father is thin.		√
4	He do everything for me.		√
5	He sing a song is good		X
6	and he is a good cook especially tomyam.		√
7	Sometime he is my good friend because he has good for guide for me.		X
8	So I love him very much.		√
9	He has sent me to school since I have studied at school until currently.		X
10	My father want me to be a good person and determinate in studying.		X
11	He doesn't want anything.		X
12	Sometime he hits me because I disobey		√
13	but I love him.		√
14	I would like tell my father "I love you" and tell "I'm sorry."		X
15	When sometime I angry him		X
16	but he doesn't angry me		X
17	and the last "Thank you" for take care me		X
18	and I want to live with my father		√
19	and he is the best person in my heart.		√

The first essay of the 1<sup>st</sup> informant was divided into 19 t-units. There were 10 error-free t-units, and the percentages were 52.63%.

The Illustration of Error-Free T-Units of the 2<sup>nd</sup> Informant's Essay

No.	T-unit	The 2 <sup>nd</sup> informant's essay	Error-free t-units
1	Someone I admire is Montien Kongprapan		X
	because he is a smart man		
2	and he is lovely man.		√
3	He likes football very much.		√
4	He is reserved man.		√
5	He is interesting.		√
6	He is 16 year old.		X
7	One day, I fell into the waterpipe.		√
8	Everyone derided me		√
9	but he don't derided me.		X
10	From that case, I admire him so much.		√
11	So I think he is a real gentleman.		√
12	He is a serious and honest guy.		√
13	But in actually he is a joctarman.		√
14	He is funny man.		√
15	When he still with his friends.		X
16	He loves his friends very much.		√
17	There are many reasons that why I admire him		√
	very much.		

The first essay of the 2<sup>nd</sup> informant was divided into 17 t-units. There were 13 error-free t-units, and the percentages were 76.47%.

The Illustration of Error-Free T-Units of the 3<sup>rd</sup> Informant's Essay

No.	T-unit	The 3 <sup>rd</sup> informant's essay	Error-free t-units
1	Everybody they are some who are in their hert		X
2	I thing I like pop music and my faouirte singers.		√
3	There so many reasons.		X
4	Why I like her.		√
5	First she has a very beautiful white.		√
6	She was so yang		√
7	and she contrals a lot of problems by her self		√
8	Also she's a great Entertainer.		√
9	When you listening to her song or being in the concent or over looking at her on the TV.		X
10	You'll feel fun and happy just like her.		X
11	Beside this her songs, almost every song that she sings is well written.		√
12	I was listening to a great pioem.		√
13	Lasty she's not only a great singer.		√
14	She is a also a good actress.		√
15	The movie that she starring in call crossroad is one of my all.		X
16	I like her		X
17	and why she's a superstars right now.		X

The first essay of the 3th informant was divided into 17 t-units. There were 10 error-free t-units, and the percentages were 58.82%.

The Illustration of Error-Free T-Units of the 4<sup>th</sup> Informant's Essay

No.	T-unit	The 4 <sup>th</sup> informant's essay	Error-free t-units
1	I admire a woman who gives me the love and my life.		√
2	She always trusts me and take cares of me.		√
3	She is my mother.		√
4	In my opinion she is so pretty and beautiful very much.		√
5	And every evening she cooks the foods for me very well.		√
6	She is my best friend and best teacher.		√
7	I love her so much		√
8	and I love my family, too.		√
9	She is my essential person.		√
10	I will smile together with you when you happy		X
11	and I will cry together with you when you sad		X
12	so I can't smile without you.		√
13	I promose that never disappoint my mother.		X
14	She is diligent and intelligent.		√
15	If it doesn't has my mother, it doesn't has me today.		X
16	I should be a good guy deferminate in my study, diligent and folow her instructions.		X
17	She hopes that I'm going to be a good person in community.		√

The first essay of the 4<sup>th</sup> informant was divided into 17 t-units. There were 12 error-free t-units, and the percentages were 70.59%.

The Illustration of Error-Free T-Units of the 5<sup>th</sup> Informant's Essay

No.	T-unit	The 5 <sup>th</sup> informant's essay	Error-free t-units
1	Everybody admire different things.		X
2	Somebody admire sports players.		X
3	Somebody admire superstar.		X
4	I admire Paradorn Srichapan.		√
5	He's tennis player.		X
6	He's in top 10 world ranking.		√
7	He plays tennis very good.		X
8	He get gold in 14 <sup>th</sup> Asiagames at Korea.		X
9	He's a Hero of Thai people.		√
10	He's a manners man when he win, he thank you with Sawatdee around stadium.		X
11	He's polite man.		X
12	He's best exsample for children.		X
13	He's number one in my heart and number one in Thai people heart.		X

The first essay of the 5<sup>th</sup> informant was divided into 13 t-units. There were 3 error-free t-units, and the percentages were 23.07%.

The Illustration of Error-Free T-Units of the 6<sup>th</sup> Informant's Essay

No.	T-unit	The 6 <sup>th</sup> informant's essay	Error-free t-units
1	Someone I admire is who must do well in sport		X
	because I like to play sport.		
2	My favourite sport is soccer.		√
3	Person I admire in this sport is Luis Figo.		√
4	Luis Figo plays in Spanish Division with Real Marid C.F.		√
5	He is a worldclass soccer player.		√
6	He is very happy because he plays with a best team.		√
7	Real Madrid C.F. won Champion Europe soccer 9 times.		√
8	This team get a lot of success because they are many		X
	worldclass player in this team such as Ronaldo,		
	Zidare, Figo, Raul, Carlos.		
9	His position in team is Attack Midfield Right Left center.		√
10	His value is 60 millions Euro		√
11	and he get 75,000 pound per week.		X
12	His nationality is Portugal.		√
13	He is a important player in Nationality team.		X
14	He is 29 years old.		√
15	He can change bad situation game to be better		√
16	and he always goal in the loss time.		X
17	I like him very much.		√
18	I have his picture in my room.		√
19	He is a good morale for me.		√
20	He is my hero.		√
21	In the future I want to be like him.		√

The first essay of the 6<sup>th</sup> informant was divided into 21 t-units. There were 16 error-free t-units, and the percentages were 76.19%.



The Illustration of Error-Free T-Units of the 7<sup>th</sup> Informant's Essay

No. T-unit	The 7 <sup>th</sup> informant's essay	Error-free t-units
1	I love Asenal so much.	√
2	But there is only one of football.	√
3	I like best	√
4	and I admire him, too.	√
5	I admire Thierry henry.	√
6	He's 25 years old.	√
7	He's French and great football player.	√
8	He runs very fast.	√
9	Now he live in London because he still in Premier League with Arsenal FC.	X
10	And last season he scored 24 goals less than Van Nisterroy just only one goal.	√
11	These can proff that he are the excellent football player.	X
12	I like him because he is a perfect man for in my heart.	√

The first essay of the 7<sup>th</sup> informant was divided into 12 t-units. There were 10 error-free t-units, and the percentages were 83.33%.

