

**ENGLISH TEACHER'S BELIEFS  
ABOUT EXPLICIT AND IMPLICIT TEACHING  
OF COHESIVE DEVICES IN ENGLISH WRITING  
THESIS**

Submitted in Partial fulfillment of the Requirement for the Degree of Sarjana

Pendidikan (S.Pd) in Teaching English



Supervisor 1: Dr. Siti Asmiyah, M. TESOL  
Supervisor 2: Fitriah, Ph.D.

By:  
Nila Sari  
NIM D75216060

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL  
SURABAYA**

**2021**

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Nila Sari

NIM : D75216060

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Judul Skripsi : "English Teachers' Belief about Explicit and Implicit Teaching of Cohesive Devices in English Writing"

Dengan ini menyatakan dengan sesungguhnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan hasil pengambilan tulisan atau karya orang lain yang saya akui sebagai hasil tulisan atau karya saya sendiri. Segala materi yang diambil dari tulisan orang lain hanya digunakan sebagai acuan dengan mengikuti etika dan tata cara penulisan karya ilmiah yang ditetapkan oleh jurusan. Semua kutipan yang diperoleh dari karya orang lain telah disertai keterangan identitas sumbernya.

Dengan demikian, pernyataan ini dibuat dengan sebenar-benarnya, apabila pernyataan ini tidak sesuai fakta yang ada, maka saya selaku penulis bersedia dimintai pertanggung jawaban.

Surabaya, 25 Juni 2021

Pembuat Pernyataan,



Nila Sari

D75216060

## ADVISOR APPROVAL SHEET

This thesis by Nila Sari entitled *“English Teachers’ Belief about Explicit and Implicit Teaching of Cohesive Devices in English Writing”* has been approved by the thesis advisors for further approval by the boards of examiners.

Surabaya, July 13<sup>rd</sup>, 2021

### Advisor I



**Dr. Siti Asmiyati, M.TESOL**  
**NIP. 197704142006042003**

### Advisor II



**Fitriah, Ph.D.**  
**NIP. 197610042009122001**

## EXAMINER APPROVAL SHEET

This thesis by Nila Sari entitled *“English Teachers’ Belief about Explicit and Implicit Teaching of Cohesive Devices in English Writing”* has been examined on 13<sup>th</sup> July 2021 and approved by the board of examiners.



Dean,

**Prof. Dr. H. Ali Mas'ud, M.Ag, M.Pd.I**

**NIP. 196301231993031002**

**Examiner I**

**Dr. Arbaiyah Ys, M.A.**

**NIP. 196405031991032002**

**Examiner II**

**Dr. Irma Soraya, M. Pd.**

**NIP. 196709301993032004**

**Examiner III**

**Dr. Siti Asmiyati, M.TESOL**

**NIP. 197704142006042003**

**Examiner IV**

**Fitriah, Ph. D.**

**NIP. 197610042009122001**



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA**  
**PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax. 031-8413300  
E-Mail: [perpus@uinsby.ac.id](mailto:perpus@uinsby.ac.id)

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Nila Sari  
NIM : D75216060  
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris  
E-mail address : nilafebi1@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

☒ Sekripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (.....)  
yang berjudul :

.....  
ENGLISH TEACHER'S BELIEF ABOUT EXPLICIT AND IMPLICIT TEACHING OF  
.....  
COHESIVE DEVICES IN ENGLISH WRITING  
.....

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara **fulltext** untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 10 Juni 2022

Penulis

(Nila Sari)

## ABSTRACT

Sari, Nila, 2021, English Teachers' Belief about Explicit and Implicit Teaching of Cohesive Devices in English Writing. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Supervisors: Dr. Siti Asmiyah, M. TESOL and Fitriah, Ph.D.

*Key Words: Explicit and Implicit Teaching, Cohesive Devices, English Writing*

Many students often get difficulties in using cohesive devices in English writing. Thus, English teachers should use appropriate methods to help students improve their ability to use cohesive devices. This qualitative research investigated the English teachers' belief about explicit and implicit teaching of cohesive devices in English writing. Five English teachers in five different schools including junior and senior were interviewed. The teacher reflected that the utilization of explicit and implicit teaching helps them to improve the students' ability in using cohesive devices. Explicit teaching is suitable for students in the regular classes, while implicit teaching is suitable for students in the superior classes. These suggest both explicit and implicit teaching are suitable for teaching cohesive devices. Explicit teaching helps the students to understand cohesive devices easily. However, it takes a lot of time to practice. Implicit teaching can build students' critical thinking and creativity in learning, but it is less effective for beginner learner level or regular class. The result of this study also showed that there are some factors that affect their beliefs. The factors are based on the English teacher's experience as a student and as a teacher, based on the teacher's personality, and the last is based on school principles.

UIN SUNAN AMPEL  
S U R A B A Y A

## ABSTRAK

Sari, Nila, 2021, English Teachers' Belief about Explicit and Implicit Teaching of Cohesive Devices in English Writing. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dr. Siti Asmiyah, M.TESOL dan Fitriah, Ph.D.

Kata Kunci: Pengajaran Eksplisit dan Implisit, penanda kohesi, menulis Bahasa Inggris

Banyak siswa yang sering mengalami kesulitan dalam menggunakan perangkat kohesif dalam penulisan Bahasa Inggris. Dengan demikian, guru Bahasa Inggris harus menggunakan metode atau strategi pengajaran yang tepat untuk meningkatkan kemampuan siswa dalam menggunakan perangkat kohesif. Penelitian kualitatif ini menyelidiki keyakinan guru bahasa Inggris tentang pengajaran eksplisit dan implisit untuk pembelajaran perangkat kohesif dalam menulis bahasa Inggris. Lima guru bahasa Inggris di lima sekolah yang berbeda meliputi jenjang SMP dan SMA telah diwawancarai. Guru menggambarkan bahwa pengajaran eksplisit dan implisit membantu mereka meningkatkan kemampuan siswanya dalam menggunakan perangkat kohesif. Pengajaran eksplisit cocok diimplementasikan pada siswa di kelas reguler, sedangkan pengajaran implisit cocok diimplementasikan pada siswa di kelas unggulan. Ini menunjukkan bahwa kedua pengajaran eksplisit dan implisit cocok untuk pembelajaran perangkat kohesif. Pengajaran eksplisit membantu siswa dalam memahami perangkat kohesif dengan mudah. Namun, dalam prakteknya metode ini membutuhkan waktu yang lama. Pengajaran implisit dapat membangun pemikiran kritis dan kreativitas siswa dalam pembelajaran, tetapi pengajaran implisit kurang efektif untuk siswa tingkat pemula atau kelas reguler. Hasil penelitian ini juga menunjukkan bahwa ada beberapa faktor yang mempengaruhi keyakinan mereka. Faktor-faktornya adalah didasarkan pada pengalaman guru bahasa Inggris sebagai siswa dan sebagai guru, berdasarkan kepribadian guru, dan yang terakhir didasarkan pada prinsip-prinsip sekolah.

## TABLE OF CONTENTS

ADVISOR APPROVAL SHEET .....	i
EXAMINER APPROVAL SHEET .....	ii
MOTTO .....	iii
ABSTRACT.....	v
ACKNOWLEDGEMENT .....	vii
PERNYATAAN KEASLIAN TULISAN .....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLE .....	xi
LIST OF APPENDICES .....	xii
LIST OF ABBREVIATION .....	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of the Study .....	1
B. Research Question .....	6
C. Objective of the Study .....	7
D. Significance of the Study.....	7
E. Scope and Limit of the Study .....	7
F. Definition of Key Terms .....	8
a. Teachers' Beliefs in Teaching.....	9
b. English Cohesive Devices in Writing .....	9
c. Explicit Teaching .....	10
d. Implicit Teaching .....	10
CHAPTER II REVIEW OF RELATED LITERATURE .....	12
A. Theoretical Framework .....	12
1. Teachers' Beliefs in Teaching.....	12
2. Writing .....	15
3. Factor Affecting Students' Writing Difficulties .....	17
4. English Cohesive Devices in Writing .....	18
5. Explicit and Implicit Teaching.....	19
6. Explicit and Implicit Teaching of English Cohesive Devices.....	20
B. Previous Studies .....	22
CHAPTER III RESEARCH METHOD .....	26



A. Research Design .....	26
B. Subject and Setting of the Research .....	27
C. Data and Source of Data.....	28
a. Data.....	28
b. Source of Data.....	28
D. Data Collection Technique .....	28
E. Research Instrument .....	30
F. Data Analysis Technique.....	32
G. Checking Validity of the Data .....	33
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	35
A. Research Finding.....	35
Teachers' Beliefs about Explicit and Implicit Teaching of Cohesive Devices in English Writing.....	35
1. Explicit and Implicit Teaching of Cohesive Devices.....	36
2. The Advantages and Disadvantages of Explicit and Implicit Teaching of Cohesive Devices.....	37
3. The Effectiveness of Explicit and Implicit Teaching of Cohesive Devices in English Writing.....	41
4. Factors Affecting the English Teachers' Beliefs.....	42
B. Discussion.....	43
Teachers' Beliefs about Explicit and Implicit Teaching of Cohesive Devices in English Writing.....	43
1. The Advantages and Disadvantages of Explicit and Implicit Teaching of Cohesive Devices.....	45
2. The Effectiveness of Explicit and Implicit Teaching of Cohesive Devices in English Writing.....	48
3. Factors Affecting the English Teacher's Beliefs.....	48
CHAPTER V CONCLUSION AND SUGGESTION .....	50
A. Conclusion.....	50
B. Suggestion .....	51
REFERENCES .....	53
APPENDICES .....	57

## LIST OF TABLE

Table	Page
4.1 The advantages and disadvantages of explicit and implicit teaching for learning cohesive devices	37



UIN SUNAN AMPEL  
S U R A B A Y A

## **LIST OF APPENDICES**

- Appendix 1 Interview Guideline
- Appendix 2 Interview Transcript
- Appendix 3 Surat Validasi Instrumen
- Appendix 4 Assignment Letter (Surat Tugas)
- Appendix 5 Surat Pengajuan Munaqosah



## LIST OF ABBREVIATION

EFL	English as Foreign Language
ESL	English as Second Language
ELT	English Language Teaching



UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER I

### INTRODUCTION

This section discourses contemporary theories on the area of explicit and implicit teaching of English cohesive devices that will be enclosed under the following subheadings: (1) background of study, (2) research questions, (3) objectives of the study, (4) significance of the study, (5) scope and limitation of the study, and (6) definition of key terms.

#### **A. Background of the Study**

English cohesive devices are widely considered to be the most important aspects in English writing. It may be caused as English cohesive devices are relating to grammatical and lexical cohesion. There are four types of grammatical cohesion such as conjunction, reference, ellipsis, and substitution; whereas, lexical cohesion's types are repetition, collocation, hyponym, synonym, antonym, and metonym.<sup>1</sup> Therefore, English cohesive devices are related to linguistic elements operated to collect interpretable, integrated, and meaningful text.<sup>2</sup> Some research also proved that English cohesive devices are the main factors that affect students' low English proficiency in writing.<sup>3</sup> So it can be said that English cohesive devices have the main role in improving students' writing skills.

Dealing with English cohesive devices, Yang and Sun note that students' writing quality established the proper use of English cohesive devices regardless

---

<sup>1</sup> Halliday, M.A.K. & Hasan, R. (1976). *Cohesion in English*. London: Longman.

<sup>2</sup> Adiantika, H. N. (2015). English cohesive devices in EFL students' expository writing. *English Review: Journal of English Education*, 4(1), 94-102

<sup>3</sup> Ahmed, A. H. (2010). Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspectives. *Literacy Information and Computer Education Journal*, 1, 211-221.

of their English proficiency levels in Chinese university learners.<sup>4</sup> Besides, Ghasemi highlights that English cohesive device guides to high quality texts.<sup>5</sup> Similarly, findings by Mohamed and Mudawi prove that by implementing English cohesive devices in writing, it leads the students to have writing quality improvement. Moreover, Rahman investigated English cohesive devices as deciders of the descriptive writing quality of Students College across proficiency levels.<sup>6</sup> Based on the previous studies above, it can be concluded that English cohesive devices affect students' writing quality, and it proved that English cohesive devices leads to writing quality improvement.

