

ERRORS ON COHESIVE DEVICES MADE BY SENIOR HIGH SCHOOL IN WRITING NARRATIVE TEXT

Lila Aprillia Sugiarto¹

Universitas Pesantren Tinggi Darul Ulum

aprilialila43@gmail.com

Adi Yusuf²

Universitas Pesantren Tinggi Darul Ulum

adiyusuf@fbs.unipdu.ac.id

Abstract: One of important aspects that needs to be considered to make good writing is 'cohesive device'. It is used to connect the parts of a text. This study is focused on analyzing errors on cohesive devices that are made by senior high school students in writing narrative text. The design of this study was qualitative. It was found that the students made 3 types of errors in using cohesive devices: transitions, pronoun references, and repetition of key nouns consisting of 8 errors of transitions, 4 errors of pronoun, and 6 errors of repetition. Considering the findings, it is expected that teachers formulate a new strategy or ways of corrective feedback to improve students' writing.

Keywords: *Error Analysis, Cohesive Device, Narrative Text*

A. INTRODUCTION

Writing is one of important things in learning English and a part of language skills. In writing, students are demanded to develop an idea. Writing, indeed, need a series of process as stated by Brown (2001) that in writing, there is thinking process, since it is a process of realizing ideas on paper to transform thought into words and give them structure and coherent organization. Through writing, people are supposed to be able to express their ideas in writing form (p. 30).

In writing skill, there are many kinds of texts, they are narrative, descriptive, argumentative, procedure, recount, etc. In this research, the narrative text is chosen because it is a story of human experience in the past time. Therefore, students can arrange the composition easily. In addition, students' writing of narrative text can make the researchers analyze easily of the students' writing and it is achieved in the writing

with the use of cohesive devices. From this, the researchers chose the narrative text as the source of data of the present study.

But, writing not only expresses an idea in a piece of paper but also has a structural text. One of the important aspects to achieve a good writing, and to make it sequence it can use cohesive devices. A text should have sequence of sentences to make the reader understand the meaning. Zemach (2005) explains there are some techniques in cohesive devices they are transitions, pronoun references, and repetition of key ideas. In a essay, all ideas from the students have should relate to the thesis statement, supporting ideas, and relate to the topic sentence. In cohesive devices, the students should creating a smooth flow of ideas to make ideas more understandable to the reader. It can be concluded that to create good writing, a writer needs to master grammar and its organization.

To connect one event to others in narrative writing, cohesive devices are frequently used. This study refers to the analysis of the use of cohesive devices in a narrative text to know how the students convey their idea chronologically. They bridge between students' ideas and readers so that their writing get qualified. However, most of the students still make errors in their narrative writing, more specifically errors in line with the use of cohesive devices. Therefore the writers get motivated to conduct a research entitled *Errors on Cohesive Devices Made by Senior High School in Writing Narrative Text*.

Considering the importance cohesive devices in the student's writing narrative text, so it is important to this study is to analyze of error in cohesive devices of students writing. So that, the student it will can be better to write and understand the structure in writing easily. Not only that, the researchers expect this study can give benefits for teachers and the other especially the readers.

B. REVIEW OF RELATED THEORY

Norrish (1983) defines that a systematic deviations that occurs when a learner has not learn something, and consistently gets incorrect (p. 7). Errors are signals that depict an actual learning process that occur and that the learner has not mastered any materials well yet or still could not be able to indicate a well structured competence in the target language. Corder (1976) states that errors are noteworthy of three things: the first to the teacher, in that they provide information for him, how far towards that goal the learner has already progressed and consequently what things that need to be learnt further, the second importance is in relation to what strategies or procedures that the learner employs in his discovery of the language, the third significance refers to *a sense*, and this is the most significant aspect that they are absolutely necessary to the learner himself, since we can consider that making errors means a device the learner applies in order that they continue learning (p. 167). So, it can be said that error analysis is a method which is used to record the errors that are made by a language learner, determine if the errors are systematic or not, and explain what things that lead to the errors.

