

# THE DE BEAUGRANDE- DRESSLER'S CRITERIA FOR TEXTUALITY: SHAPING EFL STUDENTS' ARGUMENTATIVE WRITTEN DISCOURSE

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# 2 THE DE BEAUGRANDE-DRESSLER'S CRITERIA FOR TEXTUALITY: SHAPING EFL STUDENTS' ARGUMENTATIVE WRITTEN DISCOURSE

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**Abstract** 2 The signs of the EFL students' Writing strengths and or weaknesses stand on the success of or failure of meeting the De Beaugrande and Dressler's seven criteria for textuality. Certainly, the writings are likely more communicative if these criteria are seriously taken into account. The research, therefore, aimed at diagnosing the EFL students' sensitivity of exactly and correctly using the seven standards of textuality in their AWD as well as finding out the external readers' responses towards the AWD' produced. The qualitative approach and DA's techniques were mixed in investigating the 4<sup>th</sup>-year College English Department (ED) students' AWD. The finding showed that the AWD produced by the 4<sup>th</sup>-year students have been grammatically and lexically (cohesively) linked and grammatically and semantically coherent. The external readers, on the other hand, appraised that the AWD fabricated were critically intent on exercising the cohesion and coherence, well-accepted, more informative, more situational, and sensibly interrelated or interconnected to the other texts (ideas). In conclusion, the 4<sup>th</sup>-year university ED students' sensitivity to seriously taking into account using these criteria caused the AWD produced were more communicative.

**Keywords:** de Beaugrande & Dressler, textuality, EFL students, written discourse

## INTRODUCTION

2 The empirical idea of proposing such a title, "*the De Beaugrande-Dressler's Criteria for Textuality: Shaping EFL Students' Argumentative Written Discourse (AWD)*," is inseparable from a number of reasons the authors found in the Indonesian English Department Students' Academic and Argumentative Writings. The findings of his preliminary research disclosed that, *firstly*, the majority of the students wrote as they did and thought in their first language even though they have learnt the basic writing tenets academically. The L1 interference makes them difficult to move ahead. They explained that the L1 linguistic interference helped them freely express their opinions. They did not feel bound by the most complicated writing standards of English. On the contrary, they cannot note things down if they are too much guided by academic writing standards. *Secondly*, In addition to the first finding, the authors also assigned them to write a five-paragraph argumentative essay consisting of one introductory paragraph with the thesis statement, three body paragraphs with supports, details, examples and development, and one concluding paragraph. They were given seven to ten days to complete the argumentative writing assignment. They were provided with the widest opportunity to discuss things with their classmates including experts (lecturers), to read various sources, to access a variety of data and information online and even be given the convenience to find proof-readers to grammatically correct their writing before submitting. The followings were the results.

The lack of restrictions, self-determination, independence, free will, and freedom given to the students were not an assurance of qualifying and standardising their five-paragraph argumentative essays. The authors diagnosed that the sequences of the connected sentences in the students' five-paragraph argumentative essays flopped onto communicating messages to the receivers/readers. The essays looked like graffiti written in public places like on the walls on the roadside. The failures, *firstly*, were the ideas/sentences constructed had not yet well connected to the other elements in the texts. The lexical and grammatical connections within the texts did not support the texts together and, of course, this did not provide meaning. The ignorance of taking account of applying the referential devices, ellipsis, substitution, grammatical cohesion, and lexical cohesion have degraded the values of their texts.

Secondly, the authors hardly found the relationships linking the meaning of writers' utterances. Mental processes, cultural and extra/non-linguistic knowledge, discourse markers, transaction words and phrases, deictic expressions have not yet coloured the students' five-paragraph argumentative essays. On the contrary, these, according to Bussmann (1998), are highly critical to fetch those sentences/ideas together into holistic texts. Thirdly, the students did not take into account of achieving specific goals with their messages. They conveyed little information or failed to argue other opinions in their essays. The messages sent were merely flat and even. Fourthly, the sequences of the sentences lacked accepted by the readers and the authors themselves due to lack of considering the existence of the intended audience. Fifthly, the essays did not contain new information. They just descriptively presented or provided the readers and authors with the information, which had been previously known. One of the examples was "the effects of smoking to the pregnant women and fetuses." The last was the students skipped the situation in which the texts were produced and dealt with. The context in which the texts communicated blurred.

The aforementioned details of the De Beaugrande and Dressler's criteria for textuality become the benchmarks for the authors in studying the EFL students' written discourse. The decisive reason for undertaking this study was to facilitate them to communicatively qualify their English writings. All this time, the students are herded to focus on learning 4 language skills, vocabulary and grammar whilst they are less sensitive to importantly consider the seven standards of textuality such as discourse structure (cohesion), coherence, etc. As a result, they master the only fragmented knowledge (Li, 2013) causing the texts produced are not communicative. Besides, the messages/points delivered/proposed are rather difficult to understand. On this basis, this study aimed at investigating the EFL students' sensitivity for standardizing (qualifying) their English argumentative written discourse. The formulated research questions were, "how sensitive do the students exploit the standards of the textuality in their AWD and "how did the external readers objectively respond towards the 4<sup>th</sup>-year university EFL students' AWD." The second question aimed at avoiding the researcher's subjectivity in assessing the students' AWD.