Unfortunately, many students in Indonesia often get the difficulties to write English in the classroom or in the daily life. English writing is the most difficult skill for foreign language and second language learners. They also mention that writing is a process to make a readable text by generating, organizing, and translating ideas.<sup>7</sup> In fact, students still face difficulties on how to generate and organize their ideas into good writing or readable text. Occasionally, such words as 'however', 'nevertheless', 'hence', 'otherwise', 'likewise', etc. are clearly misunderstood or not understood at all by some students.<sup>8</sup> It is a serious problem

---

<sup>4</sup> Yang, W., & Sun, Y. (2012). The use of English cohesive devices in argumentative writing by Chinese EFL learners at different proficiency levels. *Linguistics and Education*, 23, 31-48.

<sup>5</sup> Ghasemi, M. (2013). An investigation into the use of English cohesive devices in second language writings. *Theory and Practice in Language Studies*, 3(9), 1615-1623.

<sup>6</sup> Abdul Rahman, Z.A. (2013). The use of English cohesive devices in descriptive writing by Omani student-teachers. *Sage Open*, 3(4), 110.

<sup>7</sup> Richards, J. C. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.

<sup>8</sup> Soraya. (2012). *Teaching Grammatical English cohesive devices to Enhances Reading Comprehension The Case of First Year Students University of Larbi Ben M'Hidi, Oum El Bouaghi*. Algeria: Ministry of Higher Education and Scientific Research.

that students mostly face when they are writing which affects their comprehension on the whole greatly.

There are three commonly problems related to the teaching and learning process of writing which are coming from the students, the learning materials, and the techniques of the teacher.<sup>9</sup> Based on the statement above, one of students' problems in English writing is coming from the techniques of the teacher. In terms of writing, English cohesive devices is one of the most important aspects in writing whereas there are so many students who still don't understand well about it. This statement also supported by Rassouli and Abbasvandi found that teacher's instruction or techniques could introduce the students' use of cohesive devices in English writing. However, teacher's strategies in teaching English cohesive devices affect the quality of students writing ability.<sup>10</sup> Teacher should give appropriate techniques to increase the students writing ability in using cohesive devices in English writing. So, it can be said that teacher's techniques used in their teaching is one of the main role in teaching and learning process.

For many years teaching English cohesive devices have been considered as a controversial issue in educational field. Dealing with teaching English cohesive devices, implicit and explicit strategies has received much attention.<sup>11</sup> Teaching implicitly aims to provide the students by creating the class' conditions naturally

---

<sup>9</sup> Wijaya, A. K. (2016). The Effect of Using Mind Mapping on the Writing Comprehension Ability of the Tenth Grade Students at SMA Tiga Maret Yogyakarta in the Academic Year of 2014/2015. Yogyakarta State University.

<sup>10</sup> Rassouli, M., & Abbasvandi, M. (2013). The Effects of explicit instruction of grammatical English cohesive devices on intermediate Iranian learners' writing. *European Online Journal of Natural and Social Sciences*, 2, 15– 22

<sup>11</sup> Nazari, N. (2013). The effect of implicit and explicit grammar instruction on learners' achievements in receptive andproductive modes. *Procedia - Social and Behavioral Sciences*, 70, 156 –162.

without conscious effort, whereas teaching explicitly aims to provide the students by involving a certain rule during the learning process with a conscious effort.<sup>12</sup> So, the concept of teaching implicitly is originally, naturally, and contextually without awareness and any rules during the learning process. However, the concept of teaching explicitly is as a conscious learning by involving the use of overt strategies in a certain rule.

In the previous studies, findings by Maeda found that explicit teaching had higher results, it was proved by the students' understanding on the use of 'please' in the explicit group was better than implicit group. However, the results might be changed if the procedure had a longer time.<sup>13</sup> Similarly, findings by Rahimi and Riasati indicate that students in the explicit group showed to use English cohesive devices frequently. In contrast, students in the implicit group did not show the use of English cohesive devices frequently.<sup>14</sup> Moreover, Dastjerdi and Shirzad compared between implicit and explicit teaching English cohesive devices. The results shows that explicit teaching had significantly improved students' writing ability in using English cohesive devices, especially for students' intermediate level.<sup>15</sup> Thus, based on the previous studies, explicit teaching is greater than

---

<sup>12</sup> Ellis, R., Loewen, Sh., Elder, C., Erlam, R., Philp, J., & Reinders, H. (2009). *Implicit and explicit knowledge in second language learning, testing and teaching*. The UK: Multilingual Matters.

<sup>13</sup> Maeda, S. (2011). A Study of implicit teaching and explicit teaching of the usage of "Please" to high school students. *The 16th Conference of Pan-Pacific Association of Applied Linguistics* (pp. 436– 443). Tokyo, Japan.

<sup>14</sup> Rahimi, F., & Riasati, M. J. (2012). The Effect of explicit instruction of discourse markers on the quality of oral output. *International Journal of Applied Linguistics and English Literature*, 1, 70– 81.

<sup>15</sup> Dastjerdi, H., & Shirzad, M. (2010). The Impact of explicit instruction of metadiscours markers on EFL Learners' writing Performance. *The Journal of Teaching Language Skills*, 2, 154–174.



implicit teaching because explicit can improve students' writing ability significantly.

Besides, Badiozzaman and Gorjian enhance that explicit strategy has a positive effect in learning English cohesive devices. It was proved by students in pre-intermediate level of English performance in writing descriptive essays to use transitions related to English cohesive devices in their writing more effectively.<sup>16</sup> In addition, Sahebkhair and Aidinlou notes that students who experienced an explicit strategy showed good progress in terms of using conjunctions appropriately.<sup>17</sup> So, it can be stated that explicit teaching helps the students to use English cohesive devices appropriately.

This phenomenon needs further investigation to get better results for the future. Based on these findings, teaching English cohesive devices explicitly is greater than teaching English cohesive devices implicitly. However, implicit teaching might be better for teaching cohesive devices if the procedures had longer time. This issue is still a controversy among teachers and researchers. So, the purpose of this study is to explore English teachers' beliefs about explicit and implicit teaching of cohesive devices in English writing. In this case, exploring teacher's beliefs is really important because beliefs play the main role in teachers' professional development and their teaching practices in the classroom. Teachers should make classroom teaching decisions based on their beliefs about English

---

<sup>16</sup> Badiozzaman, A., & Gorjian, B. (2014). The Impact of Iranian learners' awareness transition strategies on writing descriptive essays among Pre-Intermediate EFL Learners. *International Journal of Language Learning and Applied Linguistics World*, 6, 98–114.

<sup>17</sup> Sahebkhair, F., & Aidinlou, N. A. (2014). The role of explicit instruction on using conjunctions in Iranian EFL learners' written performance. *International Journal of Language and Linguistics*, 2, 121–126

language teaching in the learning process.<sup>18</sup> Teachers' beliefs have a great impact on how they prepare their courses, such as the decisions they make and how they conduct themselves in the classroom. Thus, this study only focuses on exploring teacher's beliefs about both explicit and implicit teaching of English cohesive devices.

This is qualitative research with the subjects of this study are five English teachers in five different schools including MTs Darul Ulum Waru, SMP Bilingual Terpadu, MTs YPM Wonoayu, MA Darul Ulum Tlasih, Sidoarjo, and MA Al-Urwatul Wutsqo Jombang. Therefore, the researcher chose these five English teachers because they are currently teaching in the schools which have A accreditation. They also had good knowledge and enough experience in teaching cohesive devices in English writing. The findings of this study will be beneficial for all English teachers in the teaching and learning process. It can help pre-service English teachers to form their beliefs about explicit and implicit teaching of cohesive devices because, by learning other teachers' beliefs in teaching, it can give additional information and knowledge about explicit and implicit strategy in teaching cohesive devices in English writing. Thus, they are able to maximize their teaching related to English cohesive devices and materials.

## **B. Research Question**

Based on the explanation above, the problem of the study can be formulated as the following question 'What are the English teachers' beliefs about explicit and implicit teaching of cohesive devices in English writing?'

### **C. Objective of the Study**

The objective of the research is to explore English teachers' beliefs about explicit and implicit teaching of cohesive devices in English writing. This includes their beliefs about how their strategy in teaching English cohesive devices and, whether their strategy improves their students' writing ability in using English cohesive devices.

### **D. Significance of the Study**

It is hoped that this study will bring the following significances:

1. For future researchers, the findings of this study can be used as a guide for other researchers who want to look into various elements of writing, different levels of student learning, or other relevant issues like teacher and student difficulties and benefits, etc.
2. For English teachers, the findings of this research will help the English teacher to understand more about both explicit and implicit teaching in the educational field. It will also help them to maximize their strategy whether they use explicit or implicit strategy in teaching English cohesive devices.
3. For students, the findings of this research will develop students' ability in using English cohesive devices in English writing by utilizing appropriate strategy whether it will use explicit or implicit teaching.

### **E. Scope and Limit of the Study**

The scope of this study is English teachers' beliefs about explicit and implicit teaching of cohesive devices in English writing. There are some aspects that can be discussed about how English teachers' opinions about explicit and

implicit teaching of cohesive devices, how they applied these strategies in teaching English cohesive devices and, how these strategies improves their students' writing ability in using English cohesive devices. However, this study only focuses on exploring explicit and implicit teaching of English cohesive devices regarding the English teachers' beliefs. The reason why this study takes this specific scope is because this issue is still controversial among teachers and researchers. Some teachers and researchers still doubt in which explicit teaching or implicit teaching is more suitable in teaching cohesive devices in English writing.

The limitation of this study is the data taken from five English teachers in five different schools including Junior or senior high school. It means that the findings from this research may not represent the broader context of English teachers' beliefs about explicit and implicit teaching in another education level and in other aspects such as vocabulary, pronunciation, reading, listening, etc. Thus, the main data of this study is taken from teachers', beliefs, or perspective through interviews by answering the questions. Likewise, analysis consists of taking the data apart to determine individual responses, breaking down the data then summarizing it.<sup>19</sup> Therefore, in analyzing the data, this study uses some procedures including breaking down the data, representing the data, and then explaining the data.

## **F. Definition of Key Terms**

These parts present definitions of key terms used in this study.

---

<sup>19</sup> Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research. Lincoln: Pearson.

### **a. Teachers' Beliefs in Teaching**

Belief is a process of understanding how teachers build their jobs, and it's important for understanding their teaching decisions and approaches in the classroom.<sup>20</sup> Teachers' beliefs are what they have in mind while they are teaching and learning. Similarly, teachers' belief is a kind of teachers' thoughts about what should be done in their teaching. In this case, teachers should make classroom teaching decisions based on their beliefs about English language teaching in the learning process. Teachers' beliefs have a great impact on how they prepare their courses, such as the decisions they make and how they conduct themselves in the classroom. In this research, teacher's belief is defined as teachers' ideas or opinions about what should be done in their teaching of English cohesive devices, i.e. whether they should be presented implicitly or explicitly. This includes how their strategy in teaching English cohesive devices and, whether their strategy improves their students' writing ability in using English cohesive devices.

### **b. English Cohesive Devices in Writing**

English cohesive devices are texts-specific related to linguistic features operated to create a text that is understandable, integrated, and meaningful. English cohesive devices are useful as conjunctions, transitional, pronouns, phrases and synonyms in English language. In purpose, it can express ideas in a cohesive manner and be more understandable to the reader. It can be said that English cohesive devices are used as linking element of sentences in a paragraph

---

<sup>20</sup> Abbas Pourhosein Gilakjani and Narjes Banou Sabouri. (2017). Teachers' Beliefs in English Language Teaching and Learning: A review of the Literature. Canadian Center of Science and Education, 78-86.

or essay.<sup>21</sup> In this research, English cohesive devices are the grammatical and lexical elements of operating to produce English text which is interpretable, integrated and meaningful. The grammatical category involves: reference, ellipsis, substitution, and the conjunctives particularly the transitional words or connectors such as ‘however’, ‘nevertheless’, ‘hence’, ‘otherwise’, etc.