One of the important aspects to achieve good writing is cohesion. According Salkie (2001) cohesion is an important textual aspect to achieve qualified writing (p. 23). A writer needs to use appropriate pronouns and connect words and sentences correctly in order that the parts of the whole work fit together well and results in good writing.

Van Dijk (1997) defines that coherence means how the meaning of the sentence in the discourse (p. 9). It can occur in relations of sentences that immediately follow each other. Transition signals or consistent pronouns in a text are important aspects to be called grammatically coherence. Then, to achieve coherence in a paragraph, Zemach (2005) mentions the following parts: *transitions, pronoun references, and repetition of key nouns* that needs to apply appropriately in writing.

Brown (2001) argues that writing is thinking process to put ideas above of paper to change the think to be words and give them the structure and cohesive organization (p. 336). From the definition, it can be said that writing refers to a form of communication that makes us possible to put our feelings and ideas in the written form to organize our knowledge and to convey meaning through well-constructed text. While writing, we are forcing ourselves to think critically and exercise parts of our brain. Thus, the writers may conclude that writing means realizing one's ideas that needs a series of process and needs to consider important aspects to put them in the written form.

Rebecca (2003) defines that a narrative text refers to a text which contains a series of events 'logically and chronologically' and the related events are caused or experienced by factors (p. 11). A narrative text contains a sense of plot, of theme, of characters, of events, and how they relate. From the definition, it can be said that a narrative text means a text that tells us about past events experienced by someone and it is told logically and chronologically. We commonly use this kind of text to entertain readers or listeners about past events or persuade them as if they get involved within our story.

C. METHOD

This study was designed qualitatively. Cresswell, J. (1998) cited in Yusuf & Pattisahusiwa (2020) points out that qualitative research is "a type of research that results in findings that cannot be achieved using statistical procedures or other means of quantification or measurement" (p.24). In addition, Cresswell (2003) cited in Yusuf (2012) mentions that "the data of qualitative research are collected in the form of "texts (or words) and images or pictures data" (p.45). This study was intended to describe errors related to students' writing in the form of words, instead of measurement.

The data of this study were taken from the other researcher's document i.e. source of data of Khalida's thesis (2017) entitled "*An Analysis Of Teacher's Corrective Feedback On Students' Writing Narrative Text*" that was got from the eleventh grade students' writing. Thus, the data of this study were in the form of documents or can be said that this study used 'secondary data'. Sugiyono (2008) states that documentation can be written and picture by someone that can be used to obtain information (p. 240). This study used document checklist. This instrument was used to analyze the students' writing of narrative text.

The data of this study was the result of students' errors on cohesive devices. In this study, the researchers used the secondary data. Sources of the data of this study were the documents taken from the other researcher. Among 22 students, researchers chose 9 students' writing to be analyzed since these contained errors required to analyze and describe in this study. The steps of data collection in this study were: Collecting the students' written works, and identifying of students' errors. After the data had been

collected, they were analyzed through the following steps: Classifying types of errors based on cohesive devices, describing the errors based on types of cohesive devices, and concluding.

D. RESULTS

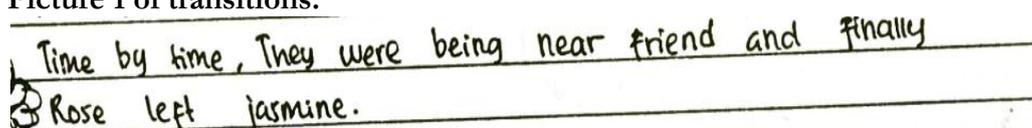
Based on the analysis it was found that the students made errors related to the use of cohesive devices in their writing. The errors could be classified into the following: transitions, pronoun references, and repetition of key nouns. The detailed description of the errors would be explained as below.

Using transitions in paragraph still seems to be one of difficulties for the Senior High School students. They often got confused about connecting their sentences within the paragraph in their writing. It was found out that there were seven types transition errors: chronology, comparison, contrast, additional information, examples, cause and effect, and concluding ideas.

a. Chronology

The use of chronology, the order in which a series of events occur, seems to be problematic for students in producing a narrative text. This difficulty can be clearly seen in the result of student's writing below.

