

**DIGITAL-BASED APPLICATION:
LEXICAL AND GRAMMATICAL COHESION
IN ENGLISH WRITING**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan Islam (S.Pd) in Teaching English



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ABSTRACT

Khoriyah, Siti Milatul. (2024). *Digital Based-Application: Lexical and Grammatical Cohesion in English Writing*. English Language Education Department, Faculty of Tarbiyah and Teaching Training, UIN Sunan Ampel Surabaya. Supervisors: Sigit Pramono Djati, M. Pd, Ph. D. and Dr. Siti Asmiyah, M. TESOL

Keyword: Digital, Application, Students' Experience, Lexical Cohesion, Grammatical Cohesion, English Writing

Digital based-applications have emerged as pivotal tools in enhancing the quality and coherence of English writing. The aim of this research is to explore students' experiences in using application in their English writing and to analyze lexical and grammatical cohesion in English writings of students from the English Language Education Department at UIN Sunan Ampel Surabaya, batch 2020. This qualitative study utilized questionnaires, interview guidelines, and content analysis as instruments to collect data. The findings show that all students used digital applications in their English writing practice. Grammarly, Google Docs and QuillBot were the applications most commonly used by the students. The research also identified lexical and grammatical cohesion in students' English writing. Specifically, six types of lexical cohesion were found in the writing of the 21 students: 72 repetitions, 2 synonyms, 10 antonyms, 38 hyponyms, 24 meronyms, and 125 collocations. In addition, four types of grammatical cohesion were identified: 876 reference, 98 substitutions, 135 ellipses, and 444 conjunctions. Overall, the findings indicate the positive contribution of digital applications on students' English writing underscores its value as a pedagogical tool. The findings also highlight the need for ongoing support and development in English academic writing. Further studies could explore the impact of different types of application on various aspects of writing quality and coherence, as well as how students' proficiency with these tools evolves overtime. Comparative studies involving other institutions or language departments could provide additional insights in the effectiveness of application in writing education.

ABSTRACT

Khoriyah, Siti Milatul. (2024). *Digital Based-Application: Lexical and Grammatical Cohesion in English Writing*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya, Pembimbing: Sigit Pramono Djati, M. Pd, Ph. D. dan Dr. Siti Asmiyah, M. TESOL

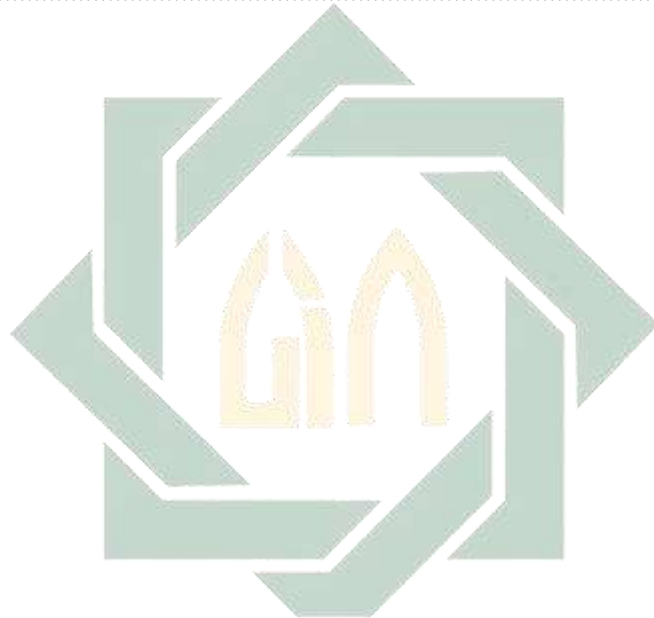
Key Words: Aplikasi Digital, Pengalaman Mahasiswa, Kohesi Leksikal, Kohesi Gramatikal, Penulisan Bahasa Inggris

Aplikasi berbasis digital telah muncul sebagai alat penting dalam meningkatkan kualitas dan kohesi penulisan bahasa Inggris. Penelitian ini bertujuan untuk mengeksplorasi pengalaman mahasiswa dalam menggunakan aplikasi untuk penulisan mereka dalam bahasa Inggris serta menganalisis kohesi leksikal dan gramatikal Prodi Pendidikan Bahasa Inggris di UIN Sunan Ampel Surabaya angkatan 2020. Penelitian kualitatif ini menggunakan kuesioner, wawancara dan analisis konten sebagai instrumen pengumpulan data. Hasil penelitian ini menunjukkan bahwa semua mahasiswa menggunakan aplikasi digital dalam praktik penulisan bahasa Inggris mereka. Grammarly, Google Docs, dan QuillBot merupakan aplikasi yang sering digunakan oleh mahasiswa. Penelitian ini juga mengidentifikasi kohesi leksikal dan gramatikal dalam tulisan bahasa Inggris mahasiswa. Secara khusus, ditemukan enam jenis kohesi leksikal dalam tulisan 21 mahasiswa: 72 pengulangan, 2 sinonim, 10 antonim, 38 hiponim, 24 meronim, dan 125 kolokasi. Selain itu, terdapat empat jenis kohesi gramatikal: 876 referensi, 98 substitusi, 135 elipsis, dan 444 konjungsi. Secara keseluruhan, temuan ini menunjukkan kontribusi positif aplikasi digital pada penulisan Bahasa Inggris mahasiswa serta menekankan nilai aplikasi tersebut sebagai alat pedagogis. Temuan ini juga menyoroti perlunya dukungan dan pengembangan berkelanjutan dalam penulisan akademik bahasa Inggris. Penelitian lebih lanjut dapat mengeksplorasi dampak berbagai jenis aplikasi terhadap aspek kualitas dan kohesi penulisan, serta bagaimana kemahiran mahasiswa dalam menggunakan alat-alat ini berkembang dari waktu ke waktu. Studi komparatif yang melibatkan institusi atau jurusan bahasa lain dapat memberikan wawasan tambahan mengenai efektivitas aplikasi dalam penulisan.

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