### **c. Explicit Teaching**

Explicit teaching is a teacher’s instruction in which the teacher gives specific information or formulates rules about a target form in order to make the students play a significant role in the teaching and learning process.<sup>22</sup> In the language classroom, explicit teaching is considered as technical, drilling, memorizing and rule-governed. The focus of explicit teaching is to allow the learners to produce grammatically correctly. The characteristic of explicit teaching is teachers’ center, it indicates that the teacher is the primary source of knowledge and the learning process is conducted by the teachers’ rules and direction. In this research, explicit teaching is defined as a teacher’s strategy in which the learners receive specific information or rule formulation about the use of cohesive devices in English writing and play a significant role during the learning process.

### **d. Implicit Teaching**

Implicit teaching is a kind of unconscious behavior or without awareness of the rule in the teaching classroom practices. It occurs more naturally because the

---

<sup>21</sup> Halliday, M.A.K. and Hasan, R. Cohesion in English. London: Longman group Ltd. 1976

<sup>22</sup> Dekeyser, R. M. (2003). Implicit and explicit learning. In C. J. Doughty & M. H. Long (Eds). *The Handbook of Second Language Acquisition* (pp. 313-348). Oxford:Blackwell. Doi:10.3758/BF03195767

learners have no prior knowledge of the subject they are learning.<sup>23</sup> Likewise, implicit teaching is considered a type of grammar education that is more flexible and dynamic, with the learners as the center of the learning process. In this case, implicit teaching gives autonomy learning where the learners are able to learn as independent learners. Implicit teaching focuses on language fluency rather than accuracy and it also needs learners' interactive, communicative, and collaborative learning processes. In this research, implicit teaching is defined as a teacher's strategy which provides the learners' unconscious behavior or without awareness of any target rule in the learning process, and it happened more naturally.



---

<sup>23</sup> Ling, Z. (2015). Explicit grammar and implicit grammar teaching for English major students. *Sino-US English Teaching*, August 2015, 12, 556-560.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This section discourses the theoretical framework on the area of explicit and implicit teaching of English cohesive devices that will be enclosed under the following subheadings: (1) definition of teacher's belief in teaching, (2) writing, (3) factor affecting students' writing difficulties, (4) English cohesive devices in writing, (5) explicit and implicit teaching, and (6) explicit and implicit teaching of English cohesive devices. Several previous studies are also provided in this chapter.

#### **A. Theoretical Framework**

##### **1. Teachers' Beliefs in Teaching**

Belief is thought or ideas which are shaped based on the experience and its kinds of knowledge subjectively. This statement is supported by Pehkonen and Pietila, they said that belief is a type of subjective knowledge which is based on their own experiences.<sup>24</sup> Similarly, belief is as a set of thoughts which is formed in individuals by their own ideas and experiences in the teaching and learning process.<sup>25</sup> To sum up, belief is defined as teachers' views and arguments on the teaching and learning process. On the other word, teachers' beliefs indicate the knowledge of educational issues particularly as it relates to their learners and their own teaching abilities, which are shaped during their teaching and learning

---

<sup>24</sup> Pehkonen, E., & Pietila, A. (2003). On Relationships between Beliefs and Knowledge in Mathematics Education. Paper Presented at the CERME 3: Third Conference of the European Society for Research in Mathematics Education. Bellaria, Italia.

<sup>25</sup> Khader, F.R. (2012). Teachers' Pedagogical Beliefs and Actual Classroom Practices in Social Studies Instruction. American International Journal of Contemporary Research, 2(1), 73-92.



process.<sup>26</sup> It emphasizes that teachers' beliefs originate from teachers' experiences. However, beliefs can also shape while accepting culture because social psychologists note that social culture has a significant impact on teachers' beliefs. So, teachers have various processes of self-formation.

Teachers' beliefs in teaching are affected by their personal learning experiences and their knowledge about teaching which they get from university. They implement their knowledge in the teaching and learning process by using a deep effect on teachers' instructional practices, it impacts on their decisions, and it has a great impact on how and what they learn throughout language teaching. Furthermore, as stated by Abdi and Asadi, there are four causes that affect teachers' beliefs in language teaching. The first is teachers' experience as language learners. It can help them build their teaching beliefs. The second is teachers' teaching experience. It is the primary source of teachers' beliefs since teaching experience may help them learn more about how certain approaches are employed for different groups of students, which can lead to their opinions about that method. The third is the teachers' personality. Some teachers try to use a separate strategy which is related to their personality. The last is research-based or education-based principles. Teachers' beliefs can be shaped by acquiring English language research concepts, schools of thought such as psychology, or education.<sup>27</sup> Based on this statement, teachers' beliefs are formed from teachers'

---

<sup>26</sup> Li, X. (2012). The Role of Teachers' Beliefs in the Language Teaching-Learning Process. *Theory and Practice in Language Studies*, 2(7), 1397-1402.

<sup>27</sup> Abdi, H., & Asadi, B. (2015). A synopsis of Researchers on Teachers' and Students' Beliefs about Language Learning. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(4), 104-114.

experience, teachers' practice, teachers' personality, and educational principles or research-based evidence.

Dealing with teachers' experience, other research also mentions that there are two types of experiences including formal and informal experiences.<sup>28</sup> Formal experience is an experience which comes from formal education such as in a school or university. However, informal experience is experience which comes from teachers' daily life contacts such as support, adjustment, challenge, or change in their knowledge and beliefs. Some researchers tried to investigate teachers' beliefs in language teaching. A study which interviewed 27 in-service and 30 pre-service teachers and it highlights that teachers' experience has an essential influence in developing teachers' ideas. The findings also revealed that many teachers held to their previous beliefs despite their inauguration to various teaching approaches.<sup>29</sup> Other research also mentions that teachers' play an important role in their professional growth and also have a great effect on the acceptability of innovative teaching techniques.

Teachers should be prepared with training courses to help them implement their ideas in their classrooms and integrate them into the course material.<sup>30</sup> Moreover, a study which reviewed 64 works in the field of second and foreign language teaching indicated that there are a lot of differences of teachers' beliefs in language teaching, and the final results note that teachers' beliefs in teaching

---

<sup>28</sup> Mansour, N. (2008). Models of Understanding Science Teachers' Beliefs and Practices: Challenges and Potentials for Science Education. VDM Verlag Dr. Mueller e. K.

<sup>29</sup> Jones, J., & Fong, M. (2007). The Impact of Teachers' Beliefs and Educational Experiences on EFL Classroom Practices in Secondary Schools. *Asian Journal of English Language Teaching*, 17

<sup>30</sup> Donaghue, H. (2003). An Instrument to Elicit Teachers' Beliefs and Assumptions. *ELT Journal*, 57(4), 344-351.

grammar should be coached by explicit teaching rather than implicit teaching.<sup>31</sup>

Based on the previous studies, it can be said that teachers' beliefs are influenced by teaching and learning experiences, teaching practices, training courses, and professional development. It is also shown that teachers' previous studies have a great effect on what and how they educate the students in their teaching and learning process.

## **2. Writing**

Writing does not only produce and complete sentences or phrases accurately, but writing is actually producing the whole pieces of communication to link and develop ideas, arguments, or information in order to make the reader understand about the information. Written language is the graphic illustration of spoken language. Besides, writing is the representative language through the use of symbols and signs in a written form. To sum up, writing requires a well-structured presentation of the ideas' presentation in a planned and organized way. Writing involves some specific skills such as the use of punctuation or English cohesive devices, structure of sentences, organization of paragraphs, and vocabulary. In this case, students should pay attention to the main idea of the paragraph in order to make a good paragraph in written form. In this research, writing is defined as a process of communication to produce the whole pieces of his/her ideas, thought in written form in English.

Generally, writing has three purposes such as to inform, to entertain, and to encourage. However, the aim of academic writing will be enlightening, and it can

---

<sup>31</sup> Borg, S. (2003). *Teacher Cognition in Language Teaching: A Review of Research on What Language Teachers Think, Know, Believe, and Do*. Language Teaching, 36.

be to encourage or convince the readers of the accuracy of the writer's point of view on a certain topic.<sup>32</sup> Furthermore, writing will be developed if writing has become a habits. In other words, writing skills will be developed by routine practice. So, it can be concluded that writing is the representative of spoken language which has purposes such as to inform, to entertain, to persuade, and to convince the audience.

There are four types of writing performance such as imitative, intensive, responsive, and extensive. Imitative task including letters, words, punctuation, and very brief sentence; Intensive task including creating precise words, collocations, idioms, and accurate grammatical characteristics; Responsive task including producing short narratives and descriptions, scientific reports, and summaries; Extensive task including essay, paper, research project report, or even a thesis.<sup>33</sup> So writing has four types of performance with different kind of tasks, and each type is such a high rise that it starts from the lower level of the writing task.

In addition, Graves, there are six steps of writing process including prewriting means to generate the ideas or thought; drafting means the first attempt of the writer's to capture ideas or thought on the paper; revising means the writer's is revised and reshaped the draft many times; editing means the stage where the grammar, the spelling, and punctuation errors are corrected; publishing and sharing means the stage where the writers shared their writing to the

---

<sup>32</sup> Syafi'I et. al, The Process of Writing for Classroom Settings, LBSI, Pekanbaru, 2008, p. 112-113.

<sup>33</sup> Brown, H. D. (2004). Language Assessment: Principles and Classroom Practices. Longman.com.

audience.<sup>34</sup> So it can be concluded that writing has four types including imitative, responsive, intensive, and extensive. Then prewriting, drafting, revising, editing, publishing, and sharing are the six phases in the writing process.

### **3. Factor Affecting Students' Writing Difficulties**

Writing is not as easy as people think. For foreign language and second language learners, writing is the most difficult skill to be mastered. It may be caused by a lack of vocabulary, and grammar. It can also be influenced by a lack of written exercises and organizing the ideas.<sup>35</sup> The most common issues that students face are how to write, what to write, a lack of vocabulary terms, and structural ineptitude.<sup>36</sup> In this case, many students are unaware of the importance of coherence in written English cohesive devices which has an impact on their writing ability.

Students often get difficulties in organizing and structuring their ideas because of their poor ability in using English cohesive devices.<sup>37</sup> Besides, several studies mentioned that there was a lack of understanding in using English cohesive devices in the writing of Malaysian ESL students. It was found that the students did not use English cohesive devices appropriately and effectively in their writing. Finally, the meaning of their words in their writing was not conveyed to the readers. It can be stated that there are many students who still

---

<sup>34</sup> Andrew P. Johnson. (2008). *Teaching Reading and Writing*. A Division of Rowman & Littlefield Publishers. United States of America. p. 179-180.

<sup>35</sup> Richards, J. C. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.

<sup>36</sup> Sulasti, Yenny. 2003. *The structure of the Paragraphs Written*. University of Bengkulu.

<sup>37</sup> Ayman Sabry, D. & Khaled, A. (2013). The Use of Discourse markers in Paragraph Writings: The Case of Preparatory Year Program Students in Qassim University. *English Language Teaching*, 6(9), 217-227.

have difficulties writing in English in the classroom or in their daily life. So, the teacher should be aware of this phenomenon. Teachers are able to use a strategy appropriately that can improve students' ability in using English cohesive devices in English writing.