The Illustration of Error-Free T-Units of the 8<sup>th</sup> Informant's Essay

No. T-unit	The 8 <sup>th</sup> informant's essay	Error-free t-units
1	Everybody may have someone to like.	X
2	Some body like the same someone.	X
3	Somebody don't like the same someone.	X
4	I admire Ronaldo.	√
5	He is a good football player.	√
6	I like him.	√
7	He is Brazilizn.	√
8	He is 23 years old.	√
9	He is in Real Madrid Fitball Club.	√
10	He is a forward.	X
11	He is Champion World Cup 2002 with Brazilian.	X
12	He never hurt at knee.	X
13	He didn't play football 2 years, because he has injury.	√
14	He was in Inter Milan last 2 years.	√
15	Now, he is a best football player.	√
16	He is a football player in my heart.	√
17	I like him.	√
18	He is superstar in the world.	X

The first essay of the 8<sup>th</sup> informant was divided into 18 t-units. There were 11 error-free t-units, and the percentages were 61.11%.

The Illustration of Error-Free T-Units of the 9<sup>th</sup> Informant's Essay

No.	T-unit	The 9 <sup>th</sup> informant's essay	Error-free t-units
1	I admire my father.		√
2	My father take care me.		√
3	My father name is Nantapong.		X
4	My father worker great.		X
5	Father is very kind.		√
6	I want to be a father.		√
7	Something my father will back about work.		X
8	I love my father.		√
9	And my father love me too.		X
10	I feel good.		√
11	I like photograph.		√
12	My family gp to the sea.		X
13	I love my father.		√

The first essay of the 9<sup>th</sup> informant was divided into 13 t-units. There were 8 error-free t-units, the percentages were 61.54%.

The Illustration of Error-Free T-Units of the 10<sup>th</sup> Informant's Essay

No. T-unit	The 10 <sup>th</sup> informant's essay	Error-free t-units
1	Someone I admire is my mother.	√
2	She is a nice woman.	√
3	She give birth to me.	X
4	She take care of me when I was baby Untill I'm a teenager.	X
5	She teaches me for a good man.	X
6	When I got sick, she would care me till I lose sick.	X
7	I like to go to the market with my mom and buy some food to cook and eat together.	√
8	She always cooks the delicious food.	√
9	She like to play game with me.	X
10	She like to plant flowers.	X
11	She place flower of pot around the home.	X
12	When I feel unhappy I always consult with her.	√
13	When older mother I should takecare of her as she tookcare of me.	X
14	I love my mother very much.	√

The first essay of the 10<sup>th</sup> informant was divided into 14 t-units. There were 6 error-free t-units, and the percentages were 42.86%.

The Illustration of Error-Free T-Units of the 11<sup>th</sup> Informant's Essay

No.	T-unit	The 11 <sup>th</sup> informant's essay	Error-free t-units
1	In the world, everybody admire different people		X
2	but I admire football player because I like football.		√
3	I admire Robert Pires.		√
4	He is french.		√
5	Now, he lives in London,		√
6	He still in Premier League with Arsenal.		X
7	He is the world class player.		√
8	He runs very fast.		√
9	He can goals in accident time.		X
10	He can change score in the field because he is very good player.		√
11	He is twenty-nine years old.		√
12	He is the important player with Arsenal.		X
13	He moves to Arsenal in 2000.		X
14	His position in the team is attacking midfield left.		X
15	His last team is FC Metz in France.		√
16	He welth 20,000,000 pound.		X
17	I like him because he makes me funny and wonderful.		√
18	He is smart in the field.		√
19	Fan clubs' Arsenal are happy when fires in the field.		X

The first essay of the 11<sup>th</sup> informant was divided into 19 t-units. There were 11 error-free t-units, and the percentages were 57.90%.

The Illustration of Error-Free T-Units of the 12<sup>th</sup> Informant's Essay

No. T-unit	The 12 <sup>th</sup> informant's essay	Error-free t-units
1	Since I was born in the world, I remember that my mother take care me.	X
2	She didn't used to go far from me.	X
3	I think she is someone I admire.	√
4	She gives me a new life.	√
5	In my opinion I think she is a perfect mother for me.	√
6	She works for me even though she works out	√
7	but she can taught and helped me every problem.	X
8	I feel happy when I see my mother.	√
9	She'll know my mind and my thinking.	√
10	I love her very much as the sea.	X
11	I promise I'll a good people and child for her for ever	X
12	I want her to feel sad	√
13	but I'll give the sound of laugh and my happiness for me.	√

The first essay of the 12<sup>th</sup> informant was divided into 13 t-units. There were 8 error-free t-units, and the percentages were 61.54%.

The Illustration of Error-Free T-Units of the 13<sup>th</sup> Informant's Essay

No.	T-unit	The 13 <sup>th</sup> informant's essay	Error-free t-units
1	Jame Bond is a superstar.		√
2	He is very brave and smart.		√
3	Then he dangerous		X
4	he never stemble.		X
5	He'll walk slowly.		√
6	He has good idea.		X
7	He'll use new technology for fight with terrorist.		X
8	The terrorist'll laost Jame Bond.		X
9	He like to help people.		X
10	Hie eyes'll calm always.		X
11	I think he is a very good man.		√
12	He has many rice women.		√
13	Because, he is perfect.		√
14	Some women like him.		√
15	I want to be Jame Bond 007.		√

The first essay of the 13<sup>th</sup> informant was divided into 15 t-units. There were 8 error-free t-units, and the percentages were 53.33%.

The Illustration of Error-Free T-Units of the 14<sup>th</sup> Informant's Essay

No.	T-unit	The 14 <sup>th</sup> informant's essay	Error-free t-units
1		Football is my favourite sport.	√
2		I like to play and watch football.	√
3		So I admire football player.	√
4		He is Alan Shearer.	√
5		In my opinion, he is the best player in the world.	√
6		He plays football perfectly.	√
7		He played football first time, when he was 17 years old.	√
8		He surprised in first season, which he played!	X
9		He shot 3 goals in one match.	√
10		It's hatrick!	√
11		Years later, he played for Blackburn Rovers, his new football club in division one.	√
12		And then he leaded his team to won the division one.	X
13		Next season he leaded his team to be the champion of Premier League.	X
14		From that victory he become a famous football player suddenly.	X
15		And now he is playing for Newcastle United, the great team of England.	X
16		So he is a good guy who suitable to follow his behaviour.	X
17		And he is so grateful.	√
18		These are my reasons,	√
19		That's why I admire him.	√

The first essay of the 14<sup>th</sup> informant was divided into 19 t-units. There were 13 error-free t-units, and the percentages were 68.42%.