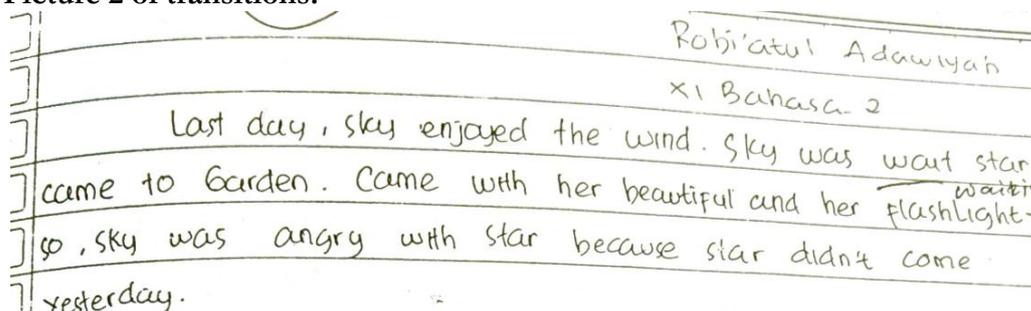
Picture 1 of transitions.



Time by time, They were being near friend and finally
Rose left jasmine.

The error of the use of chronology could be seen in paragraph 2, sentence 5 which was made by student 1: "**Time by time**, they were being near friend and finally Rose left Jasmine.". This errors occurs because the student chose the wrong transitional word. In this case, this sentence needed a transition showing sequence of time. But, the student choose the word "time by time" to describe the chronological time. Thus, the word "time by time" was not appropriate and should be changed "Soon after". So, the correct sentence should be "*Soon after, they were being near friend and finally Rose left Jasmine.*"

Picture 2 of transitions.



Robiatul Adawiyah
XI Bahasa 2
Last day, sky enjoyed the wind. Sky was wait star
came to Garden. Came with her beautiful and her flashlight-
yesterday.

Another error was related to the use of sequences of events could be seen in sentence 1, paragraph 1 which was made by student 3: "**Last day**, sky enjoyed the wind. Sky was wait star came to garden. Came with her beautiful and her flashlight. So, sky was angry with star because star didn't came yesterday". This errors occurs because the student chose the wrong transitional word. Using time sequence "Last day" in the first sentence was not appropriate. Generally, the word "last day usually used to in the middle sentences or the last sentence to explain end of time on the story. But, the student using "Last day" in

the first paragraph and in the first sentences. The word “Last day” should be changed “**One day**”. So this paragraph should be “*One day, sky enjoyed the wind. Sky was wait star came to garden. Came with her beautiful and her flashlight. So, sky was angry with star because star didn't came yesterday*”.

Picture 3 of transitions.

A day, the moon and the soon fought on the sky. and the sun wouldn't give his light for the moon. Night passed, the star was very sad, because last night, the moon not with the star. So the star asked to Venus.

Besides, the sequences event error could be seen in sentence 1, paragraph 3 which was made by student 4 “**A day**, the moon and the soon fought on the sky. And the sun wouldn't give his light for the moon. Night passed, the star was very sad, because last night the moon not with the star. So, the star asked to Venus”. This errors occurs because the student chose the wrong transitional word. The word “A day” it should be changed “One day” because using “A day” was inappropriate, the appropriate should be “One day”. So, the sentences should be “*One day, the moon and the soon fought on the sky. And the sun wouldn't give his light for the moon. Night passed, the star was very sad, because last night the moon not with the star. So, the star asked to Venus*”.

Picture 4 of transitions.

Finally, sky was was apologized to star. and star was forgive to sky.

The other error in the last sentence, paragraph 4 which was made by student 3 was “*Finally, sky was apologized to **star and star** was forgive to sky*”. This errors occurs because the student chose the wrong transitional word. In this sentence, “star and star” was not appropriate because would be the repetition word, the word “star and star” should be changed with the sequences event “then, the star ...” the word “then” to give a more explanation in the sentence. So, the sentences should be “*Finally, sky was apologized to star, then star was forgive to sky*”.

b. Contrast

In a paragraph the contrast of transitions was used to describe two differences and an opposite. Usually this type of transition was occurred in the middle between the first and also the second sentence.