#### **4. English Cohesive Devices in Writing**

English cohesive devices have the main role in increasing students' writing ability, and it has been proved by many researchers in their research. Likewise, the quality of essays produced by Filipino first-year college students is influenced by the usage of grammatical and lexical English coherent techniques.<sup>38</sup> Another research also found that by examining two types of essays, including the definition of essays and the opinions of essays produced by 23 EFL college students with the same language competency level, it was discovered that there is a link between the number of English coherent devices and the text quality.<sup>39</sup> Accordingly, studies on English cohesive devices can be classified into three main categories. The researcher attempts to compare and calculate the total frequencies of English coherent devices employed in written texts by native and non-native speakers in the first category. Finally, the results show that non-native speakers utilize more English cohesive devices than native speakers.

Another study supports the notion that English cohesive devices are essential tools for creating connections between thoughts or ideas.<sup>40</sup> The use of

---

<sup>38</sup> Castro, C. D. (2004). Cohesion and the Social Construction of Meaning in the Essays of Filipino College Students Writing in L2 English. *Asia Pacific Education Review*, 5(2), 215-225.

<sup>39</sup> Chen, J. (2008). An Investigation of EFL Students' Use of English cohesive devices. *Asia Pacific Education Review*, 5(2), 215-225.

<sup>40</sup> Crossley, S.A., Salsbury, T. & McNamara, D.S. (2010). The Role of Lexical English cohesive devices in Triggering Negotiations for Meaning. *Issue in Applied Linguistics*, 18(1), 55-80.



English cohesive devices provides guidelines to the audience about the structure of the text. It can also provide structural arrangements particularly in the introduction and conclusion to academic writings.<sup>41</sup> It can be concluded that by mastering English cohesive devices, students are able to have good writing because when students have really understood about English cohesive devices, automatically, they are able to generate and organize their ideas on their writing well. Such ability to use English cohesive devices can be developed through both explicit and implicit teaching.

## **5. Explicit and Implicit Teaching**

As stated by Ellis, explicit teaching leads the learners' attention to grammatical forms in order to build conscious representations of the rules in teaching and learning process. On the other hand, implicit teaching guides the learners' attention to communicative input as a way to expose them to the details of linguistic forms in the teaching and learning process.<sup>42</sup> In this case, explicit strategy shows the learners what they are going to learn and what they are expected to learn whereas implicit strategy doesn't strive to develop the learners' awareness or understanding the rules that describe such language forms.

Furthermore, explicit teaching is a strategy where the teacher gives clear outlines of the learning goals or specific learning objectives in a systematic environment to the students as regards to the language structures. It comprises a problem-solving technique in which the teacher gives explanations on how the

---

<sup>41</sup> Wei, S. (2013). The Importance of Discourse Markers in English Learning and Teaching. *Theory and Practice in Language Studies*, 3(11), 2136-2140.

<sup>42</sup> Ellis, R. (2010). Does Explicit Grammar Instruction Help? *National Institute for Japanese Language and Linguistics Project Review*, July 2010, 02, pp. 3-22.

students engage a linguistic structure in order to fully comprehend and apply it appropriately when communicating with others.<sup>43</sup> Therefore, explicit teaching can be deductive or inductive teaching. Deductive teaching means that the rules are given by the teacher before the students see any examples and explanations and inductive teaching means that the students follow the rules from the particular to the general.<sup>44</sup> It can be stated as from the rules, the students are trying to notice how the concepts work in the teaching and learning process.

In her book, Ellis explains that implicit learning is seen as learning without awareness or conscious attention to any rules, although there are no consensual findings regarding such assumption.<sup>45</sup> Implicit strategy refers to the teaching where the teacher doesn't give any explanations or outline the goals explicitly to the students. Likewise, implicit teaching is considered as more flexible and dynamic grammar instruction where the learners are centered in the learning process. In this case, implicit teaching gives autonomy learning where the learners are able to learn as independent learners.<sup>46</sup> It can be summed up that it is regarded as a passive process of learning where the students are expected to acquire knowledge of the information that is given by the teacher through exposure.

## **6. Explicit and Implicit Teaching of English Cohesive Devices**

---

<sup>43</sup> Salbego, Nayara Salbego; Specht, Andre Luis. (2013) Implicit and Explicit Instruction: An Analysis of Teachers' Views. In: Revista Interlinguagens, v.1, 4ed, pp. 36-52. <http://www.revistainterlinguagens.com.br/site/index.php/2-uncategorised/92>.

<sup>44</sup> DeKeyser, R. (2008). Implicit and Explicit Learning. In C. J. Doughty & M. H. Long (Eds). The Handbook of Second Language Acquisition. Malden, MA: Blackwell Publishing.

<sup>45</sup> Ellis, R. (2009). Implicit and Explicit Learning, Knowledge and Instruction. In R. Ellis et al. Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching. Great Britain, Multilingual Matters. Pp. 03-25.

<sup>46</sup> Ling, Z. (2015). Explicit grammar and implicit grammar teaching for English major students. Sino-US English Teaching, August 2015, 12, 556-560



English cohesive devices represent a significant challenge to the English language classroom. One of the challenges is related to the teaching or instructional materials which rarely target English cohesive devices as a pattern-based of classroom instruction in the teaching and learning process.<sup>47</sup> Dealing with teaching English cohesive devices, there are two strategies that mostly are used by English teaching in the classroom; namely, explicit and implicit teaching. Besides, other research enhances that explicit strategy has a positive effect in learning English cohesive devices. It was proved by students in pre-intermediate level of English performance in writing descriptive essays to use transitions related to English cohesive devices in their writing more effectively.<sup>48</sup> In addition, Sahebkhair and Aidinlou notes that students who were given explicit teaching in the experimental group showed good progress in terms of using conjunctions appropriately.<sup>49</sup>

Explicit teaching gives the students particular knowledge or rules regarding a target form. And it also has a good impact on students' use of English cohesive devices to structure lengthy discussion.<sup>50</sup> However, implicit teaching requires much time to be a successful method in teaching English cohesive devices

---

<sup>47</sup> De la Fuente, M. (2009). The Role of Pedagogical Tasks and Focus on Form in Acquisition Discourse Markers by Advanced Learners. In R.P. Leow, H. Campos, & D. Lardiere (Eds), *Little words: Their History, Phonology, Syntax, Semantics, Pragmatics, and Acquisition* (pp. 211-221). Washington, DC: Georgetown University Press.

<sup>48</sup> Badiozzaman, A., & Gorjian, B. (2014). The Impact of Iranian learners' awareness transition strategies on writing descriptive essays among Pre-Intermediate EFL Learners. *International Journal of Language Learning and Applied Linguistics World*, 6, 98–114.

<sup>49</sup> Sahebkhair, F., & Aidinlou, N. A. (2014). The role of explicit instruction on using conjunctions in Iranian EFL learners' written performance. *International Journal of Language and Linguistics*, 2, 121–126

<sup>50</sup> Yoshimi, D. R. (2001). Explicit Instruction and JFL Learners' Use of International Discourse Markers. In K. Rose, & G. Kasper (Eds), *Pragmatics in Language Teaching* (pp. 223-224). Cambridge: Cambridge University Press.

because it depends on regular exposure to the target form to encourage awareness of rules and linguistic patterns.<sup>51</sup> It can be stated that both explicit and implicit teaching have their own characteristics in teaching English cohesive devices because each part can be effective and has a positive effect in improving students' ability in using English cohesive devices.

## **B. Previous Studies**

Based on the previous studies, both explicit and implicit teachings have been parts of language teaching since its beginning. Many researchers have proved that both explicit and implicit teachings are good in developing students' ability in English writing. A study by Ellis, R entitled "*Does Explicit Grammar Instruction Work?*" This study described the role of explicit instruction in second language acquisition. This study used analysis research in collecting the data. The result showed that explicit teaching is well-known as a great teaching in improving student's explicit knowledge.<sup>52</sup>

However, a research by Soleimani, H., Jahangiri, K., & Gohar, M. J. entitled "*Effect of Explicit and Implicit Instruction on Implicit Knowledge of English Simple Past Tense.*" This research focuses on investigating the effects of explicit and implicit teaching on implicit knowledge of English simple past tense showed different findings. Fifty-nine intermediate Persian learners participated in this research. The findings indicated that for both explicit and implicit groups the tasks

---

<sup>51</sup> Ellis, N. (2005). At the Interface: Dynamic Interactions of Explicit and Implicit Language Knowledge. *Studies in Second Language Acquisition* 27, 305-352.

<sup>52</sup> Ellis, R. (2010). *Does Explicit Grammar Instruction Help?* National Institute for Japanese Language and Linguistics Project Review, July 2010, 02, pp. 3-22

showed significant progress without much difference between them.<sup>53</sup> So, it can be rejected as a statement that explicit is superior over implicit teaching in promoting implicit knowledge of the English language.

Other research by Majdeddin, Kh also conducted a study entitled “*English cohesive devices in Students’ IELTS Writing Tasks*”. This study focuses on the aspect of grammatical cohesion only. The goal of the study is to ensure if training courses in English writing could cause a change in the learner’s use of cohesion in their writing. 68 participants including 32 male and 36 female of students’ IELTS participated in this study. The findings showed that overt instruction or it can be called as explicit teaching improves Iranian EFL students’ ability in using lexical English cohesive devices in English writing.<sup>54</sup>

Furthermore, a study by Rizwan, M., & Akhtar, S entitled “*Effect of explicit and implicit pedagogical instructions in the acquisition of definite, indefinite and zero articles*”. Tenth grade male students of Educators Elite Campus Johar Town, Lahore participated in a study which focuses on investigating the impacts of explicit and implicit teaching of grammatical accuracy. The students were separated into two groups; Group A received an explicit teaching; Group B obtained an implicit teaching. As a result, the study mentioned that explicit teaching is useful in improving ESL learners’ grammatical accuracy.<sup>55</sup>

---

<sup>53</sup> Soleimani, H., Jahangiri, K., & Gohar, M. J. (2015). Effect of Explicit and Implicit Instruction on Implicit Knowledge of English Simple Past Tense. *International Journal of Asian Social Science*, 5(5), 257-265. <http://doi.org/10.18488/journal.1/2015.5.257.265>.

<sup>54</sup> Majdeddin, Kh. (2010). English cohesive devices in Students’ IELTS Writing Tasks. *Iran International Journal of Language Studies (IJLS)*, 4(2), 1-8.

<sup>55</sup> Rizwan, M., & Akhtar, S. (2016). Effect of explicit and implicit pedagogical instructions in the acquisition of definite, indefinite and zero articles. *International Journal of Multidisciplinary of Current Research*. 4, 2321-3124.

In contrast, a research by Wong, W entitled “*Processing Instruction in French: The Role of Explicit Information and Structured Input*”. This research used Quantitative Research in collecting the data. Hence, this research found that there are no differences between the experimental groups which received explicit teaching in their studies and the control groups which did not receive explicit teaching. Hence, the experimental groups in these researches were not given enough practice using English cohesive devices, and the studies had confirmed the importance of ‘practice’ that should be part of explicit teaching.<sup>56</sup> Thus, the finding shows that there are no differences between explicit group and implicit group. It might be caused by the lack of practice during the experiment section. So, it can be said that both explicit and implicit are able to increase students’ writing ability in using English cohesive devices if they had longer time to practice it in the right way.

Therefore, a study by Hernandez, T.A entitled “*The Effect of Explicit Instruction and Input Flood on Students’ Use of Discourse Markers on a Simulated Oral Proficiency Interview*”. This study examined whether explicit teaching together with a lot of feedback had a bigger impact on second language Spanish students’ usage of English cohesive devices than implicit teaching. The explicit group received clear instructions on how to use English cohesive devices appropriately to narrate a previous occurrence, and they also received much written input consisting of 15 English cohesive devices in one written text. However, the implicit group received the same amount of input as the explicit

---

<sup>56</sup> Wong, W. (2004). *Processing Instruction in French: The Role of Explicit Information and Structured Input*. In B. VanPatten (Ed.), *Processing Instruction: Theory, Research, and Commentary* (pp. 187-205). Mahwah, NJ: Lawrence Erlbaum.

group, but no explicit instruction. Then, the results point out that on the posttest, the group who obtained explicit instruction had more use of English cohesive devices than the implicit group who did not get explicit instruction.<sup>57</sup> Explicit teaching has a better effect than implicit teaching on second language Spanish because the findings show that implicit teaching doesn't have much input on the use of English cohesive devices. So, it can be concluded that explicit information is more important than implicit information during the teaching and learning process.