The Illustration of Error-Free T-Units of the 15<sup>th</sup> Informant's Essay

No.	T-unit	The 15 <sup>th</sup> informant's essay	Error-free t-units
1	Someone I admind is who must do well about family.		√
2	They are give me to love and gives life me.		X
3	They are always trusts and take cares of me.		X
4	I admind is father and mother.		X
5	My father is kind and smart.		√
6	My mother is beautiful, kind and cook the food for me very well.		X
7	They are love children everybody.		X
8	They work hard for me.		√
9	They are Hero in my heart.		√
10	They are best friends for me		√
11	and the are best teacher in life for me.		X
12	On the weekend they are hanging the shsopping.		X
13	I love they.		√
14	I love father mother and grandparents.		√
15	They are my essential person.		X
16	If it doesn't have my father nad my mother		√
17	It doesn't has me today.		X
18	I am gratitude for them.		X

The first essay of the 15<sup>th</sup> informant was divided into 18 t-units. There were 8 error-free t-units, and the percentages were 44.44%.

The Illustration of Error-Free T-Units of the 16<sup>th</sup> Informant's Essay

No.	T-unit	The 16 <sup>th</sup> informant's essay	Error-free t-units
1		Someone I admire is my mother.	√
2		She is very kind and can cook very well.	X
3		I like to look at her when she is cooking.	√
4		In the weekend I help my mother to cook for sell.	X
5		My mother is not beautiful women in other people's sight.	√
6		but she is pretty in my sight.	√
7		She is a good mother for me even though another people don't think the same as me.	X
8		She give freedom for me.	√
9		But that freedom must is in limit.	X
10		Now she must to looks after every thing in my house	X
11		and I think she is very try.	X
12		My mother is my best friend.	√
13		She do everything for me	X
14		and she never progestirate.	X
15		But she has reason.	X
16		Sometime she bits me because I disobey	√
17		I love my mother.	√
18		And the last I will a good person and determinate in studying.	X
19		I promise.	√

The first essay of the 16<sup>th</sup> informant was divided into 19 t-units. There were 9 error-free t-units, and the percentages were 47.37%.

The Illustration of Error-Free T-Units of the 17<sup>th</sup> Informant's Essay

No.	T-unit	The 17 <sup>th</sup> informant's essay	Error-free t-units
1		There are four persons in my family, father, mother, sister and me.	√
2		Every morning my mother cooks breakfast.	√
3		She is a housewife.	√
4		I have one sister.	√
5		She studies in Nonsi Witthaya School as same as me.	X
6		And my father he is a hero inmy mind.	X
7		My father is fifty-one years old.	√
8		He always get up at five o'clock in the morning because the office is very far from our house.	X
9		He studies and diligent.	X
10		He cooks dinner with my mother.	√
11		I think his cooking is better than other person.	X
12		He was a chef at the hotel when he was young.	√
13		I would like to be like them.	√
14		He is kind and smart.	√
15		Sometime he is my friend	√
16		and sometime he is the teacher.	√
17		He is do every things for me.	X
18		I love him	√
19		and he is the best person in my heart.	√
20		I know that he loves me, mother and sister very much too.	√

The first essay of the 17<sup>th</sup> informant was divided into 20 t-units. There were 14 error-free t-units, and the percentages were 70.00%.

The Illustration of Error-Free T-Units of the 18<sup>th</sup> Informant's Essay

No.	T-unit	The 18 <sup>th</sup> informant's essay	Error-free t-units
1	Someone I admire is B-Mix.		√
2	B-Mix band has four persons.		√
3	They are names Tah, Mint, Dooge and Go.		X
4	They have duty Vocals.		X
5	Now B-Mix is very very famous in Thailand.		√
6	B-Mix band has handsome and smart every body.		X
7	I very likes Dooge B-Mix because he very handsome and have sweet-sounding.		X
8	Dooge is 19 years old.		√
9	His tall 179 cm.		X
10	And he weight 71 kg.		X
11	He study in Thurakit Bandit university		X
12	and he is a star of university.		√
13	B-Mix band on show the stage.		X
14	When I listen B-Mix band I feels well because the B-Mix's song are pop and easy listening.		X
15	They are informally to fanclub very much.		X
16	They are gloat over for people.		X
17	I and my sister like B-Mix band very much		√
18	And we can sing every song in this album.		√
19	I start follow them is the first album		X
20	and I promise I will follow album B-Mix for ever.		√

The first essay of the 18<sup>th</sup> informant was divided into 20 t-units. There were 8 error-free t-units, and the percentages were 40.00%.

The Illustration of Error-Free T-Units of the 19<sup>th</sup> Informant's Essay

No.	T-unit	The 19 <sup>th</sup> informant's essay	Error-free t-units
1	In my heart, I have one person.		√
2	That is my mother.		√
3	I admire her.		√
4	She is very good.		√
5	She is kind and beautiful.		√
6	I feel better which I can be her daughter.		X
7	I was born.		√
8	My mother take care me every time.		X
9	Since I was baby until a teenager.		√
10	She is very try about caring me		X
11	but she doesn't grumble with me.		X
12	She is a number one and important in my life.		√
13	I love her very much		√
14	and she love me, too.		X
15	She teach me to speak, to walk and every thing.		X
16	When I'm sad she will sad with me and console me.		X
17	And when I'm happy she will happy with me.		X
18	She like to cook.		X
19	Those food is delicious.		√
20	I would like same my mother.		X
21	I think, she is the best in my heart.		√
22	I proud her very much.		X

The first essay of the 19<sup>th</sup> informant was divided into 22 t-units. There were 11 error-free t-units, and the percentages were 50.00%.

The Illustration of Error-Free T-Units of the 20<sup>th</sup> Informant's Essay

No.	T-unit	The 20 <sup>th</sup> informant's essay	Error-free t-units
1		There are four persons in my family father, mother, sisterv and me.	√
2		I admire my mother.	√
3		She is a good person, kind, fat, beautiful and wise.	√
4		She do everything for me.	X
5		Sometime she is my best friend.	√
6		Because she has a good guide for me.	√
7		She loves me and take care.	X
8		Often I angry hers.	X
9		But she doesn't angry me.	X
10		I love hers.	√
11		Since, I was born I have only one mother who is my everything.	√
12		She is a good housewife.	√
13		An her food are very delicious.	√
14		I go to school with mother when I'm a baby.	√
15		But now I go to school alone.	√
16		In her eyes I'm a baby.	√
17		She want me to be a good person.	X
18		She doesn't want anything.	√
19		In my opinion, My mother is a kind angle.	√
20		I would like to tell my mother "I love you" every day.	√
21		And tell "I'm sorry" when I angry you.	X
22		And the last "Thank you" for everything and take care me.	X
23		I want to live with my mother because my mother is person who important of my life.	X

The first essay of the 20<sup>th</sup> informant was divided into 23 t-units. There were 15 error-free t-units, and the percentages were 65.22%.