Picture 5 of transitions.

They were best friend. But they have very different characteristic. Rose was very arrogant ^{had st} always want to be a winner, then Jasmine was very friendly ^{wanted} and easy going. Althought they have a different character but

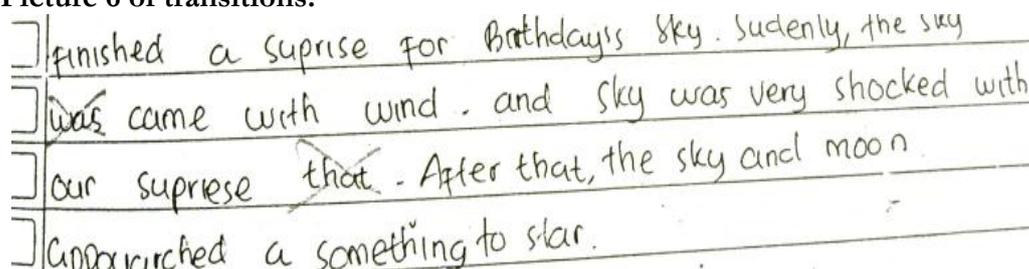
In this case, it could be seen in paragraph 1, sentence 4 which was made by student 1 “Rose was very arrogant. She always want to be a winner. **Then** Jasmine was very friendly and easy going. Although they have a different character but they still best friend.” This sentence contained two differences and compared about things. After comma, the student wrote “then” this word has not shown a comparison between 2 sentences, should be to compare something using the word “In contrast”. So, the word “then” unappropriate because one sentence with another sentence was opposite. The sentence should be “Rose was very arrogant. She always want to be a winner. In contrast, Jasmine was very friendly and easy going. Although they have a different character but they still best friend.”

In addition, the student still often omitted “but”. The expression “Rose was very arrogant. She always want to be a winner. Then Jasmine was very friendly and easy going. Although they have a different character **but** they still best friend.” This error occurred when the student add “but” in the middle paragraph. It means that hyper correction because “but” and “although” same the contrast. It made the sentence was wrong. The word “but” should be omitted. So, the sentences should be “She always want to be a winner. Then Jasmine was very friendly and easy going. Although they have a different character, they still best friend.”

c. Additional information

Additional information was used to give adding information for paragraph, but the student still confused to compose the sentence.

Picture 6 of transitions.



It could be seen in sentence 3, paragraph 4 which was made by student 3 “Suddenly, the sky was came with wind. **And** sky was very shocked with our surprise that. After that, the sky and moon appouarched a something to star”. This errors occurs because the student chose the wrong transitional word. The word “and” after full stop was omitted. The use of the additional information in this sentence was not appropriate. After full stop should be subject, but this sentence using the word “and” after full stop. So, the correct sentences should be “Suddenly, the sky was came with wind. Sky was very shocked with our surprise that. After that, the sky and moon appouarched a something to star”.

d. Cause and effect

Cause and effect was used to ask the reason and why something happens. In the paragraph, learners used the connector sentence to show cause and effect. But, the use of cause and effect sentence which made by student was still incorrect.

Picture 7 of transitions.

Last day, sky enjoyed the wind. Sky was wait star
 came to Garden. Came with her beautiful and her flashlight
 so, sky was angry with star because star didn't come
 yesterday.

The omission of the word “so” could be seen in sentence 2, paragraph 1 which was made by student 3 “Sky was wait star came to garden. Came with her beautiful and her flashlight **So**, sky was angry with star because star didn’t came yesterday”. This errors occurs because the student chose the wrong transitional word. The word “So” should be omission. So, the correct sentences should be “Sky was wait star came to garden. Came with her beautiful and her flashlight. Sky was angry with star because star didn’t came yesterday”.

e. Concluding ideas

The last type of transitions was concluding ideas. Concluding ideas was used to unite the information that has been presented to develop controlling ideas in the topic sentences. Concluding ideas generally are found in the end of the sentences.

Picture 8 of transitions.