---

<sup>57</sup> Hernandez, T.A. (2008). The Effect of Explicit Instruction and Input Flood on Students' Use of Discourse Markers on a Simulated Oral Proficiency Interview. *Hispania*, 91, 665-675.

### **CHAPTER III**

#### **RESEARCH METHOD**

This section gives some outlines on how to carry out this research in exploring the English teachers' belief about explicit and implicit teaching of English cohesive devices which comprises: (1) research design, (2) subject and setting of the research, (3) data and source of data, (4) data collection technique, (5) research instrument, (6) data analysis technique, and (7) checking validity of the data.

#### **A. Research Design**

This research was conducted with a qualitative research design to determine the results of the research questions by exploring in-depth regarding the English teacher's beliefs about explicit and implicit teaching of cohesive devices in English writing. As stated by Creswell, qualitative research is a research for in-depth exploration and comprehension of the significance of an individual's or a group's social or human issue.<sup>58</sup> In other words, qualitative research assisted in understanding the meanings and importance of human acts from the participants' perspectives rather than trying to explain human activities in terms of a restricted number of predetermined categories. This study only focused on exploring English teachers' belief about explicit and implicit teaching of English cohesive devices in English writing. Therefore, using qualitative research design in this study was considered an effective way because it obviously attempts to explain the phenomenon in language behavior naturally without intervention.

---

<sup>58</sup> Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*. Lincoln: Pearson.

The process of qualitative research involved questions of the research, collected the data from the participants, analyzed the data and made interpretations of the meaning of the data research. For the final results, the qualitative data showed as written text; in the form of words or pictures rather than numbers.

### **B. Subject and Setting of the Research**

The subjects of this study were five English teachers in five different schools including Junior or senior high schools. This study was conducted at MTs Darul Ulum Waru, SMP Bilingual Terpadu, MTs YPM Wonoayu, MA Darul Ulum Tlasi, Sidoarjo, and MA Al-Urwatul Wutsqo Jombang. The reasons why these participants selected in this research were the five English teachers who are currently teaching at five different schools including Junior and senior high school in Sidoarjo and Jombang, and all the five English teachers had good knowledge and enough experience in teaching English cohesive devices. Thus, they were able to expose both explicit and implicit teaching of English cohesive devices.

So, in selecting the participants, the researcher asked the English teacher about their experience in teaching English cohesive devices. The example question was “Do you have any experiences in teaching explicit and implicit teaching of English cohesive devices?” Finally, for the English teachers who doesn’t have any experience in teaching English cohesive devices, they would not be able to be the participants of this research. Therefore, the researcher chose these five English teachers because they are currently teaching in the schools



which have A accreditation and they fulfilled the criteria of the participants in this study.

### **C. Data and Source of Data**

#### **a. Data**

This study used English teacher's beliefs about explicit and implicit teaching of English cohesive devices in English writing as the data. The main data of this study was taken from teachers' beliefs, or perspectives through interviews by answering the questions. Accordingly, the data for the final results showed as written text; in the form of words or pictures rather than numbers.

#### **b. Source of Data**

Arikunto mentions that there are three sources of data research involving person, place, and paper.<sup>59</sup> Dealing with this statement, the sources of data in this research were five English teachers in five different schools including Junior or senior high school in Sidoarjo who used explicit and implicit strategy in their teaching. Then, this research was conducted in five different schools including MTs Darul Ulum Waru, SMP Bilingual Terpadu, MTs YPM Wonoayu, MA Darul Ulum Tlasih, Sidoarjo, and MA Al-Urwatul Wutsqo Jombang. And also, the data for the final results showed as written text.

### **D. Data Collection Technique**

In collecting the data, the researcher used the interview as the data collection technique. Interview is the most familiar strategy used for collecting qualitative data. The interview involved five English teachers in five different

---

<sup>59</sup> Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.



schools including junior or senior high school; they are teacher 1 as the English teacher of SMP Bilingual Terpadu, teacher 2 as the English teacher of MTs YPM Wonoayu, teacher 3 as the English teacher of MTs Darul Ulum, teacher 4 as the English teacher of MA Al-Urwatul Wutsqo, and teacher 5 as the English teacher of MA Darul Ulum Tlasih. In this study, the researcher used semi-structured interviews to complete data of the research. By semi-structured interview, the researcher could probe elaboration, further information, permitted the participants to describe detailed information and the researcher also had better controlled the information received, because it enabled the researcher to ask specific questions to elicit the information.

As a semi-structured interview, this research used these following procedures in conducting the interview section. Firstly, the researcher asked the participant to use guided questions that had been prepared before. Secondly, the researcher generated questions based on the responses of the participants in order to gain a thorough knowledge of the topics' interest, which was required for generating contextually relevant semi-structured questions. Then, the researcher recorded any notes from the participants using audio recording as the data. Finally, the researcher transcribed the audio recordings from a database composed of words. In this case, the interview was conducted using Indonesian language.

In this research there were five English teachers in five different schools including Junior or senior high schools in Sidoarjo city as the participants of the interview section. The interview was conducted online through WhatsApp application from 15<sup>th</sup> April – 3<sup>rd</sup> May 2021. First interview was conducted on 15<sup>th</sup>

April 2021 with one of the English teachers from MA Darul Ulum, Tlasih. Second interview was conducted on 19<sup>th</sup> April 2021 with one of the English teachers from MTs Darul Ulum, Waru. Third interview was conducted on 21<sup>st</sup> April 2021 with one of the English teachers from SMP Bilingual Terpadu. Fourth interview was conducted on 21<sup>st</sup> April 2021 with one of the English teachers from MTs YPM Wonoayu. Fifth interview was conducted on 3<sup>rd</sup> May 2021 with one of the English teacher from MA Al-Urwatul Wutsqo, Jombang.

#### **E. Research Instrument**

This research used interview guidelines as the instrument. As stated by Creswell, an interview is a flexibility tool that enables the participants to express their thoughts or ideas. Otherwise, the interview facilitates the researcher to obtain a direct explanation for human actions through a comprehensive conversation.<sup>60</sup> Thus, it should be adopted as a tool for social research. The purpose of doing an interview in this study is to gain in-depth information about this research topic which could be interpreted as findings of the study. In the interview section, the researcher provided some questions related to the focus of the study. Hence, this study used semi-structured interviews in collecting data. Semi-structured interview is the basic method and one of the most generally used for obtaining qualitative data from people's beliefs, opinions, and feelings about situations in their own words.

Moreover, semi-structured interviews are between structured and unstructured interviews in which the questions are formulated and the area of

---

<sup>60</sup> Berg, b. l. (2007). *Qualitative research methods for the social sciences*. London: Pearson.

interest is chosen, but the researcher may modify the questions during the interview section.<sup>61</sup> Thus, semi-structured interview is appropriated to this research because by using semi structured interview, the researcher is still allowed to modify or ask new questions in order to obtain deep information from the respondents. In conducting a semi-structured interview, the researcher followed some rules including reordering the questions, adjusted the language, answered the questions, and added or deleted probes to the interview. This study used semi-structured interviews with open-ended questions as a tool that supported the interview section in collecting the data so that the respondents could give the answers' questions in their own words and in their own way. Likewise, the interview questions were adopted from Raman and Rashid's qualitative research and it will be modified by the researcher.<sup>62</sup> So, in this study, there were 15 open-ended questions which involved three types of questions for the interview section.

The first type was about background information. The second type was about the teacher's beliefs. The third type was about the reasons that shaped teacher's beliefs related to explicit and implicit teaching of English cohesive devices. Furthermore, the researcher used the respondents' first language; Bahasa Indonesia during the interview section. On purpose, the researcher could get the information clearly and avoided misunderstanding. The interview was conducted by doing an online interview with the English teacher as the participants of the research because of covid-19 pandemic that made the teacher have to teach their students at home through online learning. The researcher conducted the online

---

<sup>61</sup> Ary, D et al. 2010. *Introduction to Research in Education*. Canada: Thompson Wadsworth.

<sup>62</sup> Rahman, A. M. A., & Rasyid, R. A. (2017). Explicit and Implicit Grammar Instructions in Higher Learning Institutions. *English Language Teaching*, 10(10), 92.

interview by using WhatsApp messenger. The researcher called the interviewee one by one and asked them some questions that they had already prepared. However, the questions might be developed depending on the answer's participants. Then the answers of the participants were recorded through audio taped as the data of the study.

#### **F. Data Analysis Technique**

After the data had been collected, the researcher analyzed the data which was taken from the interview section. As stated by Creswell, there are some procedures in analyzing the data; organizing, coding, developing the data using codes, representing the findings through visuals and narratives, making an interpretation of the meaning of the results, then conducting strategies to validate precision of the findings.<sup>63</sup> Likewise, the first step in analyzing the data in this study was to organize the data. In this research, the interview was recorded using audio tape. After collecting the data, the researcher transcribed all the interviews into transcripts. After that the transcript of the data was interpreted.

The second step was coded the data to develop more general data and it also for description and themes. Coding itself means an initial and major process for the analysis extracted towards discovering the content of the data in the qualitative analysis.<sup>64</sup> The coding aims to connect the similar and dissimilar of the data<sup>65</sup>. So, in this research, coding means a process of identifying a passage in the data that

---

<sup>63</sup> Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research. Lincoln: Pearson.

<sup>64</sup> Punch, K. F. (2005). Instruction to Social Studies – Quantitative and Qualitative Approaches (Translated by D. Bayrak et al.). Ankara: Siyasal Book Store.

<sup>65</sup> Ibrahim, M. (2012). Thematic Analysis: a Critical Review of It Process and Evaluation. West East Journal of Social Sciences, 1(1), 39-47.

was collected through an interview, identifying concepts and finding the relations between them. Then, this research used inductive coding and also used words or short phrases as labels of the codes. The process of coding in this research was; firstly, the researcher categorized the answers of each participant's interview transcript to find the relevance and the patterns of any statements including the similar and dissimilar responses. Then, the researcher connected all the patterns found and grouped the similarities of the data into themes that interpreted the whole data. For example, there is a statement from a participant,

*“Explicit teaching is kind of strategy that the teacher explains the material and the goal of learning those kinds of material clearly while implicit is kind of strategy that the teacher didn't explain the goal and material clearly. The students should predict it by themselves”.* From that statement, it can be coded as “teaching strategy” because the response has the expression of principles' behavior which belongs to expression showing strategy.

The third step represented the findings through narratives as written text and made an interpretation of results' meaning by reflecting the impact of the findings and the literature that can inform the findings. In this research, the researcher presented the data as narrative which means the data described in detail then interpreted the findings of the data using descriptive analysis. Thus, the findings presented as written text. The last step is the researcher conducting strategies to validate the precision of the findings.

#### **G. Checking Validity of the Data**

After the data had been interpreted as the findings of the study, the researcher checked the validity of data by following some procedures. Hence, there are five steps to validate the data of this research. First, the researcher

established the accuracy of the data gained by the researcher from respondents using member check. If the data that was found related to the interview question, so the data is valid, but if the data that was found isn't related to the interview question, so the data is invalid. Second, the researcher entered the collected responses of the interview into a spreadsheet to clean the data. Third, the researcher identified the basic components that had been measured by the interview question. Fourth, the researcher reviewed the internal consistency of questions or checked the correlation between questions that loaded on the same factors. And the last step was the researcher revised the interview data based on the information gathered from the principle of components analysis.