## LITERATURE REVIEW

Any written/spoken passage/message is highly regarded as a text, but what makes a communicative text. The followings are the theoretical details. The notion of textuality, which was firstly proposed by de Beaugrande and Dressler in 1981, forms the most important hemisphere of the Discourse Analysis (DA) in producing communicative texts and or examining the written, spoken, or sign language use communicated in different social contexts (Tannen, 2012); Nordquist, 2019). To produce or examine communicative texts, De Beaugrande and Dressler assigned "cohesion" as the primary sequence of textuality in building the inter-sentential relatedness (Brown & Yule, 1984; Cook, 1989:1 in Mit'ib, 2010; Renkema, 1993; Jurin & Krišković, 2017. Todorascu et al (2013) and Bublitz (2011:37) detailed that cohesion lexically and grammatically serves as a linker and holder (unifier) of ideas in any kinds of discourse texts, and contextually provides meaning (Wang & Guo, 2014). Above all, De Beaugrande and Dressler viewed cohesion as the structural relations on the text surface (Wang & Guo, 2014).

The processes of constructing the inter-sentential relationships are, first, substitution which is subdivided by Michael Halliday and Ruqaiya Hassan into five different forms. Substitution, as defined, is an act replacing a noun, e.g., "A: these topics are out of date. Propose the most up-to-date ones"; of a verb, e.g., "A: have you phoned the Gojek's driver. B: I have not done yet, but I will try it. A: You need to do it sooner, I think"; of a clause, e.g., "A: are the politicians still debating the bills (new laws). B: I do not know. It just seems so (Bloor & Bloor, 2013 in Bahaziq, 2016)." Similarly, the second type is an ellipsis, whose intended function is to skip the unnecessary or repeated word, for instances, as in nominal ellipsis, "A: these proposals are mind-numbing. They are out of date"; as in verbal ellipsis, "she debated a lot in that forum, but they did not"; as in clausal ellipsis, "A: Is there someone can help me tidy up these books?" B: There is no (Lee, 2011; Rostami & Abusaeedi, 2010). These two types cohesion, according to Halliday and Hassan (1976), are grammatical cohesion, not lexical cohesion, because substitution is the action of changing a word or words by another word or group of words. Whereas, the ellipsis is "something left unsaid." The replacement and something left unwritten/unspoken can be understood through contextual clues, as in nominal substitution: 'one', 'ones', and 'same'; verbal substitution: 'do' and clausal substitution: it. By contrast, the ellipsis is best described as substitution by zero (Tajeddin & Rahimi, 2017).

The third form of cohesion is the reference. In general, reference, which has two referential devices that is exophora and endophora references, implies the use of language to point to certain elements within or outside the written/spoken texts or it refers to a proceeding or following person/something (Renkema, 1993; Cutting, 2002; Jabeen, Mehmood & Iqbal, 2013). Separately, exophora is a reference which deictically refers to the persons/things or occurs extra-linguistically (outside the field of linguistics). Given, "will the lecturer re-explain those topics; it can be interpreted that 'those' may refer back to the previous text. In other words, exophora reference depends on the context of the situation (situational reference) to which the conversation is taking place (Awwad, 2017)." Endophora, on the other hand, creates two types of grammatical cohesion, namely, anaphora

and cataphora references (Fedele & Kaiser, 2014). Briefly, anaphora explains a pronoun that comes after its antecedent, e.g., “After Sassy taught, she asked her students to work in pairs (‘she links back to Sassy’).” Antecedent supplies the interpretation of the anaphoric element, for example, “Anna pledged she would attend the meeting,” the reference of ‘she’ is supplied, on one interpretation, by the antecedent ‘Anna.’ Accordingly, ‘she’ in turn links back to ‘Anna (Kolhatkar, et al, 2018).’ On the opposite, Fedele & Kaiser (2014) elucidate that ‘cataphora’ is the reference whose pronoun linearly happens before its antecedent, e.g., “After she taught, Sassy asked her students to work in pairs (‘she looks forward to Sassy’).”

The fourth class is the *conjunctions*. Conjunctions are described as semantic ties of cohesion that meaningfully join sentences or clauses (Mohammed, 2014). Essentially, conjunction acts as a linker between one sentence to another; or institute the dissimilar units of the sentences in connecting the ideas. Theoretically, in the English, conjunctions appear in three major features, namely, the *coordinating conjunctions* which are subdivided into four types, i.e., *adversative* (showing contrast), *cumulative* or *copulative* (adding one statement), *disjunctive* or *alternative* (indicating choice) and *illative conjunctions* (expressing inferences). The second feature is then *correlative conjunctions* and the last is the *subordinating conjunctions* (Unubi, 2016). The primary function of coordinating conjunctions is to stick together words, sentences or clauses, which are grammatically the same, e.g., Reading and Travelling are my hobbies. Subordinating conjunctions are, on the other hand, made use of connecting sentences/clauses together. Besides, the conjunctions such as “when, after, even if, after, etc” explain the relationship between the dependent and the independent clause in the sentence. Then, the correlative conjunction such as “either...or, both...and, etc” are pair conjunctions made use of linking similar parts of the sentences together. These categories, according to Christiansen (2011); Christiansen (2013) signify how the subsequent sentences/clauses should be tied to the previous or following parts of the sentences/clauses.