Finally, Rose asked to Orchid “where is Jasmine?”, Orchid said
 Jasmine was picked by The Owner Garden”. Finally Rose was regret
 because she has left Jasmine. Now, she just cried and always felt
 regret until she was died.

The error which was made by student 1 was occurred in sentence 1, paragraph 5. It was “Finally, Rose asked to Orchid “where is Jasmine?” Orchid said “Jasmine was picked by the owner garden”. **Finally**, rose was regret because she has left Jasmine. **Now**, she just cried and always felt regret until she was died”. This errors occurs because the student chose the double transitional word, because there were two the same words “finally” in the sentence, it was included in the repetition word. So, one of them must be omitted. Furthermore, the word “Now” also must be omitted because it was not accordance with another sentence. So the correct sentences should be “Finally, Rose asked to Orchid “where is Jasmine?” Orchid said “Jasmine was picked by the owner garden”. Rose was regret because she has left Jasmine. She just cried and always felt regret until she was died”.

4.1.2. Errors of Pronoun Reference

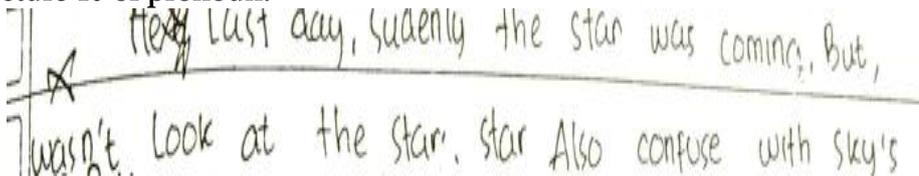
Pronoun reference was used to replace nouns it can be people, objects, places, or abstract concepts. For the Senior High School the student still made error into change the pronoun.

Picture 9 of pronoun.

A long time ago, a tree and a land were a married
 They had child they were, leave and banana. a tree and
 a land felt happy because had child, they take care of
 his children until adult.

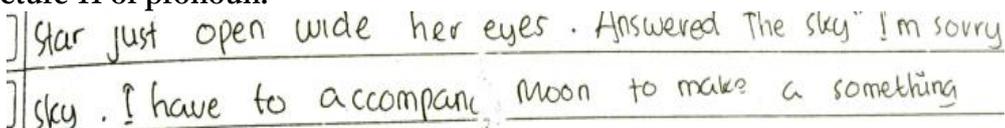
The detailed description of the errors of pronoun could be seen in sentence 2, paragraph 1 which was made by student 2 “A tree and a land felt happy because had child, they take care of **his** children until adult”. This errors occurs because the student chose the wrong pronoun word. The word “his” changed with “their”. So, the correct sentences should be “A tree and a land felt happy because had child, they take care of their children until adult”. In addition, the same error was also occurred in sentence “They protect **his** children till leave dead” That the word “his” changed become “their”. So, the correct sentences should be “They protect their children till leave dead”

Picture 10 of pronoun.



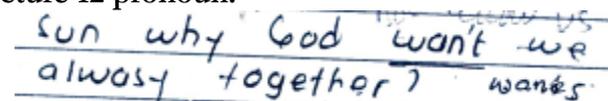
Besides, other error of pronoun occurred in sentence 2, paragraph 2 which was made by student 3 “But, **wasn't** look at the star.” this errors occurs because the student did not use the pronoun “it” to refer the sky which used as a substitute for a person's name. The word “wasn't” should be changed “it wasn't” to refer the sky. So, the correct sentences should be “But, it wasn't look at the star”.

Picture 11 of pronoun.



In addition, it could be seen in sentence 4, paragraph 3 which was made by student 3 “Star just open wide her eyes. **Answered the sky**, “I’m sorry sky” this errors occurs because the student not use the pronoun “It” to refer the sky which used as a substitute for a person's name. The word “Answered the sky” should be changed “It answered the sky”. So, the correct sentences should be “Star just open wide her eyes. It answered the sky, “I’m sorry sky”.

Picture 12 pronoun.



The next, the errors of personal pronoun could be seen in sentence 4, paragraph 1 which was made by student 8 “sun why God want **we** always together?” this errors occurs because the student chose the wrong pronoun word. using “we” should be changed “us” which used as a substitute for a person's name. So, the correct sentences should be “sun why God want us always together?”.