## APPENDIX B

### The Illustration of Error-Free T-Units in Essays in Semester Two

#### The Illustration of Error-Free T-Units of the 1<sup>st</sup> Informant's Essay

No.	T-unit	The 1 <sup>st</sup> informant's essay	Error-free t-units
1		The first in my heart is my father.	√
2		My father is thin, tall.	√
3		My father is soldier.	X
4		He is a good person.	X
5		My father is diligent.	√
6		He is kind and take care me.	X
7		Sometime he is fierce	√
8		But I never angry.	X
9		I know my father love me.	X
10		I know he work hard and tries but for me.	X
11		Sometime I stubborn,	X
12		but she never hits me.	√
13		He teaches me.	√
14		At last, I don't you my father is cry.	X
15		I cannot love anyone as much as him.	√
16		I love my mother so much.	√

The second essay of the 1<sup>st</sup> informant was divided into 16 t-units. There were 8 error-free t-units, and the percentages were 50.00%.



The Illustration of Error-Free T-Units of the 2<sup>nd</sup> Informant's Essay

No.	T-unit	The 2 <sup>nd</sup> informant's essay	Error-free t-units
1	I want to tell you about his story.		√
2	He is tall man.		X
3	He is very handsome and smart man.		X
4	Many people want to know who is he?		X
5	He is my father.		√
6	I love my father very much.		√
7	My father has a daughter.		√
8	I am second.		X
9	My father work very hard		X
10	but he tries.		√
11	He is one in my heart and many people.		√
12	He like art		√
13	and he does very good.		X
14	In festivals, my father takes me go to many countrys in Thailand.		X
15	Sometime we go to Pattaya, Bang-sand and Chengmai.		√
16	He is my hero.		√
17	I don't forget my father.		√

The second essay of the 2<sup>nd</sup> informant was divided into 17 t-units. There were 10 error-free t-units, and the percentages were 58.82%.

The Illustration of Error-Free T-Units of the 3<sup>rd</sup> Informant's Essay

No. T-unit	The 3 <sup>rd</sup> informant's essay	Error-free t-units
1	I have admire person.	X
2	But one persons I admire and love.	X
3	He is my father.	√
4	He is different.	√
5	But I think he is very well.	√
6	My father he have whiteskin.	X
7	He is tall and thin.	√
8	My father is not rezy.	√
9	I think he look like superman.	X
10	He halp me and my mather in sometime.	X
11	He is cook very good.	X
12	My father he like reading a book.	X
13	He like sleeping.	X
14	But I think my father he is smart and happy.	X
15	I fell heppy anytime.	X
16	I love my father because he is funny anytime.	√

The second essay of the 3<sup>rd</sup> informant was divided into 16 t-units. There were 6 error-free t-units, and the percentages were 37.50%.

The Illustration of Error-Free T-Units of the 4<sup>th</sup> Informant's Essay

No. T-unit	The 4 <sup>th</sup> informant's essay	Error-free t-units
1	There is a woman who I admire very much.	X
2	She gives me the love and life.	√
3	She always trusts me and takes care of me.	√
4	That woman is my mother.	√
5	She is very pretty and beautiful,	√
6	Beside she is diligent and clever.	√
7	She is my best friend and best teacher.	√
8	She also cooks for me and my father everyday.	√
9	I love her so much	√
10	and I will be a good child and follow her instruction.	√
11	One day I will be a good person in society.	√
12	At last, whenever she is happy I will smile with her	√
13	and when she is sad I will still by her side.	√
14	I cannot love anyone as much her.	X

The second essay of the 4<sup>th</sup> informant was divided into 14 t-units. There were 12 error-free t-units, and the percentages were 85.71%.

The Illustration of Error-Free T-Units of the 5<sup>th</sup> Informant's Essay

No.	T-unit	The 5 <sup>th</sup> informant's essay	Error-free t-units
1		There is someone that I admire very much.	√
2		He is hero in my heart and Thai people's.	√
3		He is tennis player number 1 of Thailand.	X
4		I admire Paradorn Srichapan.	√
5		He is my hero.	√
6		She playe tennis very well.	X
7		He has worm smile.	X
8		He has a lot of power on game.	X
9		He is 24 years old	√
10		but he is on top 10 ATP world ranking	√
11		and he careers 4 races.	√
12		His serves are a lot of power.	√
13		When game over he sawasdee around stadium.	X
14		It makes I like him.	X
15		And everybody like him,too.	X

The second essay of the 5<sup>th</sup> informant was divided into 15 t-units. There were 8 error-free t-units, and the percentages were 53.33%.

The Illustration of Error-Free T-Units of the 6<sup>th</sup> Informant's Essay

No. T-unit	The 6 <sup>th</sup> informant's essay	Error-free t-units
1	There is someone that I admire very much.	√
2	He is the hero in my mind.	√
3	He is a good example for me.	√
4	He is Arnel Schwarzenegger.	√
5	I like him because his body is very a bit muscular that make him very smart and handsome.	√
6	There are many girl like him.	X
7	I don't like him only because he is smart	√
8	or he is handsome	√
9	but he has many ability too such as stuntman	X
10	He use his special talent to play many movies.	X
11	Soon after he is going to be the actor.	X
12	The movie that me plays such as Terminator.	X
13	This movie is very fun and make me profit.	√
14	This time he is very popular.	√
15	All of the people know himin the governor cf California.	√
16	I will hope him to be good governor in the future.	√
17	Atlast I will hope him to succeed in his work.	√

The second essay of the 6<sup>th</sup> informant was divided into 17 t-units. There were 12 error-free t-units, and the percentages were 70.58%.

The Illustration of Error-Free T-Units of the 7<sup>th</sup> Informant's Essay

No. T-unit	The 7 <sup>th</sup> informant's essay	Error-free t-units
1	There are many people that I admire.	√
2	They are example for me.	X
3	They are hero in my mine.	X
4	I admire Michael Queen.	√
5	He's football player.	X
6	He's short	√
7	but he's run very fast.	X
8	He's in Liverpool football club.	√
9	He's tewnty years old.	√
10	He has power in the jump.	X
11	Sometime he play very nice,	X
12	but sometime he has hurt his leg.	√
13	He must be in hospital for sometime.	X
14	I likes to see him enjoy.	X

The second essay of the 7<sup>th</sup> informant was divided into 14 t-units. There were 6 error-free t-units, and the percentages were 42.86%.