UIN SUNAN AMPEL  
S U R A B A Y A

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This section discourses the findings and discussion of the research about English teachers' belief about explicit and implicit teaching of cohesive devices in English writing. The finding of this study presents the data. The data was from interviewing five English teachers in five different schools including junior and senior high school. Then, the discussion explains the analysis from the findings. Detailed information about this chapter will be described below:

#### **A. Research Finding**

In this section, the organization of the finding follows the research question of the study. The data conducted online through WhatsApp application from 17th April – 3rd May 2021. The online interview was shared with five English teachers in five different schools including MTs Darul Ulum Waru, SMP Bilingual Terpadu, MTs YPM Wonoayu, MA Darul Ulum Tlasih, Sidoarjo, and MA Al-Urwatul Wutsqo, Jombang in the academic year 2020-2021 to explore the English teacher's belief about explicit and implicit teaching of cohesive devices in English writing. This research used an open-ended interview. The result of the interview will be described below.

#### **Teachers' Beliefs about Explicit and Implicit Teaching of Cohesive Devices in English Writing**

Through interviews, the researcher gathered information as regards to the study's research question which is about the English teacher's belief about explicit and implicit teaching of cohesive devices in English writing. The data was



analyzed using an audio recording. Then, the researcher discovered some facts based on the audio recording related to the English teacher's belief about explicit and implicit teaching of cohesive devices in English writing. The detailed findings as follow:

### **1. Explicit and Implicit Teaching of Cohesive Devices**

Data from the interview shows that there are two kinds of data related to the suitability of explicit and implicit teaching of cohesive devices. First is about the suitability of the explicit teaching of cohesive devices particularly in the first meeting and for the regular classes while the second is about the suitability of the use of implicit data for superior class. Thus, here is the detailed data obtained from the interview session.

The first data highlights the suitability of the explicit teaching of cohesive devices particularly in the first meeting and for the regular classes. In this aspect, there is a view of the statement from teacher 1 (T1), she stated that

*“Teacher can use explicit method in the first meeting and I usually teach my students in the regular class explicitly in order to make them understand the material precisely.”*

In addition, teacher 2 (T2) also said that

*“In my opinion, teacher should explain the material in detail to the students in the first meeting. Based on my experience, explicit teaching is more effective for beginner learner level”*

Likewise, teacher 3 (T3) mentioned that

*“Explicit teaching is a method which need longer time because it requires the teacher to give explanation in detail about the material to the students in the first meeting. Thus, I usually use explicit teaching for regular class or class which the students mostly have low ability in English writing”*

Moreover, teacher 4 (T4) noted that

*“For regular class or class which the students are mostly have low ability in English lesson, I used to implemented explicit teaching in order to make them understand the material appropriately.”*

Furthermore, teacher 5 (T5) asserted that

*“Explicit teaching is a method that the teacher explains the goal, rule, and the material of cohesive devices in detail in the first meeting. So, students can be easily used cohesive devices in their writing. And this method is suitable for slow learner or regular classes.”*

The second data indicates the suitability of the use of implicit data for superior class as reflected by teacher 1 (T1), she stated that

*“Teachers can teach their students about cohesive devices explicitly and implicitly, it depends on their students’ abilities. I usually teach my students in the superior class implicitly, because they can understand the material directly without I explain them in detail.”*

In addition, teacher 2 (T2) also said that

*“Based on my experience, implicit teaching is more effective for intermediate or advanced learner level.”*

Moreover, teacher 3 (T3) noted that

*“I usually use implicit teaching for class which the students are mostly have high ability in English lesson.”*

Likewise, teacher 4 (T4) also highlight that

*“For superior class or class which the students are mostly have high ability in English lesson, I used to implemented implicit teaching, because they are be able to comprehend the material without I explain to them the material in detail.”*

Furthermore, teacher 5 (T5) asserted that

*“Implicit teaching is a method that the teacher doesn’t give detail explanation about cohesive devices. So, this method will suitable for fast learner or superior classes.”*

From the answers, it can be concluded that explicit and implicit teaching are effective method for teaching cohesive devices. In purpose, it can help for each level of the students to understand well about cohesive devices in English writing.

## **2. The Advantages and Disadvantages of Explicit and Implicit Teaching of Cohesive Devices**

Regarding the data gained through the interview session, there are view statements from teachers related to the advantages and disadvantages of explicit and implicit teaching.

The following table 4.1 describes data obtained from the interview session.

Table 4.1 The advantages and disadvantages of explicit and implicit teaching for learning cohesive devices

Explicit Teaching		Implicit Teaching	
Advantages	Disadvantages	Advantages	Disadvantages
1. Has a great impact in improving students' ability in using cohesive devices in English writing	1. Need longer time in teaching cohesive devices	1. Can help the teacher to know the students' ability in using cohesive devices in English writing easily	1. Less effective for beginner learner level or regular class in learning cohesive devices
2. It can help the teacher in delivering the material easily		2. Lead the student used to analyze and think critically	
		3. Give new experience for the students and build their creativity in learning cohesive devices in English writing	

From the table 4.1 above, it can be concluded that both explicit and implicit teaching have some advantages and also disadvantages in teaching cohesive devices. However, implicit teaching shows much more advantages than

explicit teaching itself. Thus, here is the detailed data obtained from the interview session. The first data highlight the advantages and disadvantages of explicit teaching in learning cohesive devices. In this aspect, there is a view of the statement from teacher 1 (T1), she beliefs that

*“Explicit teaching has more effect on improving students’ writing ability in using cohesive devices than implicit teaching.”*

Similarity, teacher 5 (T5) highlights that

*“Explicit teaching is able to increase students’ ability in understanding cohesive devices material significantly. It can also help the teacher in delivering the material of cohesive devices easily so that the students can understand the whole material.”*

From the statements above, it can be concluded that there are two advantages of explicit teaching for learning cohesive devices. First, explicit teaching has a great impact in improving students’ ability in using cohesive devices in English writing. Second, explicit teaching is able to help the teacher in delivering the material easily.

Otherwise, explicit teaching also has disadvantages for learning cohesive devices. It was supported by some statements of an English teacher who was a participant in this study. Teacher 1 (T1) mentioned that

*“In this pandemic, teacher doesn’t have enough time to give detail explanation about cohesive devices to the students. In this case, teacher should teach the student about cohesive devices implicitly.”*

Moreover, teacher 3 (T3) highlights that

*“Explicit teaching needs much time in teaching and learning process than implicit teaching, because the teacher should give detail information about cohesive devices to the students.”*

From the statements above, it can be concluded that the disadvantage of explicit teaching is about time, even less nowadays there is a pandemic ‘Covid-19’ which automatically affects to the activity in the education field. It

makes the teacher don't have enough time to teach the students about cohesive devices explicitly.

The second data indicates the advantages and disadvantages of implicit teaching in learning cohesive devices. There are view statements from the teacher 2 (T2), he prove that

*“Implicit teaching is a method that can be used by the teacher to know the students’ ability in understanding cohesive devices material.”*

In addition, teacher 3 (T3) asserted that

*“By applying implicit teaching, students are used to analyze and think critically on the problem at hand.”*

Then, teacher 4 (T4) note that

*“Implicit teaching of cohesive devices can build students’ creativity and it can give them new experience in learning.”*

From the statements above, it can be concluded that there are three advantages of implicit teaching for learning cohesive devices. First, Implicit teaching can help the teacher to know the students’ ability in using cohesive devices in English writing easily. Second, implicit teaching makes the student used to analyze and think critically. Third, implicit teaching gives the students new experience and builds their creativity in learning cohesive devices in English writing.

Besides, there are view statements from the teacher about the disadvantages of implicit teaching for learning cohesive devices. Teacher 1 (T1) prove that

*“Explicit teaching can increase students’ writing ability in using cohesive devices, because the teacher explains the goal, rule, and the material in detail so that the students can understand clearly without predicts the pattern of cohesive devices by themselves.”*

Likewise, teacher 5 (T5) also stated that

*“Teacher should give detail explanation to the students first in order to make them easily to write an English text using cohesive*

*devices correctly. So, the students do not need to predict the pattern of cohesive devices by themselves.”*

From the statements above, it can be concluded that the disadvantage of implicit teaching is less effective for beginner learner level or regular class in learning cohesive devices. It might be caused by lack of explanation or information from the teacher and the students should predict the pattern of cohesive devices by themselves. Consequently, students might find it difficult to understand cohesive devices if the teacher uses implicit teaching which means the teacher doesn't give a detailed explanation about it.

### **3. The Effectiveness of Explicit and Implicit Teaching of Cohesive Devices in English Writing**

Regarding the data gained through the interview session, there are view statements from teachers that prove the effectiveness of explicit and implicit teaching for learning cohesive devices in English writing. Here are the detailed data which had been summarized by the researcher.

As teacher 1 (T1) stated that

*“Explicit teaching is more effective than implicit teaching for learning cohesive devices in English writing.”*

Therefore, teacher 4 (T4) and teacher 5 (T5) have similar statements. They highlight that

*“Explicit teaching is more effective than implicit teaching, because the students can understand about cohesive devices in English writing directly through the explanation of the teacher.”*

In contrast, teacher 2 (T2) noted that

*“Every students has different ability. So, explicit teaching is more effective than implicit teaching when it applied for beginner learners. However, implicit teaching is more effective than explicit teaching when it applied for intermediate and advanced learners.”*

Otherwise, teacher 3 (T3) asserted that

*“Both explicit and implicit method is really effective for teaching cohesive devices, it depends on condition and the time.”*



From the statement above, it can be concluded that explicit and implicit teaching are effective method in teaching cohesive devices in English writing for certain learners and it depends on condition and the time.

#### **4. Factors Affecting the English Teachers' Beliefs**

Regarding the data gained through the interview session, there are view statements from teachers related to the factors that affect the English teachers' belief about explicit and implicit teaching of cohesive devices in English writing. The factors reflected by the teacher include based on the English teacher's experience as a student and as a teacher, based on the teacher's personality and the last is based on the school principles. Here are the detailed data which had been summarized by the researcher.

As teacher 1 (T1) highlight that

*"The factor that affects my belief is based on my experience as a student."*

Besides, teacher 2 (T2) noted that

*"The factors that affecting my belief are based on my experience as a student and as a teacher, and also based on the school principles which the teacher demanded to be more creative in teaching."*

Similarity, teacher 3 (T3) also mentioned that

*"There are two factors that affecting my belief which are internal and external factor. The internal factor is based on my personality, whereas the external factors are based on my experience as a student and as a teacher, and also based on the school principles which the school is always put forward teacher's creativity in teaching."*

Likewise, teacher 4 (T4) prove that

*"The factor that affecting my belief is based on the school principle or curriculum that prevail at the school where I teach now."*

From the statements above, it can be concluded that there are some factors affecting the English teachers' belief which are based on the English teacher's



experience as a student and as a teacher, based on the teacher's personality and the last is based on the school principles. However, the biggest factor that affects the English teacher's belief is based on experience as a student and as a teacher.

## **B. Discussion**

This part will discuss the study's findings in relation to the theory presented in Chapter 2. The discussion is focused on the study topic, which is what the English teacher's belief about cohesive devices in English writing are. More explanations are discussed as follows.

### **Teachers' Beliefs about Explicit and Implicit Teaching of Cohesive Devices in English Writing**

Explicit teaching as a strategy where the teacher gives clear outlines of the learning goals or specific learning objectives in a systematic environment to the students concerning the language structures. It comprises a problem-solving technique in which the teacher gives explanations on engaging a linguistic structure in order to fully comprehend and apply it appropriately while interacting with others.<sup>66</sup> However, Ellis explains that implicit learning is seen as learning without awareness or conscious attention to any rules, although there are no consensual findings regarding such assumption.<sup>67</sup> This research found that explicit teaching is a method in which the teacher explains the goal, rule, and the

---

<sup>66</sup> Salbego, Nayara Salbego; Specht, Andre Luis. (2013) Implicit and Explicit Instruction: An Analysis of Teachers' Views. In: *Revista Interlinguagens*, v.1, 4ed, pp. 36-52. <http://www.revistainterlinguagens.com.br/site/index.php/2-uncategorised/92>.