The last is *lexical cohesion*. Lexical cohesion is a word that has two differences taxonomy. The first taxonomy is *reiteration* and the other one is *collocation*. This first classification is to provide re-emphasis on what has been stated. Reiteration involves repetition and often use reference, e.g., the *discussion* is about the national examination. At this *discussion*, the issue of budgeting is hotly debated between the government and legislators). The second is synonymy (also entailing reference, e.g., the *discussion* is about the national examination. The *serious talk* of the national examination has taken 3 months. Then, the third is hyponymy (showing the relationship between the general to the specific lexicon units, e.g., *pet* to *Guguk*, cat’s name). The fourth is metonymy (lexical units that explain the relationship between part vs. whole, e.g. the relation between *part*: power steering vs. *whole*: truck) and last is antonymy (showing the opposite meaning, e.g., *tall* is the antonym of *short*) (Malgwi, 2016).

The second is the *collocations*. Historically, a British linguist, named Firth, J. R. in 1957, first proposed the ideas of lexical collocation and grammatical collocation. These ideas aimed at forming the fixed relationships between words, e.g., doing a research instead of making a research (‘do’ collocates with ‘research’ as it co-occurs more often than ‘make’ a research) and this fixed relationship enables the speakers/writers to communicate effectively and realize the distinctive feature of a language itself. Firth built two different patterns of collocations. The first pattern is lexical collocations involving V (which means action) + N/Pro/Pre Phrase; Verb (which means eradication or cancellation) + N; 3-Adj + N; N + V; Quantifier + V e.g. a glass of water; Adv + Adj; and V + Adv (Benson, M., Benson, E., & Ilson, R, 1986 as cited in English-Learner.com, 2011; Chaun Li, 2005; Sularish, 2010; Fagih & Mehdizadeh, 2013).” In contrast, the last is grammatical collations which are subdivided into 7 formulas, namely, N+Pre; N+to Inf; N+that clause; Pre+N; Adj+Pre; Adj+to Inf; Adj+that clause (Alsulayyi, 2015). Essentially, these types of cohesion, according to Bahaziq (2016), serve as to grammatically and lexically link and hold the texts as well as to naturally guide and right to the native speakers who communicate them all the time. In short, cohesion principally links to the semantic ties and semantic relations of the meaning that exist within the text and the continuity it conveys between one element of the text and another (Wang & Guo, 2014).

The second standard of the De Beaugrande and Dressler’s criteria for textuality is coherence. Wang & Guo (2014) set forth that cohesion and coherence are naturally almost indistinguishable as they share the same morpheme, “here.” Even so, they are different in discourse analysis. The nature of coherence, as to define it, accounts for underlying functional connectedness of a piece of printed and oral language. It leads the readers to interpret the text as connected (Wang & Guo, 2014). Similarly, Reinhart (1980) in Wang & Guo (2014) delineates it as a semantic and grammatical connectedness between discourse and context comprising three elements, that is, connectedness (the sentences are grammatically and semantically interconnected with each other), consistency (there are no contradiction amongst the propositions/ideas conveyed by these sentences and correct to a certain degree) and relevancy (the text should be linked to the context whilst the sentences in a text must be all connected to each other and united/tied to the general topic of the text).

Likewise, the other approaches employed to coherently judge the text are viewed from two different angles, namely, discourse coherence as a product and discourse coherence as a dynamic process. As a product, coherence concerns with all linguistic devices used to tie different parts in printed and verbal discourses. It, on the other hand, pays little attention to the non-linguistic factor such as context and the actual process of communication (Wang & Guo, 2014). As a process, it takes discourse coherence as a dynamic process and studies from pragmatic and psychological aspects. It heavily places emphasis on non-linguistic factors such as context, co-text,

situational and cultural context. Pragmatic aspects, which were first proposed by J. Austin in 1962 and Grice in 1975, see the signs of “inference, speech acts, and conversational implicature” as the crucial parts of achieving coherence in discourse (Wang & Guo, 2014). However, this study views coherence as grammatical and semantic interconnectedness between sentences that form a text. Grammatical coherence links the transition signals of additions, contradictions, causes, examples, effects, conclusions, chronological/logical order and order of importance. Transition signals act to show how ideas are related to the texts while chronological order is to arrange the sentences logically using sentence connectors, e.g. first, finally, and clause connectors, e.g. before, after, etc (Djahimo, 2018). Unlike, semantic coherence unites/holds the meaning together in written/spoken discourses.

The following standards are, thirdly, *intentionality*. The criterion for textuality, according to Jurin & Krišković (2017), replicates the producer's intention to systematize the text coherently in order to accomplish the detailed communicative purposes. Intentionality includes the text authors' intention to fabricate a cohesive and coherent text, and the text reader's willingness to believe in the text and the writer's skills to exploit the rhetorical devices, cohesion, logical reasoning, questions, suggestions, etc for weaving/moving his/her texts. The first, second and third standards of textuality form the producers' orientations of qualifying his/her own printed and spoken discourses.