4.1.3. Errors of Repetition of Key Nouns

Repetition of key nouns was used to connect the ideas. Could be seen in sentence 3, paragraph 1 which was made by student 2

Picture 13 of repetition.

A long time ago, a tree and a land were a married
 They had child they were, leave and banana. a tree and
 a land felt happy because had child, they take care of
 his children until adult. ^{children} _{took}

"A tree and a land felt happy because had child, they take care of his children until adult". This sentences occur because the student used the wrong article 'a' instead of the definite article 'the' after the noun was mentioned. The word "A tree and a land" was not appropriate. This sentence should be "the tree and land". So, the sentence should be changed "The tree and land felt happy because had child, they take care of his children until adult".

Picture 14 of repetition.

one day, knife came want take away child a tree
 and a land but, tree and land ^{wanted} _{to} wold' not be silent ^{children}

It could be seen in sentence 1, paragraph 2 which was made by student 2 "One day, knife came want take away child a tree and a land but, tree and land would not be silent." The error can be seen that the definite article was not used after the conjunction 'but'. Using "A tree and a land" was not appropriate. This sentences should be "The tree and land" So, the sentences should be "One day, knife came want take away child the tree and a land but, the tree and land would not be silent."

Picture 15 of repetition.

So, sky was angry with star because star didn't come
 yesterday.

Then, the error of repetition of key nouns could be seen in sentence 4, paragraph 1 which was made by student 3 "So, sky was angry with star because star didn't come yesterday" This sentences occur because when the student missing of the article. The word "sky" should be changed "the sky", the word "star" should be changed "the star", and the word "star" should be "the star". So, the correct sentences should be "So, the sky was angry with the star because the star didn't come yesterday"

Picture 16 of repetition.

wasn't Look at the star. star Also confuse with sky's
 behavior. "why you like that?"

After that, in sentence 3, paragraph 2 which was made by student 3 "Star also confuse with sky's behavior "why you like that?" This error occurred because the student did not use the definite article. The word "star" should be changed "the star" and the word "sky's" should be "the sky's". So, the correct sentences should be "The star also confuse with the sky's behavior "why you like that?"

Picture 17 of repetition.

Star just open wide her eyes . Answered The sky I'm sorry
 sky . I have to accompany moon to make a something
 to " but sky Leave like that.

Next, error of repetition could be seen in sentence 3, paragraph 3 which was made by student 3 "**Star** just open wide her eyes. **Answered the sky** I'm sorry sky. I have to accompany moon to make a something to....." but **sky** leave like that." this sentences occur because when the student missing of the article. The word "star" should be changed "the star" and the word "sky" should be "the sky". So, the correct sentences should "The star just open wide her eyes. Answered the sky I'm sorry the sky. I have to accompany moon to make a something to....." but the sky leave like that."

Lastly, it could be seen in sentence 1, paragraph 4 which was made by student 3

Picture 18 of repetition.

Yesterday, star and moon were meeted. They are
 finished a surprise for Birthdays sky. Suddenly, the sky
 was came with wind . and sky was very shocked with
 our suprese that . After that, the sky and moon
 appouached a something to star.

Picture 19 of repetition.

"Yesterday I accompany moon to make a surprise for you"
 I would explain but you leave me " star said. "Thank you.
 I'm sorry if I was angry, you are my friend".
 finally, sky was was apologized to star. and sta
 was forgive to sky.