The Illustration of Error-Free T-Units of the 8<sup>th</sup> Informant's Essay

No. T-unit	The 8 <sup>th</sup> informant's essay	Error-free t-units
1	Everybody has someone that they admire.	√
2	Somebody like singers.	X
3	Somebody like football player.	X
4	Somebody likes some animals.	√
5	But everybody has some people in them heard.	X
6	I admire a football player.	√
7	He is "Ronaldo."	√
8	He is Brazilizn football player.	X
9	He is superstar in the wrold.	X

The second essay of the 8<sup>th</sup> informant was divided into 9 t-units. There were 4 error-free t-units, and the percentages were 44.44%.

The Illustration of Error-Free T-Units of the 9<sup>th</sup> Informant's Essay

No. T-unit	The 9 <sup>th</sup> informant's essay	Error-free t-units
1	I admire my family.	√
2	Because my family love me.	X
3	Sometime My family have a trouble	X
4	but it was shot.	√
5	My father work hard for my family.	X
6	My father teach some work for me.	X
7	I want to same my father.	X

The second essay of the 9<sup>th</sup> informant was divided into 7 t-units. There were 2 error-free t-units, and the percentage were 28.57%.



The Illustration of Error-Free T-Units of the 10<sup>th</sup> Informant's Essay

No. T-unit	The 10 <sup>th</sup> informant's essay	Error-free t-units
1	Smeone I admire is my father.	√
2	For me, he is the most important person.	√
3	He is very kind person.	X
4	He works about furniture in my home is made by himself.	X
5	Some holiday he takes us to the country such as Chonburi, Suphanburi, Prachenburi,ect.	√
6	My father bought the spaceland	√
7	and then he planted jackfruits, longans, rambutans, mangoes, and mangosteen.	√
8	He does every thing in his fruit garden for me.	√
9	My father likes to cook some food and eat together.	X
10	My father has many kindness to me.	X
11	I love my father very much.	√

The second essay of the 10<sup>th</sup> informant was divided into 11 t-units. There were 7 error-free t-units, and the percentages were 63.64%.

The Illustration of Error-Free T-Units of the 11<sup>th</sup> Informant's Essay

No.	T-unit	The 11 <sup>th</sup> informant's essay	Error-free t-units
1	Someone I admire Aondrei Shevchenko because he is the best football player.		X
2	He begins his job is Diamo Kiev.		X
3	Dino Kiev is a favourite football club of Nkianian.		√
4	His position is striker.		√
5	He moves from Diamo Kiev to Ac Milan.		√
6	Ac Milan is the great football club in Italy.		√
7	Shevehenko often hits goals in a field.		√
8	He is friendly to all people in the club.		X
9	He likes Carlo Anchelotti.		√
10	He very happy in Italy.		X
11	Alberto Sackeloni praise Shevchenko		X
12	"He is previous football player."		X
13	So, I admire Shevchenko.		√

The second essay of the 11<sup>th</sup> informant was divided into 13 t-units. There were 7 error-free t-units, and the percentages were 84.62%.

The Illustration of Error-Free T-Units of the 12<sup>th</sup> Informant's Essay

No. T-unit	The 12 <sup>th</sup> informant's essay	Error-free t-units
1	Someone I admire is my father.	√
2	He is kinds and love family.	X
3	He work hard for family because he want to give his son happy.	X
4	He like to play with me and my brother.	X
5	I love my father very much.	√
6	He is take care me when I sick.	X
7	My father is perfect man.	X
8	I want to same my father.	X

The second essay of the 12<sup>th</sup> informant was divided into 8 t-units. There were 2 error-free t-units, and the percentages were 25.00%.

The Illustration of Error-Free T-Units of the 13<sup>th</sup> Informant's Essay

No.	T-unit	The 13 <sup>th</sup> informant's essay	Error-free t-units
1		I admire my father because he is kind and brave.	√
2		Sometimes he teach somethings for me.	X
3		He like to play with me.	X
4		My father is my hero in my heart.	√
5		I love my father because he do everythingfor me such as work hard for me, take care me.	X
6		He often go to departmentstore with my family.	X
7		He buy some toys, game to me.	X
8		I hope my father has more health and very strong in the future.	X

The second essay of the 13<sup>th</sup> informant was divided into 8 t-units. There were 2 error-free t-units, and the percentages were 25.00%.

The Illustration of Error-Free T-Units of the 14<sup>th</sup> Informant's Essay

No. T-unit	The 14 <sup>th</sup> informant's essay	Error-free t-units
1	Songs are beautiful and amusing.	√
2	I love songs so much, especially Elvis's songs.	√
3	His songs are very special.	√
4	That's why I admire him.	√
5	When he was living, he sang songs very well.	√
6	His rock and roll songs admired by people around the world were famous.	X
7	He did his job willingly and honestly.	√
8	He was handsome and fashionable.	√
9	In 1960, you could see Elvis' s hair style everywhere around the world.	√
10	It's so popular.	√
11	Wimen almost killed themselves when they knew that Elvis got married with his girlfriend.	√
12	Everybody thought that she was the luckiest woman.	√
13	But no longer they lived together, they devoted each other.	√
14	Anyway, his rating was still superb.	√
15	Until he died, he left his greatest songs for new generation who loves this style of songs.	√
16	Elvis Presley is a great legend of singer.	√
17	He got praising from many people	√
18	and he is wonderful.	√
19	He deserves to be "A kind of rock and roll."	√

The second essay of the 14<sup>th</sup> informant was divided into 19 t-units. There were 18 error-free t-units, and the percentages were 94.74%.

The Illustration of Error-Free T-Units of the 15<sup>th</sup> Informant's Essay

No. T-unit	The 15 <sup>th</sup> informant's essay	Error-free t-units
1	Mother's essential person.	√
2	She gives my life love to me.	X
3	She always trusta and take care of me.	X
4	She's first teacher and best friend.	X
5	She teach me every good thing what I have to know.	X
6	She's kind.	√
7	She love child everybody.	X
8	She's advisor of me.	X
9	In my life, my mother's essential person very much.	X
10	If there's no my mother, I won't be born.	√
11	She's an angel in my heart.	√
12	So I should a good girl, satisfy her and believe her instructions.	X
13	I'll be a good child of my mother forever.	√

The second essay of the 15<sup>th</sup> informant was divided into 13 t-units. There were 5 error-free t-units, and the percentages were 38.46%.

The Illustration of Error-Free T-Units of the 16<sup>th</sup> Informant's Essay

No.	T-unit	The 16 <sup>th</sup> informant's essay	Error-free t-units
1	In the world I know everybody love your mother.		X
2	I love my mother same as everybody.		X
3	I know my mother love me too.		X
4	In my family have got four persons.		X
5	My mother is everything in my family.		√
6	Someone I admire is my mother.		√
7	She is a good woman		√
8	and she is kind.		√
9	She likes to cook.		√
10	She stays at home everyday,		√
11	so I can stay with my mother everytime.		√

The second essay of the 16<sup>th</sup> informant was divided into 11 t-units. There were 7 error-free t-units, and the percentages were 63.64%.