<sup>67</sup> Ellis, R. (2009). Implicit and Explicit Learning, Knowledge and Instruction. In R. Ellis et al. *Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching*. Great Britain, Multilingual Matters. Pp. 03-25.

material of cohesive devices in detail in the first meeting. However, implicit teaching is a method in which the teacher doesn't give a detailed explanation about cohesive devices. From the interview and the theory as a guide, this research highlighted that explicit teaching is a method that the teacher gives detail explanation about the material to the students, whereas implicit teaching is a method that the teacher doesn't give detail information or explanation to the students about the material and the teacher let the student to assume about the pattern of the material by themselves. Thus, it can be inferred that this finding is assisted by the theory from Salbego and Ellis about Implicit and Explicit instruction in second language learning.

Furthermore, explicit teaching gives the students particular knowledge or rules regarding a target form. And it also has a good impact on students' use of English cohesive devices to structure lengthy discussion.<sup>68</sup> However, implicit teaching requires much time to be a successful method in teaching English cohesive devices because it depends on regular exposure to the target form to encourage awareness of rules and linguistic patterns.<sup>69</sup> The result of this study showed that teachers should teach their students about cohesive devices by using explicit and implicit teaching so that the learning process is more effective. Hence, explicit and implicit teaching improves students' writing ability. From the interview and the theory as a guide, this study proved that explicit and implicit teaching is a suitable method in teaching cohesive devices, because both of them

---

<sup>68</sup> Yoshimi, D. R. (2001). Explicit Instruction and JFL Learners' Use of International Discourse Markers. In K. Rose, & G. Kasper (Eds), *Pragmatics in Language Teaching* (pp. 223-224). Cambridge: Cambridge University Press.

<sup>69</sup> Ellis, N. (2005). At the Interface: Dynamic Interactions of Explicit and Implicit Language Knowledge. *Studies in Second Language Acquisition* 27, 305-352.

may be used to help students enhance their writing ability in using cohesive devices. Thus, it can be inferred that this finding is assisted by the theory from Yoshimi and Ellis about dynamic interactions of explicit and implicit teaching of cohesive devices in second language acquisition.

### **1. The Advantages and Disadvantages of Explicit and Implicit Teaching of Cohesive Devices**

Explicit teaching is well-known as a great teaching in improving student's explicit knowledge.<sup>70</sup> Moreover, Sahebkhair and Aidinlou notes that students who were given an explicit strategy in the experimental group showed good progress in terms of using conjunctions appropriately.<sup>71</sup> The findings of this research highlight that both explicit and implicit teaching have some advantages and also disadvantages in teaching cohesive devices. It can be noticed by the interview results in table 4.1. Likewise, it is also assisted by the interview data that explicit teaching has more effect on improving students' writing ability in using cohesive devices than implicit teaching. From the interview and the theory as a guide, this research noted that the advantage of explicit teaching is that explicit methods can improve students' ability in using cohesive devices in English writing. Thus, it can be inferred that this finding is assisted by the theory from Ellis, Sahebkhair& Aidinlou about the advantage of explicit teaching.

---

<sup>70</sup> Ellis, R. (2010). Does Explicit Grammar Instruction Help? National Institute for Japanese Language and Linguistics Project Review, July 2010, 02, pp. 3-22

<sup>71</sup> Sahebkhair, F., & Aidinlou, N. A. (2014). The role of explicit instruction on using conjunctions in Iranian EFL learners' written performance. *International Journal of Language and Linguistics*, 2, 121–126

Explicit teaching is well-known as a great teaching in improving student's explicit knowledge.<sup>72</sup> Moreover, Sahebkhair and Aidinlou notes that students who were given an explicit strategy in the experimental group showed good progress in terms of using conjunctions appropriately.<sup>73</sup> The findings of this research highlight that both explicit and implicit teaching have some advantages and also disadvantages in teaching cohesive devices. It can be noticed by the interview results in table 4.1. Likewise, it is also assisted by the interview data that explicit teaching has more effect on improving students' writing ability in using cohesive devices than implicit teaching. From the interview and the theory as a guide, this research noted that the advantage of explicit teaching is that explicit method can improve students' ability in using cohesive devices in English writing. Thus, it can be inferred that this finding is assisted by the theory from Ellis, Sahebkhair & Aidinlou about the advantage of explicit teaching.

Besides, implicit teaching is a type of grammar teaching that is more adaptable and active with the students as the center of the learning process. In this case, implicit teaching gives autonomy learning where the learners are able to learn as independent learners.<sup>74</sup> This research found that implicit teaching leads the students used to analyze and think critically on the problem at hand and it can also build students' creativity and it can give them

---

<sup>72</sup> Ellis, R. (2010). Does Explicit Grammar Instruction Help? National Institute for Japanese Language and Linguistics Project Review, July 2010, 02, pp. 3-22

<sup>73</sup> Sahebkhair, F., & Aidinlou, N. A. (2014). The role of explicit instruction on using conjunctions in Iranian EFL learners' written performance. *International Journal of Language and Linguistics*, 2, 121-126

<sup>74</sup> Ling, Z. (2015). Explicit grammar and implicit grammar teaching for English major students. *Sino-US English Teaching*, August 2015, 12, 556-560

new experience in learning. From the interview and the theory as a guide, this research highlighted that the advantages of implicit teaching are that implicit teaching makes the student used to analyze and think critically, and it also gives the students new experience and builds their creativity in learning cohesive devices in English writing. Thus, it can be inferred that this finding is assisted by the theory from Ling about the advantages of implicit teaching.

However, research showed that there are no differences between explicit groups and implicit groups. It might be caused by the lack of practice during the experiment section. So, it can be said that both explicit and implicit can improve students' writing ability in using English cohesive devices if they had longer time to practice it in the right way.<sup>75</sup> This research found that explicit teaching needs much time in the teaching and learning process than implicit teaching, because the teacher should give a detailed information about cohesive devices to the students. From the interview and the theory as a guide, this research indicated that the disadvantage of explicit teaching is lack of time to teach the material properly. Thus, explicit teaching needs much time to practice in the classroom. However, implicit teaching doesn't need much time to practice in the classroom. So, it can be said that explicit teaching is suitable for slow learners, whereas implicit teaching is suitable for fast learners.

Consequently, it can affect students' understanding, if the teacher doesn't use appropriate methods in their teaching. The students might find it difficult

---

<sup>75</sup> Wong, W. (2004). Processing Instruction in French: The Role of Explicit Information and Structured Input. In B. VanPatten (Ed.), *Processing Instruction: Theory, Research, and Commentary* (pp. 187-205). Mahwah, NJ: Lawrence Erlbaum.

to understand the material of cohesive devices well. From the statement above, it can be inferred that this finding is assisted by the theory from Wong about the disadvantages of explicit and implicit teaching of cohesive devices.

## **2. The Effectiveness of Explicit and Implicit Teaching of Cohesive Devices in English Writing**

Explicit teaching had a higher result, it was proved by the students' understanding on the use of 'please' in the explicit group was better than implicit group. However, the results might be changed if the procedure had a longer time.<sup>76</sup> Furthermore, research showed that both explicit and implicit groups on the tasks showed significant progress without much difference between them.<sup>77</sup> The result of this research showed that both explicit and implicit methods are really effective for teaching cohesive devices, it depends on condition and the time. From the interview and the theory as a guide, this research asserted that explicit and implicit teaching are effective method for teaching cohesive devices in English writing, Thus, it can be inferred that this finding assisted by the theory from Maeda, Soleimani, Jahangiri, and Gohar about the effectiveness of explicit and implicit teaching in teaching cohesive devices.

## **3. Factors Affecting the English Teacher's Beliefs**

---

<sup>76</sup> Ling, Z. (2015). Explicit grammar and implicit grammar teaching for English major students. *Sino-US English Teaching*, August 2015, 12, 556-560  
an-Pacific Association of Applied Linguistics (pp. 436– 443). Tokyo, Japan.

<sup>77</sup> Soleimani, H., Jahangiri, K., & Gohar, M. J. (2015). Effect of Explicit and Implicit Instruction on Implicit Knowledge of English Simple Past Tense. *International Journal of Asian Social Science*, 5(5), 257-265. <http://doi.org/10.18488/journal.1/2015.5.257.265>.



This study indicates four factors affecting English teachers' beliefs in their teaching. The first is teachers' experience as language learners. Through their experience, they will be able to form their beliefs about teaching. The second is teachers' teaching experience. It can be the primary factor that affects English teachers' beliefs since teaching experience may help them learn more about how certain approaches are employed for different groups of students, which can lead to their opinions about that method. The third is the teachers' personality. Some teachers try to use a separate strategy which is related to their personality. The last is research-based or education-based principles.

Teachers' beliefs might be shaped by acquiring English language research concepts, schools of thought such as psychology, or education.<sup>78</sup> The findings of this research showed that the factors that affect the English teacher's beliefs are based on the teachers' experience as a teacher and as a student, and also based on the school principles which the teacher demanded to be more creative in teaching. From the interview and the theory as a guide, this research highlighted that there are some factors affecting an English teacher's belief which are based on the English teacher's experience as a student and as a teacher, based on the teacher's personality, and the last is based on the school principles. Thus, it can be inferred that this finding is assisted by the theory from Abdi and Asadi about the factors which affect teacher's beliefs.

---

<sup>78</sup> Abdi, H., & Asadi, B. (2015). A synopsis of Researchers on Teachers' and Students' Beliefs about Language Learning. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(4), 104-114.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This section provides the conclusion and suggestions of this study. The conclusion involves the abridgment of the study's result about the English teacher's belief about explicit and implicit teaching of cohesive devices in English writing. The suggestions involve some advice for future researchers or teachers who are concerned with a similar topic of the study.

#### **A. Conclusion**

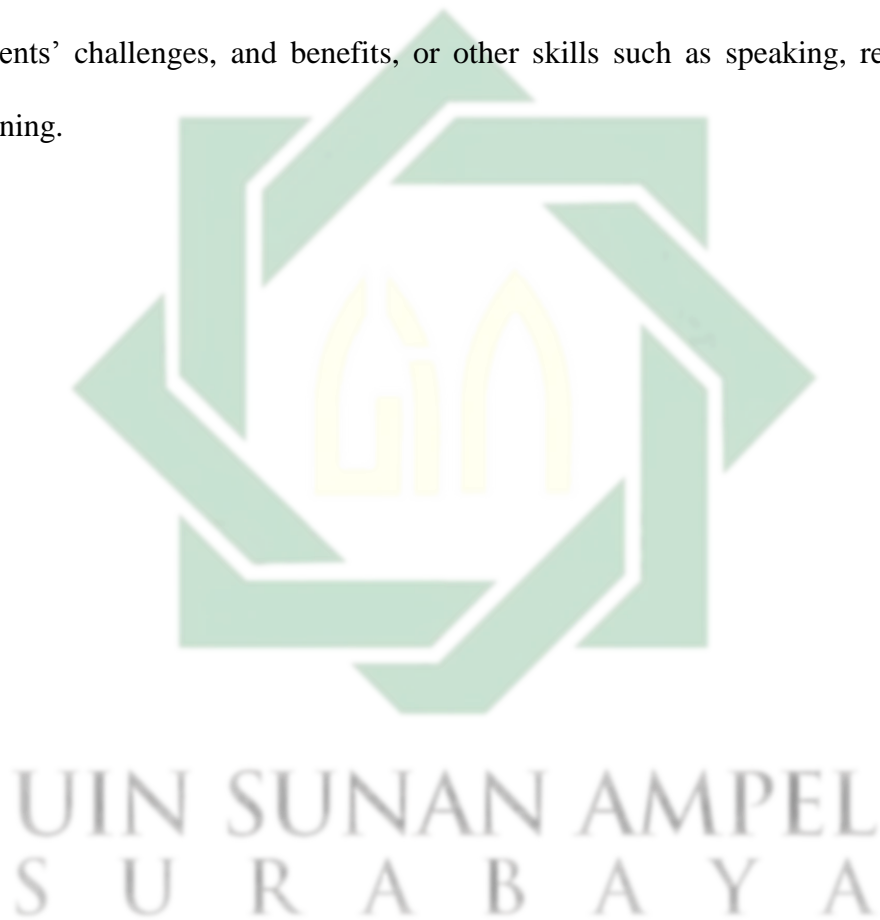
Based on the finding, the researcher concluded that by utilizing explicit and implicit teaching, it helps the students to improve their ability in using cohesive devices in English writing. As regards to the findings of this research, explicit and implicit teaching are a suitable method for teaching cohesive devices in English writing. Explicit teaching is suitable for students in the regular classes, while implicit teaching is suitable for students in the superior classes. It proved that both explicit and implicit teaching are effective to improve to use cohesive devices appropriately in their writing. Both of them also have some advantages and disadvantages which are that both explicit and implicit teaching increases students' writing ability in using cohesive devices, explicit teaching also helps the students to understand about cohesive devices easily. Otherwise, explicit teaching requires the teacher to use a long duration in their teaching process, because the teacher is supposed to be teacher-centered which means the teacher should give the whole information and explain to the students about cohesive devices in detail.