The fourth criterion is *acceptability*. Printed and spoken discourses are stated “accepted” if the addressee/reader is capable of identifying the first and second (cohesion and coherence) standards of textuality; appreciate the information sent and successfully process them cognitively (Jurin & Krišković, 2017). As the fifth criterion, *informativity* is the criterion concern with the quantity of the “new” information provided by the writer which is linked or associated with the reader's prior and world knowledge. The reader is beneficially affected after reading or listening to the information. The sixth is *situationality*. The information read is able to affect the reader to scrutinize the extralinguistic features of the situational context, prior information, producer's goals and attitude toward the theme/topic, and the addressees. Besides, it leads the recipient to assess the adaptability (to change his/her ideas or behaviour in order to deal with the new situations) of the text to the extralinguistic environment (Gil, et al 2014; Jurin & Krišković, 2017).

Lastly, *intertextuality* is a standard, which designates all printed, oral, or sign texts, whether formal or informal, must be in some ways related to each other (Van Zoonen, 2017). A text is strongly interrelated to each other of it, according to Bazerman (2017), meets the critical levels/concepts of intertextuality, that is, “resource of meanings employed in the face value; lucid social real situation (drama) of previous text; background, support, and contrast; beliefs, issues, ideas, statements generally circulated; recognizable kinds of language, phrasing, genres; and resources of language.” Then, Bazerman (2017) explicates the techniques that correspond to the words and utterances of other texts are “direct and indirect quotations; referring to a person, document, or statements; comment or evaluation on a statement, text, or otherwise invoked voice; employing identifiable phrasing, term associated with specific people or groups of people or particular documents; and emphasize on kinds of vocabulary (or register), stock phrases, and or patterns of expressions.” The fourth to the seventh standards of textuality form the recipient/reader's points of reference to appraising the printed or spoken discourses generated by the producer (writer/speaker).

## METHOD

### *Respondent*

This study mixed between a qualitative method with the DA's techniques, an approach of linguistics corpus in investigating the 4<sup>th</sup>-year university EFL students' AWD. The DA is an approach stressing on linguistically describing the language in the actual uses (Fraenkel, Wallen, & Hyun, 2011; Leo, 2012). Therefore, the EFL students' corpus encompassed the authentic data used for language research analysis. The locus of the research took place in a state/public university in Padang, West Sumatra, Indonesia. The 45 EFL students ageing from 21 to 23 years old participated in this study. The deficient research's research –time, budget and students' availability and interest–affected the number of the participants the researchers had. The ratio is for purposely selecting the 4<sup>th</sup>-year university EFL students as they had learnt the specific courses such as Grammar 1,2,3,4; Reading and Writing 1,2,3,4; Translations, Linguistic studies, e.g. Phonology and Phonetics, Syntax, Semantics, Morphology, Pragmatics, Sociolinguistics and Discourses Analysis. These students are mostly at the Intermediate (B1) and Upper Intermediate (B2) levels of English.

### *Sources of the Data, Instruments, and Procedures*

The 4<sup>th</sup>-year university EFL students' AWD were utilized as the primary source of data to be studied. The instrument of the research was the researchers themselves while the technique of the data collection was observation where the researchers and the assigned observers played active roles in investigating the De Beaugrande and Dressler's criteria for textuality in the EFL students' AWD. Both researchers and the assigned

observers interpreted and questioned the data, observed their relationship between one standard to the other standards of textuality and finally drew a conclusion. Procedurally, a number of teaching activities were designed to facilitate the students to better understand the DA studies and criteria for textuality, the nature theory of the seven standards of the textuality and the concepts of Writing Academic English. These activities took place informally after the other regular/formal lecturing schedules completed. The processes of instruction lasted for 7 months from April 2021 to October 2021. After all instructional activities completed, the researchers then assigned them to write an essay using the following format: I. *Introduction* including general and thesis statements; II. *Body/Content* consisting of topic sentences, supporting ideas (and concluding sentence if any) and III. *Conclusion*. The body of the essay was at least 3 to 5 paragraphs. The topics and or themes of the essay authentically vary from global social and natural sciences to technological issues. The time limit allocated for writing the essay was 5 to 10 days and then submitted to the researchers to be investigated and studied).

#### Data Analysis

Miles and Huberman model was exercised to analyse the data. The first process undertaken was to *reduce the data* by investigating and classifying the standards of textuality. The Manual hand counts system was drawn on identifying the standards of textuality. This first process was highly important because it helped the researchers to determine the students' sensitivity (frequency and percentage) for qualifying their argumentative written discourses using the seven standards of textuality. The EFL students' sensitivity for applying the standards of textuality was measured using the Sudjana's formula, that is,  $P = \frac{f}{N} \times 100\%$  (Djahimo, 2018). The formula was used to find out the occurrence frequency, percentage and mean of the standards of textuality. It was then followed by the data display. This second data analysis allowed the researchers to theoretically study what happened to the 4<sup>th</sup>-year university EFL students' (AWD) English essays. Subsequent to getting a measurable answer theoretically, the researchers verified them with the readers/experts for comparison and consideration and then drew a conclusion (Fraenkel, Wallen, & Hyun, 2011), whereas, the authentic assessment criteria, grading rubric, is a method of assessing the intellectual accomplishment (performance) of the students' AWD. Grammar & mechanics, textuality's criteria, level of content, development, style and formats are the criteria for a standardised/qualified as a communicative text while Inadequate (Below Standard)=D, Adequate (Meets Standard)=C, Above Average/(Exceeds Standard)=B and Exemplary (Far Exceeds Standard)=A are the crucial levels of assessing the students AWD's intellectual accomplishment.