The Illustration of Error-Free T-Units of the 17<sup>th</sup> Informant's Essay

No.	T-unit	The 17 <sup>th</sup> informant's essay	Error-free t-units
1		I want to tell you about my father's story.	√
2		He's the first hero in my mind.	√
3		My father is a little man	√
4		but he can take care every body in his family.	√
5		And he take care me very good.	X
6		Today he doesn't work in the office because he's ld.	√
7		He's 52 years old	√
8		but he a stronger in my thoughtfull.	X
9		I never saw my father cry.	√
10		Today he want to work because my family want some money.	X
11		I want to help him.	√
12		I love my father very much.	√

The second essay of the 17<sup>th</sup> informant was divided into 12 t-units. There were 9 error-free t-units, and the percentages were 75.00%



The Illustration of Error-Free T-Units of the 18<sup>th</sup> Informant's Essay

No.	T-unit	The 18 <sup>th</sup> informant's essay	Error-free t-units
1		Someone I admire must to smart and lovely.	X
2		He must to tall, white skin, brown hair and black eyes.	X
3		His name is Hidaeki Takizawa or Tuky.	√
4		I like movies his play very much.	X
5		And he is a singer in Johney Junier band.	√

The second essay of the 18<sup>th</sup> informant was divided into 5 t-units. There were 2 error-free t-units, and the percentages were 40.00%.

The Illustration of Error-Free T-Units of the 19<sup>th</sup> Informant's Essay

No. T-unit	The 19 <sup>th</sup> informant's essay	Error-free t-units
1	I admire my mother.	√
2	I think, my mother is very good.	√
3	And she is kind and beautiful.	√
4	That reason I feel better which I can be her daughter.	√
5	I was born.	√
6	She take care me every where and every time.	X
7	Sometime I'm naughty and stubborn.	X
8	She never scold me.	X
9	But she teach in the correct.	X
10	She have a reason.	X
11	She work hard because she must take care me.	X
12	And she nevergrumble me.	X
13	She teach me everything.	X
14	Sample to walk, to speak, etc.	X
15	I love her very much.	√
16	She is very important in my life.	√
17	And number one in my heart.	X

The second essay of the 19<sup>th</sup> informant was divided into 17 t-units. There were 6 error-free t-units, and the percentages were 41.18%.

The Illustration of Error-Free T-Units of the 20<sup>th</sup> Informant's Essay

No.	T-unit	The 20 <sup>th</sup> informant's essay	Error-free t-units
1		My father one in my heart is my mother.	X
2		My fatehr is fat, beautiful, and good housewife.	√
3		She is a good person.	√
4		She is diligent.	√
5		She never bon,	X
6		and she loves me.	√
7		I know my mother so tries.	X
8		I help her to do some housework.	X
9		Sometime I stubborn,	X
10		but never hits me.	X
11		She teaches me.	√
12		I will be a good person for her and everyone.	√
13		I would like tell my mother, "I love her."	X
14		At last I don't you my mother is cry.	X
15		I cannot love anyone as much as her.	√

The second essay of the 20<sup>th</sup> informant was divided into 15 t-units. There were 6 error-free t-units, and the percentages were 46.67%.

### APPENDIX C

#### The Analysis of Cohesive Devices in the First Essay in Semester One

#### The Analysis of Cohesive Devices of the 4<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. I admire a woman who gives me the love and my life.	3	who	R2	woman
		me	R1	I
		my	R1	I
2. She always trusts me and take cares of me.	2	She	R1	woman
		me	R1	I
3. She is my mother.	2	She	R1	woman
		my	R1	me
4. In my opinion she is so pretty and beautiful very much.	2	my	R1	I
		she	R1	mother
5. And every evening she cooks the foods for me very well.	3	and	C1	T.4
		she	R1	mother
		me	R1	I
6. She is my best friend and best teacher.	2	She	R1	mother
		my	R1	me
7. I love her so much	1	I	R1	my
8. and I love my family, too.	2	and	C1	T.7
		my	R1	I
9. She is my essential person.	2	She	R1	her
		my	R1	I
10. I will smile together with you when you happy	2	I	R1	my
		you	R1	person
11. and I will cry together with you when you sad	2	and	C1	T.10
		you	R1	person

The Analysis of Cohesive Devices of the 4<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
12. so I can't smile without you.	1	so	C3	She is essential person.
13. I promise that never disappoint my mother.	1	my	R1	I
14. She is diligent and intelligent.	1	She	R1	mother
15. If it doesn't has my mother, it doesn't has me today.	1	me	R1	my
16. I should be a good guy deferminate in my study, diligent and folow her instructions.	2	I her	R1 R1	my mother
17. She hopes that I'm going to be a good person in community.	2	She I	R1 R1	her my

The Analysis of Cohesive Devices of the 5<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. Everybody admire different things.	-	-	-	-
2. Somebody admire sports players.	-	-	-	-
3. Somebody admire superstar.	-	-	-	-
4. I admire Paradorn Srichapan.	-	-	-	-
5. He's tennis player.	1	He	R1	Paradorn
6. He's in top 10 world ranking.	1	He	R1	Paradorn
7. He plays tennis very good.	1	He	R1	Paradorn
8. He get gold in 14 <sup>th</sup> Asiangames at Korea.	1	He	R1	Paradorn
9. He's a Hero of Thai people.	1	He	R1	Paradorn
10. He's a manners man when he win,	2	he when	R1 R2	man He's a manners man
11. he thank you with Sawatdee around stadium.	1	he	R1	Paradorn
12. He's polite man.	1	He	R1	Paradorn
13. He's best exsample for children.	1	He	R1	Paradorn

The Analysis of Cohesive Devices of the 5<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
14. He's number one in my heart and number one in Thai people heart.	2	He my	R1 R1	Paradom I

The Analysis of Cohesive Devices of the 10<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. Someone I admire is my mother.	1	my	R1	I
2. She is a nice woman.	1	She	R1	mother
3. She give birth to me.	2	She	R1	mother
		me	R1	I
4. She take care of me when I was baby untill I'm a teenager.	2	she	R1	mother
		I	R1	me
5. She teaches me for a good man.	2	she	R1	mother
		me	R1	I
7. When I got sick, she would care me till I lose sick.	2	I	R1	me
		she	R1	mother
8. I like to go to the market with my mom and buy some food to cook and eat together.	1	my	R1	I
9. She always cooks the delicious food.	1	She	R1	mom
10. She like to play game with me.	2	She	R1	mom
		me	R1	I
11. She like to plant flowers.	1	She	R1	mom
12. She place flower of pot around the home.	1	She	R1	mom
13. When I feel unhappy I always consult with her.	1	her	R1	She
14. When older mother I should takecare of her	1	her	R1	She