Lastly, it could be seen in sentence 1, paragraph 4 which was made by student 3 "Yesterday, **star and moon** were meet. They are finished a surprise for **birthday's sky**. Suddenly, the sky was came with wind. And **sky** was very shocked with our surprise that. After that, the sky and moon appouached a something to **star**. "surprise!" "what is that" "yesterday I accompany **moon** to make a surprise for you" I would explain but you leave me" **star** said. "thank you I'm sorry if I was angry, you are my friend". Finally, **sky** was apologized to **star and star** was forgive to **sky**." This sentences occur because when the student missing of the article. The students not use the word "the". The word "star and moon" should be changed "the star and moon", then "birthday's sky" it should be change "the sky's birthday", after that "sky" should be changed "the sky", next "star" should be changed "the star". The word "moon" should be changed "the moon", after that "star" should be changed "the star", "sky" should be changed "the sky", "star" should be changed "the star", "sky" should be changed "the sky". So, the correct sentences should be "Yesterday, the star and moon were meet. They are finished a surprise for the sky's birthday. Suddenly, the sky was

came with wind. And the sky was very shocked with our surprise that. After that, the sky and moon approached a something to the star "surprise!" "what is that" "yesterday I accompany the moon to make a surprise for you" I would explain but you leave me" the star said. "thank you I'm sorry if I was angry, you are my friend". Finally, the sky was apologized to the star and the star was forgive to the sky."

E. DISCUSSION

From the findings above, there were several things that can be discussed. The first were the errors that were related to students' writing and the second that were to using of cohesive devices. In general, there were 9 students and 18 errors of students' writing that made error in cohesive devices. There were 8 errors of transitions, 4 errors of pronoun, and 6 errors of repetition. On the one hand, the student still has difficulty in the use of cohesive devices to writing paragraph.

In the case of writing paragraph, students seemed to have difficulties in using appropriate *chronology*, *pronoun*, and *repetition*. Firstly, in the case of using chronology, it could be noted that the student could not use transition signals correctly, for example, the error of the use of chronology could be seen in paragraph 2, sentence 5 of picture 1 which made by student 1: "**Time by time**, they were being near friend and finally Rose left Jasmine." In this case, this sentence the use of transition was not appropriate, so it should be changed the appropriate one "Soon after". So, the correct sentence should be "Soon after, they were being near friend and finally Rose left Jasmine."

The inappropriate use of transition made by the student in the case above can also be categorized as "interference" or "interlingual transfer". The process of translation in Indonesian commonly word for word. Therefore, the student directly translated the Indonesian expression "waktu demi waktu" into "time by time". Brown (2000) notes that the native language or mother tongue is one of influential aspects in learning foreign language and this often leads learners of foreign language into errors (pp. 232-233).

Another important thing that needs to be considered related to the use of chronology was that the students still had difficulty in using sequence events and **transistion signal** such as *firstly*, *then*, *next*, *finally*, etc. and **contrast** such as *but*, *in contrast*, *on the contrary*, etc.. These kinds of errors could be seen in the findings of picture 4 and picture 5.

Next, errors in line with the use of pronoun were also found in students' writing. The error can be seen when the student used singular possessive pronoun 'his' instead of plural form 'their' as shown in the case of picture 9 in findings. Next, the student used a subject pronoun 'we' after a verb that should be an object pronoun 'us' as indicated in the case of picture 12. Besides, lack of pronoun or subject missing was also found in the writing as in the case of picture 10 that the second sentence missed the subject; it was directly started by a verb.

In addition, it was frequently found that many errors related to the use of definite article 'the'. This article was not used by students to indicate that the noun was specific or due to the fact that the noun was mentioned in the second or next sentence within the paragraph. This kind of error was clearly shown in the case of picture 13 & 15.

The result of analysis can be considerations for teachers and students. For teachers, they should teach students about cohesive devices more clearly and build a new strategy into teach students' writing of cohesive devices especially in the transitions because students made the most errors. Then, it can also be consideration for teachers to give them feedback and proper way of correction in order that such errors will not occur anymore. For students, they should improve their knowledge and ability especially in cohesive devices and learn more about use on cohesive devices.

F. CONCLUSION

Based on the above findings and discussion, it can be concluded that errors of cohesive devices could be classified into three types: transitions, pronoun references, and repetition of key nouns. The errors which was made by the students of MAN Bahrul Ulum. There were 9 students and 18 errors of students' writing that made error in cohesive devices. There were 8 errors of transitions, 4 errors of pronoun, and 6 errors of repetition.

In this case, from 18 errors of cohesive devices, the errors occur because the student chose the wrong word of transitions, chose wrong word of pronoun, and chose the wrong article of repetition.

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