### FINDINGS AND DISCUSSION

The data, which had been coded/marked and meta-coded/sequentially described and arranged into specific standards/criteria for discussion were, displayed as flows. The finding was to specifically answer the first research question. As earlier enunciated, the research question proposed was, "how sensitive did the students exploit the standards of the textuality in their AWD." The followings were the findings and discussions.

**Table 1.**  
Frequency of Occurrence, Percentage and Mean of Total Cohesion

| Standards of Textuality | Types                            | Sub-types           | Another sub-types       | Frequency of Occurrence | Percentage (%) | Mean            |             |
|-------------------------|----------------------------------|---------------------|-------------------------|-------------------------|----------------|-----------------|-------------|
| Cohesion                | Substitutions                    | Noun                | -                       | 175                     | 36,68          | 3,88            |             |
|                         |                                  | Verb                | -                       | 155                     | 32,49          | 3,44            |             |
|                         |                                  | Clause              | -                       | 147                     | 30,81          | 3,26            |             |
|                         | <b>Total number of each type</b> |                     |                         |                         | <b>477</b>     | <b>9,31 (%)</b> | <b>3,52</b> |
|                         | Ellipsis                         | Noun                | -                       | 185                     | 36,41          | 4,11            |             |
|                         |                                  | Verb                | -                       | 168                     | 33,07          | 3,73            |             |
|                         |                                  | Clause              | -                       | 155                     | 30,51          | 3,44            |             |
|                         | <b>Total number of each type</b> |                     |                         |                         | <b>508</b>     | <b>8,75 (%)</b> | <b>3,76</b> |
|                         | References                       | Exophora            | -                       | -                       | 154            | 31,11           | 3,42        |
|                         |                                  |                     | Anaphora                | -                       | 178            | 39,95           | 3,95        |
|                         |                                  | Endophora           | Cataphora               | -                       | 163            | 32,92           | 3,62        |
|                         | <b>Total number of each type</b> |                     |                         |                         | <b>495</b>     | <b>8,97 (%)</b> | <b>3,66</b> |
|                         | Conjunctions (Conj.)             | Coordinating Conj.  | Adversative             | -                       | 175            | 17,91           | 3,88        |
|                         |                                  |                     | Cumulative/Copulative   | -                       | 189            | 19,34           | 4,2         |
|                         |                                  |                     | Disjunctive/Alternative | -                       | 128            | 13,10           | 2,84        |
|                         |                                  |                     | Illative                | -                       | 124            | 12,69           | 2,72        |
|                         |                                  | Correlative Conj.   | -                       | 104                     | 10,64          | 2,31            |             |
|                         |                                  | Subordinating Conj. | -                       | 257                     | 26,30          | 5,71            |             |
|                         | <b>Total number of each type</b> |                     |                         |                         | <b>977</b>     | <b>4,54 (%)</b> | <b>3,61</b> |

|                   |                                  |                         |              |                 |              |
|-------------------|----------------------------------|-------------------------|--------------|-----------------|--------------|
| Lexical Cohesions | Reiteration                      | Repetition              | 235          | 39,76           | 5,22         |
|                   |                                  | Synonymy                | 138          | 23,35           | 3,06         |
|                   |                                  | Hyponymy                | 57           | 9,64            | 1,26         |
|                   |                                  | Metonymy                | 76           | 12,85           | 1,68         |
|                   |                                  | Antonymy                | 85           | 14,38           | 1,88         |
|                   | <b>Total number of each type</b> |                         | <b>591</b>   | <b>7,52 (%)</b> | <b>2,62</b>  |
|                   | Collocation                      | Lexical Collocation     | 672          | 48,10           | 14,93        |
|                   |                                  | Grammatical Collocation | 725          | 51,89           | 16,11        |
|                   | <b>Total number of each type</b> |                         | <b>1,397</b> | <b>3,18 (%)</b> | <b>15,79</b> |
|                   | <b>Total Number</b>              |                         | <b>4,445</b> |                 | <b>6,59</b>  |

*There were 45 participants (4<sup>th</sup>-year university EFL students) who were involved in this research*

Table 1 explained the levels of the 4<sup>th</sup>-year university EFL students' sensitivity (understanding and awareness) towards the first standard of textuality, the cohesion, which was divided into two important series of short explanatory notes. The scientific processes of investigating and analysing it as well as referring to the manual hand counts system disclosed that, *firstly*, the total numbers of frequencies of occurrences and percentages of substitutions were 477 times or 9,31%; of ellipsis was 508 times or 8,75%; of references were 495 times or 8,97%; of conjunctions were 977 times or 4,54%; of lexical cohesion of reiterations were 591 times or 7,52% and of collocations (lexical and grammatical collocations) were 1,397 times or 3,18%. *Secondly*, the mean of each type (see also sub-types and another sub-types of) of cohesion was good where each student was sensitive enough to or capable of producing the substitution type as many as 3.52 times; the ellipsis type as many as 3.76 times; the reference type as many as 3.66 times; the conjunction type as many as 3.61 times and the lexical collocations of a reiteration type as many as 2.61 times and the collocation type as many as 15.79 times into their argumentative written discourses. The 4<sup>th</sup>-year university EFL students' sensitivity (understanding and awareness) of importantly making the roles of cohesion caused the texts produced were communicative. <sup>4</sup>