The Analysis of Cohesive Devices of the 10<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
15. as she took care of me.	2	as	R3	I should take care of her
		me	R1	I
16. I love my mother very much.	1	my	R1	I

The Analysis of Cohesive Devices of the 11<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. In the world, everybody admire different people	-	-	-	-
2. but I admire football player because I like football.	1	but	C2	T.1
3. I admire Robert Pires.	-	-	-	-
4. He is french.	1	He	R1	Robert
5. Now, he lives in London,	1	he	R1	Robert
6. He still in Premier League with Arsernal.	1	He	R1	Robert
7. He is the world class player.	1	He	R1	Robert
8. He runs very fast.	1	He	R1	Robert
9. He can goals in accident time.	1	He	R1	Robert
10. He can change score in the field because he is very good player.	2	He because	R1 C3	Robert He can change score
11. He is twenty-nine years old.	1	He	R1	Robert
12. He is the important player with Arsernal.	1	He	R1	Robert
13. He moves to Arsernal in 2000.	1	He	R1	Robert
13. His position in the team is attacking midfield left.	2	His the	R1 R2	He Arsernal
14. His last team is FC Metz in France.	1	His	R1	He

The Analysis of Cohesive Devices of the 11<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
15. He welth 20,000,000 pound.	1	He	R1	His
16. I like him because he makes me funny and wonderful.	2	him because he	R1 C3 R1	He I like him. him
17. He is smart in the field.	1	He	R1	him
18. Fan clubs' Arsenal are happy when fires in the field.	-	-	-	-

The Analysis of Cohesive Devices of the 14<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. Football is my favourite sport.	-	-	-	-
2. I like to play and watch football.	1	I	R1	my
3. So I admire football player.	1	So	C3	I like to play and watch football.
4. He is Alan Shearer.	1	He	R1	football player
5. In my opinion, he is the best player in the world.	2	he	R1	Alan
		the	R3	Alan
6. He plays football perfectly.	1	He	R1	Alan
7. He played football first time, when he was 17 years old.	2	He	R1	Alan
		first	C4	He plays football.
8. He surprised in first season, which he played!	2	He	R1	Alan
		which	R2	season
9. He shot 3 goals in one match.	1	He	R1	Alan
10. It's hattrick!	1	It	R1	match
11. Years later, he played for Blackburn Rovers, his new football club in division one.	2	his	R1	he
		one	S1	match
12. And then he led his team to win the division one.	3	then	C4	T.11
		his	R1	he
		the	R2	match
13. Next season he led his team to be the champion of Premier League.	2	Next	C4	T.12
		his	R1	he

The Analysis of Cohesive Devices of the 14<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
14. From that victory he become a famous football player suddenly.	2	that	R2	champion
		he	R1	Alan
15. And now he is playing for Newcastle United, the great team of England.	3	And	C1	T.14
		the	R2	Newcastle
		he	R1	Alan United
16. So he is a good guy who suitable to follow his behaviour.	3	So	C3	T.15
		he	R1	Alan
		his	R1	he
17. And he is so grateful.	2	And	C1	T.16
		he	R1	his
18. These are my reasons,	2	These	R2	He is a good guy and so greatful
		my	R1	I
19. That's why I admire him.	2	That	R2	reasons
		I	R1	my

The Analysis of Cohesive Devices of the 16<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. In the world I know everybody love your mother.	-	-	-	-
2. I love my mother same as everybody.	2	my same	R1 R3	I I love my mother
3. I know my mother love me too.	1	my	R1	I
4. In my family have got four persons.	1	my	R1	I
5. My mother is everything in my family.	1	my	R1	I
6. Someone I admire is my mother.	1	my	R1	I
7. She is a good woman	1	She	R1	mother
8. and she is kind.	2	and she	C1 R1	T.7 mother
9. She likes to cook.	1	She	R1	mother
10. She stays at home everyday,	1	She	R1	mother
11. so I can stay with my mother everytime.	2	so my	C3 R1	She is good, and kind, and she likes to cook and stays at home. I

The Analysis of Cohesive Devices of the 17<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. There are four persons in my family, father, mother, sister and me.	1	me	R1	my
2. Every morning my mother cooks breakfast.	1	my	R1	me
3. She is a housewife.	1	She	R1	mother
4. I have one sister.	-	-	-	-
5. She studies in Nonsi Wittaya School as same as me.	3	She as same as me	R1 R3 R1	sister She studies in Nonsi I
6. And my father he is a hero in my mind.	2	And my	C1 R1	T.5 me
7. My father is fifty-one years old.	-	-	-	-
8. He always get up at five o'clock in the morning because the office is very far from our house.	2	He because	R1 C3	father He gets up at five o'clock.
9. He studies and diligent.	1	He	R1	father
10. He cooks dinner with my mother.	1	He	R1	father
11. I think his cooking is better than other person.	2	I better	R1 R3	my cooking
12. He was a chef at the hotel when he was young.	1	He	R1	father
13. I would like to be like them.	1	them	R1	father, mother

The Analysis of Cohesive Devices of the 17<sup>th</sup> Informant in the First Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
14. He is kind and smart.	1	He	R1	father
15. Sometime he is my friend	1	He	R1	father
16. and sometime he is the teacher.	2	and	C1	T.15
		he	R1	father
17. He is do every things for me.	1	He	R1	teacher
18. I love him	2	I	R1	me
		him	R1	He
19. and he is the best person in my heart.	4	and	C1	T.18
		he	R1	him
		my	R1	I
20. I know that he loves me, mother and sister very much too.	2	that	R2	I know
		me	R1	my



### APPENDIX D

#### The Analysis of Cohesive Devices in the Second Essay in Semester Two

#### The Analysis of Cohesive Devices of the 4<sup>th</sup> Informant in the Second Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. There is a woman who I admire very much.	1	who	R2	woman
2. She gives me the love and life.	2	She me	R1 R1	woman I
3. She always trusts me and takes care of me.	2	She me	R1 R1	woman I
4. That woman is my mother.	2	That my	R2 R1	woman me
5. She is very pretty and beautiful,	1	She	R1	woman
6. Beside she is diligent and clever.	1	She	R1	woman
7. She is my best friend and best teacher.	1	She	R1	woman
8. She also cooks for me and my father everyday.	2	She me	R1 R1	woman my
9. I love her so much	2	I her	R1 R1	me She
10. and I will be a good child and follow her instruction.	2	and her	C1 R1	T.9 She
11. One day I will be a good person in society.	-	-	-	-
12. At last, whenever she is happy I will smile with her	2	At last her	C4 R1	T.11 she
13. and when she is sad I will still by her side.	2	and her	C1 R1	T.12 she