Besides, implicit teaching can build students' critical thinking and creativity in learning. However, implicit teaching is less effective for beginner learner level or regular class in learning cohesive devices, because it doesn't need much time to practice it in the learning process. It is supposed to be student-centered which means the teacher doesn't explain about cohesive devices in detail and the teacher lets the student predict the pattern of cohesive devices by themselves. Therefore, based on the findings of this study, explicit and implicit teaching are effective methods for teaching cohesive devices. Thus, the findings of this study are based on five English teachers in five different schools including junior and senior high school in Sidoarjo and Jombang. Then, based on the findings of this study, there are some factors that affect their beliefs which are based on the English teacher's experience as a student and as a teacher, based on the teacher's personality, and the last is based on the school principles.

#### **B. Suggestion**

For English teachers, after knowing the advantages, disadvantages and the effectiveness of explicit and implicit teaching in learning cohesive devices, it will be beneficial for them to understand more about both explicit and implicit teaching in the educational field. Likewise, it will also help them to maximize their strategy whether they use explicit or implicit strategy in teaching English cohesive devices. The same suggestion also goes to the students who still face difficulties in using cohesive devices in English writing, they will have an opportunity to solve their problems about it.

For future researchers, this study only investigated English teacher's belief about explicit and implicit teaching of cohesive devices in English writing. Hence, it recommended for future researchers to use this study as their preference. Therefore, it suggested for them to explore the similar topic of this study in different levels of student learning or other related topics such as teacher and students' challenges, and benefits, or other skills such as speaking, reading, or listening.



## REFERENCES

- Abdi, H., & Asadi, B. 2015. "A Synopsis of Researches on Teachers' and Students' Beliefs about Language Learning". *International Journal on Studies in English Language and Literature (IJSELL)*. 3(4), 104-114.
- Abdul Rahman, Z.A. *The use of cohesive devices in descriptive writing by Omani student-teachers*. Sage Open, 2013.
- Adiantika, H. N. 2015. "Cohesive devices in EFL students' expository writing. English". *Journal of English Education*. 4(1), 94-102.
- Ahmed, A. H. 2015. "Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspectives". *Literacy Information and Computer Education Journal*. 1, 211-221
- Andrew P. Johnson. *Teaching Reading and Writing*. A Division of Rowman & Littlefield Publishers, United States of America, 2008.
- Arikunto, S. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2010.
- Ary, D et al. *Introduction to Research in Education*. Canada: Thompson Wadsworth, 2010.
- Ayman Sabry – Khaled. 2013. "The Use of Discourse Markers in Paragraph Writings: The Case of Preparatory Year Program Students in Qassim University". *English Language Teaching*. 6, 217-227.
- Badiozzaman, A., & Gorjian, B. 2014. "The Impact of Iranian learners' awareness transition strategies on writing descriptive essays among Pre-Intermediate EFL Learners". *International Journal of Language Learning and Applied Linguistics World*. 6, 98–114.
- Berg, b. l. *Qualitative research methods for the social sciences*. London: Pearson. 2007.
- Borg, S. 2003. Teacher Cognition in Language Teaching: A Review of Research on What Language Teachers Think, Know, Believe, and Do. *Language Teaching*, 36, 81-109.
- Brown, H. D. *Language Assessment: Principles and Classroom Practices*. Longman.com, 2004.
- Castro, C.D. 2004. "Cohesion and the social construction of meaning in the essays of Filipino college students writing in L2 English". *Asia Pacific Education*. 5(2), 215-225.
- Chen, J. 2008. "An investigation of EFL students' use of cohesive devices". *Journal of Second Language Writing*. 9(4), 167-196.
- Creswell, J. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*. Lincoln: Pearson, 2012.
- Crossley, Salsbury, and McNamara. *The role of lexical cohesive devices in triggering negotiations for meaning*. Issues in Applied Linguistics, 2010.
- Dastjerdi, H., & Shirzad, M. 2010. "The Impact of explicit instruction of metadiscourse markers on EFL Learners' writing Performance". *The Journal of Teaching Language Skills*. 2, 154–174.

- DeKeyser, R. M. "Implicit and explicit learning". In C. J. Doughty & M. H. Long (Eds). *The Handbook of Second Language Acquisition* (pp. 313-348). Oxford: Blackwell, 2003.
- DeKeyser, R. "Implicit and explicit learning". In C. J. Doughty & M. H. Long (Eds.). *The Handbook of Second Language Acquisition*. Malden, MA: Blackwell Publishing, 2008.
- De la Fuente, M. "The role of pedagogical tasks and focus on form in acquisition of discourse markers by advanced learners". In R.P. Leow, H. Campos, & D. Lardiere (Eds.), *Little words: Their history, phonology, syntax, semantics, pragmatics, and acquisition*, 211-221. Washington, DC: Georgetown University Press, 2009.
- Donaghue, H. 2003. "An Instrument to Elicit Teachers' Beliefs and Assumptions". *ELT Journal*. 57(4), 344-351.
- Ellis, N. *At the Interface: Dynamic interactions of explicit and implicit language knowledge*. Studies in Second Language Acquisition, 2005.
- Ellis, Loewen, Elder, Erlam, Philp, and Reinders. *Implicit and explicit knowledge in second language learning, testing and teaching*. The UK: Multilingual Matters, 2009.
- Ellis, R. 2010. "Does Explicit Grammar Instruction Work?". *National institute for Japanese language and linguistics project*. 3-22.
- Ghasemi, M. 2013. "An investigation into the use of cohesive devices in second language writings". *Theory and Practice in Language Studies*. 3(9), 1615-1623.
- Halliday, M.A.K. and Hasan, R. *Cohesion in English*. London: Longman group Ltd. 1976
- Hernandez, T.A. 2008. "The effect of explicit instruction and input flood on students' use of discourse markers on a simulated oral proficiency interview". *Hispania*. 91(3), 665-675.
- Jones, J., & Fong, M. 2007. "The impact of teachers' beliefs and educational experiences on EFL classroom practices in secondary schools". *Asian Journal of English Language Teaching*. 17, 27-48.
- Khader, F. R. 2012. "Teachers' Pedagogical Beliefs and Actual Classroom Practices in Social Studies Instruction". *American International Journal of Contemporary Research*. 2(1), 73-92.
- Li, X. 2012. "The Role of Teachers' Beliefs in the Language Teaching-Learning Process". *Theory and Practice in Language Studies*. 2(7), 1397-1402.
- Ling, Z. 2015. "Explicit grammar and implicit grammar teaching for English major students". *Sino-US English Teaching*. 12, 556-560.
- Maeda, S. 2011. "A Study of implicit teaching and explicit teaching of the usage of "Please" to high school students". Tokyo: *The 16th Conference of Pan-Pacific Association of Applied Linguistics*. Pp. 436-443.
- Majdeddin, Kh. 2010. "Cohesive devices in students' IELTS writing tasks". *Iran International Journal of Language Studies (IJLS)*. 4(2), 1-8.
- Mansour, N. *Models of Understanding Science Teachers' Beliefs and Practices: Challenges and Potentials for Science Education*. VDM Verlag Dr. Mueller e. K, 2008.



- Nazari, N. 2013. "The effect of implicit and explicit grammar instruction on learners' achievements in receptive and productive modes". *Procedia - Social and Behavioral Sciences*. 70, 156–162.
- Niu, R., & Andrew, S. 2012. "Commonalities and discrepancies in L2 teachers' beliefs and practices about vocabulary pedagogy: A small culture perspective". *TESOL Journal*. 6, 134-154.
- Pehkonen, E., & Pietilä, A. *On Relationships between Beliefs and Knowledge in Mathematics Education*. Paper Presented at the CERME 3: Third Conference of the European Society for Research in Mathematics Education, Bellaria, Italy, 2003.
- Punch, K. F. *Introduction to Social Studies – Quantitative and Qualitative Approaches* (Translated by D. Bayrak et al.). Ankara: Siyasal Book Store, 2005.
- Rahimi, F., & Riasati, M. J. 2012. "The Effect of explicit instruction of discourse markers on the quality of oral output". *International Journal of Applied Linguistics and English Literature*. 1, 70– 81.
- Rahman, A. M. A., & Rasyid, R. A. 2017. Explicit and Implicit Grammar Instructions in Higher Learning Institutions. *English Language Teaching*. 10 (10), 92.
- Rassouli, M., & Abbasvandi, M. 2013. "The Effects of explicit instruction of grammatical cohesive devices on intermediate Iranian learners' writing". *European Online Journal of Natural and Social Sciences*. 2, 15– 22.
- Richards, J. C. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press, 2002.
- Rizwan, M., & Akhtar, S. 2016. "Effect of explicit and implicit pedagogical instructions in the acquisition of definite, indefinite and zero articles". *International Journal of Multidisciplinary of Current Research*. 4, 2321-3124.
- Sahebkheir, F., & Aidinlou, N. A. 2014. "The role of explicit instruction on using conjunctions in Iranian EFL learners' written performance". *International Journal of Language and Linguistics*. 2, 121–126.
- Salbego N, Specht, André Luís. 2013. "Implicit and explicit instruction: an analysis of teachers' views". In: *Revista Interlinguagens*. 1, 36-52.
- Soleimani, H., Jahangiri, K., & Gohar, M. J. 2015. "Effect of explicit and implicit instruction on implicit knowledge of English past simple tense". *International Journal of Asian Social Science*. 5(5), 257-265.
- Soraya. "Teaching Grammatical Cohesive Devices to Enhance Reading Comprehension the Case of First Year Students University of Larbi Ben M'Hidi, Oum El Bouaghi". Algeria: Ministry of Higher Education and Scientific Research, 2012.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta, 2006.
- Sulasti, Yenny. *The structure of the Paragraphs Written*. Universitas Bengkulu, 2003.
- Syafi'I, et, al., *The Process of Writing for Classrom Settings*. Pekanbaru: LBSI, 2008.

- Wei, S. *The Importance of Discourse Markers in English Learning and Teaching*. Theory and Practice in Language Studies, 2013.
- Wijaya, A. K. “*The Effect of Using Mind Mapping on the Writing Comprehension Ability of the Tenth Grade Students at SMA Maret Yogyakarta in the Academic Year of 2014/2015*”. Yogyakarta: Yogyakarta State University, 2016.
- Wong, W. “Processing instruction in French: The roles of explicit information and structured input”. In B. VanPatten (Ed.). *Processing instruction: Theory, research, and commentary*, 187-205. Mahwah, NJ: Lawrence Erlbaum, 2004.
- Yang, W - Sun, Y. 2012. “The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency levels”. *Linguistics and Education*. 23, 31-48.
- Yoshimi, D.R. “Explicit instruction and JFL learners’ use of interactional discourse markers”. In K. Rose, & G. Kasper (Eds.), *Pragmatics in language teaching*, 223-244. Cambridge: Cambridge University Press, 2001.



UIN SUNAN AMPEL  
S U R A B A Y A