What did the digits mean? Theoretically, the term, cohesion, was early proposed by M.A.K. Halliday and Ruqayia Hassan in 1976 entitled "*Cohesion in English*" and "*Pattern of Lexis in Text*" authors ed by Michael Hoey in 1991 enabled the 4<sup>th</sup>-year university EFL students as language producers to grammatically and lexically link their ideas and opinions. The researcher's investigation divulged that the argumentative written discourses had met the standard of textuality. The elements of structural contents that held the texts together grammatically have sensibly made use of. The first element of the grammatical cohesion was a *substitution*. This content had been successfully performed by the students to conserve their ideas or avoid repetition. One of the students' sentences was, for example, "*all these political issues are fake, including these ones.*" At this juncture, the "*these ones*" substitute "*all these political issues.*" The utterances signified the students' ability to link these two units (elements) work together. Besides, they were able to make one meaning significantly affected the other one (Nordquist, 2018). Afterwards, ellipsis as the second part of the structural contents has been correctly applied. This was clearly noticed from their sensitivity for leaving out the unnecessary information from the many utterances they produced like <sup>34</sup> "*They accused him of controlling the land. So do they (They do too).*" The phrase "*controlling the land*" was left out in the second part of the sentence to cut down or prevent it from repetition (Nordquist, 2018; 2019). They believed that the left out words could be well supplied/understood by the readers/recipients."

The third grammatical cohesion, which had been correctly exercised, was a reference. The students' sensitivity were identified when using *exophora* to extra-linguistically describe a person or an object outside the text, one of the many utterances produced is for example, "Will the government intervene the airlines' corporations in lowering *those* flight ticket prices." The *exophora* <sup>10</sup> of this remark was *those and it* may refer back to the previous text. Subsequently, another success was the use of *endophoric*. The students were able to point backward (cataphoric) the information as in "After *they* made tactical blunders, the *politicians* apologized to the people." Hence, the *politicians* look forward to *they*. By contrast, anaphoric was also better applied in their written discourse as in "*Mr. KLM* explained the results of his wife's medical analysis. *He* pleaded for prayer to all the people of Indonesia." The cataphoric of "*He*" may link back to *Mr. KLM*.

As the fourth structural content of cohesion, generally, the students have well achieved the texts' relatedness (conjunction) as in "*the ideas proposed by politicians really touched the hearts of the voters. The* <sup>23</sup> *ideas, however, are often ignored when they have been elected.*" Clearly, these clauses tied and coordinated the meaning of the ideas between two sentences. Briefly, the use of one of the many conjunctions that have been produced by the students in their texts practically contributes to tying the meanings of the ideas (words or utterances) to accomplish coordination between sentences (Iseni, Almasaeid, & Younes, 2013). Lastly, the students were attentively aware of using the lexical cohesions like the following examples (*reiterations*: repetition, e.g. *the 2018 annual meeting of IMF and World Bank took place..., the meeting was attended by all countries*; *synonymy* e.g. *sensible, fine, excellent were often used* <sup>13</sup> *synonymy for good*; *hyponymy*, e.g. *bird is a subcategory of a general word of animal (hypernymy)*; *metonymy*, e.g. *suit for business executive, or the track for horse racing*; and *antonymy*, e.g. *predator*

vs. *prey* and *collocations*: lexical and grammatical collocations, e.g. *proud of*, *concerned with*, *execute a will*, *strictly accurate*, *perform an operation*, *a pride of lions*, *alarms go off*, *argue heatedly* and many more). These utterances had lexically and semantically coloured the students' cohesive writing in selecting the lexical elements (Iseni, Almasaeid, & Younes, 2013). In summary, the 4<sup>th</sup>-year university EFL students' AWD were grammatically and lexically connected and united the texts together. More importantly, the five types of cohesions furnished the meaning of the students' texts.

**Table 2.**  
Occurrence Frequency, Percentage and Mean of Total Coherence of "Transitional Signals"

| Transitional Signals/ Chronological Order | Frequency of Occurrence | Percentage (%) | Mean        |
|---|-------------------------|----------------|-------------|
| Agreement/Addition/Similarity             | 339                     | 18,68          | 7,53        |
| Opposition/Limitation/Contradiction       | 343                     | 18,90          | 7,62        |
| Cause/Condition/Purpose                   | 217                     | 11,96          | 4,82        |
| Examples/Support/Emphasis                 | 225                     | 12,40          | 5           |
| Effect/Consequence/Result                 | 234                     | 12,89          | 5,2         |
| Conclusion/Summary/Restatement            | 55                      | 3,03           | 1,22        |
| Time/Chronology/Sequence                  | 279                     | 15,38          | 6,2         |
| Space/Location/Place                      | 122                     | 6,72           | 2,71        |
| <b>Total Number</b>                       | <b>1,814</b>            |                | <b>5,03</b> |