The Analysis of Cohesive Devices of the 4<sup>th</sup> Informant in the Second Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
14. I cannot love anyone as much her.	2	as	R3	I cannot love anyone
		her	R1	she

The Analysis of Cohesive Devices of the 5<sup>th</sup> Informant in the Second Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. There is someone that I admire very much.	1	that	R2	someone
2. He is hero in my heart and Thai people's.	2	He my	R1 R1	someone I
3. He is tennis player number 1 of Thailand.	1	He	R1	someone
4. I admire Paradorn Srichapan.	-	-	-	-
5. He is my hero.	2	He my	R1 R1	Paradorn I
6. He playe tennis very well.	1	He	R1	Paradon
7. He has worm smile.	1	He	R1	Paradorn
8. He has a lot of power on game.	1	He	R1	Paradorn
9. He is 24 years old	1	He	R1	Paradorn
10. but he is on top 10 ATP world ranking	2	but he	C2 R1	T.9 Paradorn
11. and he careers 4 races.	2	and he	C1 R1	T.10 Paradorn
12. His serves are a lot of power.	1	His	R1	he
13. When game over he sawasdee around stadium.	1	he	R1	His
14. It makes I like him.	2	It him	R1 R1	sawasdee he
15. And everybody like him,too.	1	And	C1	T.14

The Analysis of Cohesive Devices of the 10<sup>th</sup> Informant in the Second Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. Smeone I admire is my father.	1	my	R1	I
2. For me, he is the most important person.	2	me he	R1 R1	I father
3. He is very kind person.	1	He	R1	father
4. He works about furniture in my home is made by himself.	1	himself	R1	He
5. Some holiday he takes us to the country such as Chonburi, Suphanburi, Prachenburi,ect.	1	he	R1	himself
6. My father bought the spaceland	-	-	-	-
7. and then he planted jackfruits, longans, rambutans, mangoes, and mangosteen.	2	and then he	C4 R1	T.6 father
8. He does every thing in his fruit garden for me.	2	He his	R1 R1	father He
9. My father likes to cook some food and eat together.	1	My	R1	me
10. My father has many kindness to me.	1	My	R1	me
11. I love my father very much.	2	my I	R1 R1	I me

The Analysis of Cohesive Devices of the 11<sup>th</sup> Informant in the Second Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. Someone I admire Aondrei Shevchenko because he is the best football player.	2	he because	R1 C3	Aondrei I admire Aondrei
2. He begins his job is Diamo Kiev.	1	his	R1	He
3. Dino Kiev is a favourite football club of Nkianian.	-	-	-	-
4. His position is striker.	1	His	R1	Dino Kie
5. He moves from Diamo Kiev to Ac Milan.	1	He	R1	His
6. Ac Milan is the great football club in Italy.	-	-	-	-
7. Shevehenko often hits goals in a field.	-	-	-	-
8. He is friendly to all people in the club.	2	He the	R1 R2	Shevehenko Ac Milan
9. He likes Carlo Anchelotti.	1	He	R1	Shevehenko
10. He very happy in Italy.	1	He	R1	Shevehenko
11. Alberto Sackeloni praise Shevehenko	-	-	-	-
12. "He is previous football player."	1	He	R1	Shevehenko
13. So, I admire Shevchenko.	1	So	C3	T.12

The Analysis of Cohesive Devices of the 14<sup>th</sup> Informant in the Second Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. Songs are beautiful and amusing.	-	-	-	-
2. I love songs so much, especially Elvis's songs.	-	-	-	-
3. His songs are very special.	1	His	R1	Elvis
4. That's why I admire him.	2	That him	R2 R1	songs His
5. When he was living, he sang songs very well.	1	he	R1	him
6. His rock and roll songs admired by people around the world were famous.	1	His	R1	he
7. He did his job willingly and honestly.	1	his	R1	He
8. He was handsome and fashionable.	1	He	R1	his
9. In 1960, you could see Elvis's hair style everywhere around the world.	-	-	-	-
10. It's so popular.	1	It	R1	Elvis's hair
11. Women almost killed themselves when they knew that Elvis got married with his girlfriend.	4	themselves they that his	R1 R1 R2 R1	women women they knew Elvis

The Analysis of Cohesive Devices of the 14<sup>th</sup> Informant in the Second Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
12. Everybody thought that she was the luckiest woman.	2	that	R2	Everybody thought
		she	R1	girlfriend
13. But no longer they lived together, they devoted each other.	2	But	C2	T.12
		they	R1	Elvis, girlfriend
14. Anyway, his rating was still superb.	1	his	R1	Elvis
15. Until he died, he left his greatest songs for new generation who loves this style of songs	3	his	R1	he
		who	R2	new generation
		this	R2	songs
16. Elvis Presley is a great legend of singer.	-	-	-	-
17. He got praising from many people	1	He	R1	Elvis
18. and he is wonderful	2	and	C1	T.17
		he	R1	Elvis
19. He deserves to be "A kind of rock and roll."	1	He	R1	Elvis

The Analysis of Cohesive Devices of the 16<sup>th</sup> Informant in the Second Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. In the world I know everybody love your mother.	-	-	-	-
2. I love my mother same as everybody.	2	my same	R1 R3	I I love my mother
3. I know my mother love me too.	2	my me	R1 R1	I my
4. In my family have got four persons.	1	my	R1	I
5. My mother is everything in my family.	1	my	R1	I
6. Someone I admire is my mother.	1	I	R1	my
7. She is a good woman	1	She	R1	mother
8. and she is kind.	2	and she	C1 R1	T.7 woman
9. She likes to cook.	1	She	R1	woman
10. She stays at home everyday,	1	She	R1	woman
11. so I can stay with my mother everytime.	2	so my	C3 R1	She stays at home I



The Analysis of Cohesive Devices of the 17<sup>th</sup> Informant in the Second Essay

No. of T-unit	No. of Ties	Cohesive item	Type of cohesion	Presupposed item
1. I want to tell you about my father's story.	1	my	R1	I
2. He's the first hero in my mind.	2	He	R1	father
		my	R1	I
3. My father is a little man	1	My	R1	I
4. but he can take care every body in his family.	2	but	C2	T.3
		he	R1	father
		his	R1	he
5. And he take care me very good.	2	And	C1	T.4
		he	R1	father
6. Today he doesn't work in the office because he's ld.	2	he	R1	father
		because	C3	he doesn't work
7. He's 52 years old	1	He	R1	father
8. but he a stronger in my thoughtfull.	2	but	C2	T.7
		he	R1	father
9. I never saw my father cry.	1	my	R1	I
10. Today he want to work because my family want some money.	3	he	R1	father
		because	C3	he want to work
		my	R1	I
11. I want to help him.	2	I	R1	my
		him	R1	he
12. I love my father very much.	1	my	R1	I

**VITAE**

**VITAE**

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