Table 2 explicated the frequency of the occurrence, percentage and mean of the 4<sup>th</sup>-year university EFL students' logical flow of ideas. The students' sensitivity (understanding and awareness) of correctly using Agreement, Addition and Similarity occurred 339 times (18,68%); Opposition, Limitation and Contradiction occurred 343 times (18,90%); Cause, Condition and Purpose occurred 217 times (11,96%); Examples, Support and Emphasis occurred 225 times (12,40%); Effect, Consequence and Result occurred 234 times (12,89%); Conclusion, Summary and Restatement occurred 55 times (3,03%); Time, Chronology and Sequence occurred 279 (15,38%) and Space, Location and Place occurred 122 (6,72%). Subsequently, the mean of occurrence of transitional signals or chronological orders in each student's argumentative written discourse in every category of Agreement, Addition and Similarity occurred 7.53, times; Opposition, Limitation and Contradiction occurred 7.62 times; Cause, Condition and Purpose occurred 4.82 times; Examples, Support and Emphasis occurred 5 times; Effect, Consequence and Result occurred 5.2 times; Conclusion, Summary and Restatement occurred 1.22 times; Time, Chronology and Sequence occurred 6.2 times and Space, Location and Place occurred 2.71 times.

The aforementioned digits and percentages could be interpreted that the 4<sup>th</sup>-year university EFL students were able to append the information, highlight the ideas and express the agreement. They were capable of pointing out evidence to the contrary or providing the readers ideas about the options. Furthermore, they could supply specific condition/objective. The other aspects that the writings were coherent were the students' sensitivity to introduce examples; show effects or results; to conclude, restate ideas; define time, restrict, and or qualify spaces. In summary, the 4<sup>th</sup>-year university EFL students' AWD were grammatically and semantically coherent. The utterances were related to each other, have been logically arranged and united the meaning together.

The second last question was "how did the external readers respond towards the 4<sup>th</sup>-year university EFL students' AWD." The three selected outside readers were required to read the 45 4<sup>th</sup>-year university EFL students' AWD and *collectively* appraised them based on the criteria provided in the grading rubric. The readers are English lecturers, Doctoral Students of English Education, have experiences of 8 to 12 years of teaching English, and interested in Writing, Critical Reading, Linguistic Studies, Discourse Analysis, and other related studies of English. The followings were the external readers' responses towards the 4<sup>th</sup>-year university EFL students' AWD.

**Chart 3.**  
The external readers' responses towards the students' AWD using grading rubric

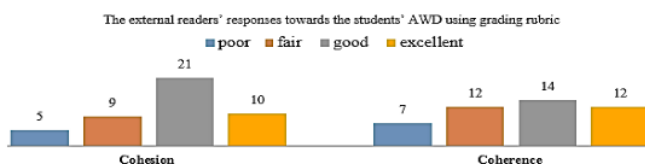


Chart 3 informed the number of students who poorly, fairly, sensibly or excellently applied the seven criteria for textuality. At the first standard of textuality, *cohesion*, there were 5 students with scores of 40; 9 students with the range scores of between 50 and 60; 21 students with the range scores of between 70 and 80; and 10 students with the range scores of 81 and 95. By contrast, at the second criterion, *coherence*, there were 7 students with scores of 40; 12 students with the range scores of between 45 and 58; 14 students with the range scores of between 68 and 79; 12 students with the range scores of between 82 and 90. These scales of assessments signified that there were 5 students who *poorly*; 9 students who *fairly*; 21 students who *sensibly* and 10 students who excellently connected the grammatical and lexical cohesions into their AWD. On the other hand, there were found 7 students



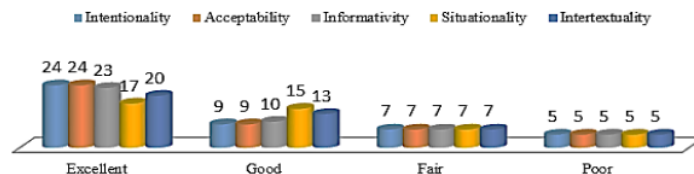
who *poorly*; 12 students who *fairly*; 14 students who *sensibly*; and 12 students who *excellently* established the logico-semantic connections into their AWD. In summary, the AWD produced were grammatically and lexically linked and held the texts together; provided the meaning and grammatically and semantically coherent, although they were found 5 and 7 other AWD which fell short to meet the writing standards of the textuality.

The other external readers' responses towards the students' AWD using grading rubric were related to the other standards of intentionality, acceptability, informativity, situationality and intertextuality. The other readers' responses were as follows. The students' sensitivities of successfully connecting and holding texts together grammatically and lexically as well as relating and arranging them to each other logically become a strong basis or the right benchmark for them to conclude that the AWD produced have met the third standard of textuality, that is, *intentionality*. Similarly, theoretically, intentionality is the replication of the writers' intention to cohesively and coherently standardize the texts. The standardization aims at achieving the detailed communicative purposes. Clearly, the students' intentions to produce cohesive and coherent texts were proven from the total number of frequencies of occurrence of cohesion and coherence. They occurred 4,445 and 1,814 times respectively. Substitutions, ellipsis, references, conjunctions, lexical cohesions, transitional signals and chronological orders are, therefore, the foremost types of replicating the students' intentionality.

Furthermore, the readers divulged that the AWD produced were "*acceptable*" as the cohesive and coherence devices effectively help the discourse flows. They could understand those information delivered and successfully process cognitively. In term of *informativity*, the AWD provided new information to the readers which were connected to their (external readers) background and global knowledge. They were constructively affected after reading the texts such as new information about Education in New Zealand, Animal Rights, ICT-based language teaching, The demands of the 21<sup>st</sup>-language skills, etc. Afterward, the readers set forth the sixth standard of textuality, that is, *situationality*. They appraised that the AWD affected them to extra-linguistically. The texts produced had contained the elements which settled on the texts relevance to the given communicative situation such as situational context, prior information, producer's goals and attitude toward the theme/topic, and the addressees and changed their ideas or behaviour to deal with the new situations. The AWD' intertextualities had been in some ways linked to each other. The students had seriously taken into account of meeting the critical levels/concepts of intertextuality into the AWD such as resource of meanings employed in the face value; lucid social real situation of preceding text; background, support, and contrast; beliefs, issues, ideas, statements generally circulated; decipherable varieties of language, phrasing, and genres; and resources of language. Besides, they exercised the other methods that represented the lexicons of other texts such as direct and indirect quotations; referring to a person, document, or statements; comment or evaluation on a statement, text, or otherwise invoked voice. They employed identifiable phrasing, term associated with specific people or groups of people or particular documents; and emphasize on kinds of register, specific phrases, or patterns of expressions.

**Chart 4.**

Number of students who were *sensitive* and *not sensitive* to present (consider using) the other five standards of textuality on their AWD (using created grading rubric)



These digits on chart 4 represented the number of students who were sensitive to and not sensitive to reflect the textuality standards on their AWD. The three selected external readers adjudicated that there were 24 students who excellently manipulated the rhetorical devices (intentionality) with the range scores of 82 to 95. Then, there were found 24 students who excellently involved the selected 3 readers' understanding (acceptability) of cohesion and coherence with the range scores of 80 to 95. Furthermore, there were identified 23 students who excellently affected or provided the external readers' new information (informativity) with the range scores of 81 to 98. Afterwards, there were 17 students who excellently encompassed all elements related to the communicative situation/situational contexts (situationality) with the range scores of 81 to 95. Lastly, there were judged 20 students who excellently produced the interrelated ideas to each other (intertextuality) with the range scores of 81 to 90. The number of students who excellently qualified their AWD using the five standards of textuality was about 22 students.

Likewise, there were identified 9, 9, 10, 15 and 12 students whose *intentionality, acceptability, informativity, situationality and intertextuality* were good. The range scores earned from these 5 standards of textuality were 65 to 80. The number of students who sensibly met the criteria for the five principles of textuality was about 11 students. In contrasts, there were found 7 and 5 students whose intentionality, acceptability, informativity,

situationality and intertextuality were fairly and poorly produced earned each range score of 40 to 60. The numbers of students who fairly and poorly reached these five standards of textuality were 7 and 5 respectively (or 12 students).

This study strongly affects and improve the students' discourse competence where they are able to establish the "continuity of sentence" and make the sequences of their sentences become more operational. The strings of the sentences produced are more cohesive and coherence. The elements of the grammatical and lexical relationships (grammatical forms and conventions) as the properties of the written texts or the components of the surface texts are linked together so that they make senses to the readers. These are seen from the sentences produced are well connected and organised to send information to the readers. The second is that the students as the text's producers successfully build their attitudes and intention as a result of employing cohesion and coherence to attain the specific goal in a plan. Thirdly, the students are able to provide useful or relevant details or information worth accepting to the readers. The genre, the goal, cohesion, and coherence are the critical components in affecting and encouraging the acceptability of the texts. Fourthly, the texts produced are more informative. The degrees of the texts did not outdo the points of difficulties to understand, of tediousness, and of rejection of the texts. Fifthly, the students are able to show the relevancy of the texts to the situation of its occurrence. These critical components which make the students able to discursively competent to organize and structure words, phrases and sentences that are suitable within a particular genre.

## CONCLUSION

<sup>2</sup> The De Beaugrande and Dressler's criteria for textuality advance the students' present knowledge of sensibly and communicatively producing the qualified texts. Likewise, the results of the investigation into the 4<sup>th</sup>-year university EFL students' AWD have been meaningfully linked grammatically and lexically, have been grammatically and semantically interconnected to form the texts and hold the meaning together. Besides, the AWD have been cohesively and coherently fabricated. The external readers, on the other hand, acknowledged that the structural relations (cohesion) and text semantics were well established on the texts' surface. The AWD students' intentions to construct the cohesive and coherent texts were properly achieved. The facts and information transferred have been successfully processed cognitively. The amounts of new information provided have conformed to the readers' background knowledge. The ideas communicated have been well synchronized with the given communicative situation and the ideas (texts) established invariably depend on the preceding ones or in other words the ideas (texts) were well interrelated to each other. The researcher, therefore, suggests for the other ELT lecturers to seriously take into account of teaching these criteria for textuality in the Writing classes. It is then strongly recommended for English teachers, lecturers, and students for doing future researches on textuality or other units of DA. Finally, the language policy-makers are expected to legally issue the basic concepts of DA into national curriculum.

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