COHESIVE AND COHERENT DEVICES ON THE STUDENTS' ESSAY OF ENGLISH DEPARTMENT OF IAIN PALANGKA RAYA

BY

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STATE ISLAMIC INSTITUTE OF PALANGKA RAYA

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COHESIVE AND COHERENT DEVICES ON THE STUDENTS' ESSAY OF ENGLISH DEPARTMENT OF IAIN PALANGKA RAYA

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BY

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iv

MOTTO AND DEDICATION

"So which of the favour of your lord would you deny?

(Q. S. Ar-Rahman: 13)

This Thesis is dedicated to:
My beloved Father Drs.Setiady Yuyu and
Mother Tetie for their valuable endless prayer,
sacrifice, and support. My beloved sister
Amalia Permata Dewi and brother M. Ikhsan
Shalehuddin

DECLARATION OF AUTHORSHIP

بِسْـــــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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declare that:

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Yours Faithfully

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ABSTRACT

Nilopa, Leti Marsetia. 2017. *Cohesive and Coherent Devices on The Students' Essay of English Department of IAIN Palangka Raya.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd., (II) Aris Sugianto, M. Pd.

Keywords: cohesion and coherence, cohesive and coherent devices, expository essay

The aims of the study are: (1) to describe the types of of cohesive devices used by the third semester students of English Department of IAIN Palangka Raya. (2) to describe the types of coherent devices used by the third semester students of English Department of IAIN Palangka Raya.

This study uses qualitative method with descriptive design. Since the present study is related to two central theme 'cohesion and coherence,' these two terms are commonly used in writing context. The instrument of the study was writing test. The students were asked to write one kind of essay, that is expository essay. Interview was used in order to get a deeper understanding from their comments or perceptions which were related to cohesion and coherency. In analysing the data, there were two methods to be used: cohesion analysis and coherence analysis.

The study shows that (1) the types of cohesive devices manifested in the students' essays are conjunction (43.25%), reference (33.73%) and lexical cohesion (23.01%). Although there are a few cohesive devices to be used, the majority of the students did not use cohesive devices effectively in writing an expository essay. Consequently, their essays were not cohesive. (2) Among a number of coherent devices, only transition signals are used by the students, while the other coherent devices are not used. RA obtains 43% and RDM obtains 57 %. The majority of the students do not use coherent devices effectively in their essays. Consequently, their essays were not coherent. (3) Since students' essays are not cohesive and coherent, their essays fail to fulfill requirement of good quality of essay. (4) Other findings indicate that out of 13 (thirteen) students, only 2 (two) students who are able to fulfill the requirements of good essays (general statement, thesis statement, topic sentences, and concluding sentence). In contrast, the other students fail to fulfill the requirements of good essays (general statement, thesis statement, topic sentences, and concluding sentence) because they cannot provide (general statement, thesis statement, topic sentences, and concluding sentences). In her words, the ability to produce essay (including its elements) and the uses of coherent devices are interrelated.

ABSTRAK

Nilopa, Leti Marsetia. 2017. *Perangkat Kohesi dan Koherensi pada Esai Mahasiswa Prodi Bahasa Inggris IAIN Palangka Raya.* Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd., (II) Aris Sugianto, M. Pd.

Keywords: kohesi dan koherensi, perangkat kohesi dan koherensi, esai ekspositori

Tujuan dari penelitian ini adalah: (1) Mendeskripsikan jenis perangkat kohesif yang digunakan oleh mahasiswa semester tiga jurusan bahasa inggris IAIN Palangka Raya. (2) Untuk mendeskripsikan jenis perangkat koheren yang digunakan oleh siswa semester tiga jurusan Bahasa Inggris IAIN Palangka Raya.

Penelitian ini menggunakan metode kualitatif dengan desain deskriptif. Penelitian ini berkaitan dengan dua tema yaitu 'kohesi dan koherensi', kedua istilah ini biasanya digunakan dalam konteks penulisan. Instrumen penelitian ini menggunakan tes tertulis. Para mahasiswa diminta menulis satu jenis esai, yaitu esai expositori. Wawancara digunakan untuk mendapatkan pemahaman yang lebih dalam dari komentar atau persepsi mahasiswa yang terkait dengan kohesi dan koherensi. Dalam menganalisa data, ada dua metode yang digunakan: analisis kohesi dan analisis koherensi.

Hasil penelitian ini menunjukkan bahwa: (1) Jenis perangkat kohesif yang terwujud didalam esai mahasiswa adalah gabungan konjungsi (C), kohesi leksikal (LC), reference (R). Konjungsi (43.25%), reference (33.73%) dan kohesi leksikal (23.01%). Meskipun ada beberapa perangkat kohesif yang digunakan, sebagian besar mahasiswa tidak menggunakan perangkat kohesif secara efektif dalam menulis esai ekspositori. Akibatnya, esai mereka tidak kohesif. (2) Di antara sejumlah perangkat koheren, hanya transisi yang digunakan oleh mahasiswa, sedangkan perangkat koheren lainnya tidak digunakan. RA memperoleh 43% dan RDM memperoleh 57%. Mayoritas mahasiswa tidak menggunakan perangkat yang koheren secara efektif dalam esai mereka. Akibatnya, esai mereka tidak koherensi. (3) Karena esai siswa tidak kohesif dan koheren, esai mereka gagal memenuhi kebutuhan esai yang berkualitas. (4) Temuan lain menunjukkan bahwa dari 13 (tiga belas) mahasiswa, hanya 2 (dua) mahasiswa yang mampu memenuhi persyaratan esai yang baik yaitu (pernyataan umum, pernyataan tesis, kalimat topik, dan kalimat penutup). Kesimpulannya, yang lain gagal memenuhi persyaratan esai yang baik yaitu (pernyataan umum, pernyataan tesis, kalimat topik, dan kalimat penutup). Yang lain tidak dapat memberikan (pernyataan umum, pernyataan tesis, kalimat topik, dan kalimat penutup. Dengan kata lain, kemampuan untuk menghasilkan esai (termasuk elemen didalamnya) dan penggunaan perangkat koheren adalah saling terkait.

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Palangka Raya, May 28th 2017

The Writer,

Leti Marsetia Nilopa
NIM 1201120782

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LIST OF ABBREVIATIONS

IAIN : Institut Agama Islam Negeri

E : Ellipsis

S : Substitution

C : Conjunction

R : Reference

LC : Lexical Cohesion

GS : General Statement

TS : Thesis Statement

F : Frequency

ord. : order

CHAPTER I
INTRODUCTION

Some topics to be discussed here are the background of the study, research problem, objective of the study, assumption, scope and limitation, significance of the study, and definition of key terms.

A. Background of the study

English is one of the six official languages that have been recognized in the United Nation (UN) besides French, Arabic, Spanish, Russian, and Chinese. Comparing to the other five officials languages, English language grows and spreads faster. English is learnt and spoken internationally by a large number of people. There were five factors that have made English as an International language; 1) its internal language, 2) the large number of English speakers, 3) the wide geographical spread where it used, 4) Its importance in fields such as politics, international diplomacy, economics and business, science and technology, and culture, 5) the use of English by countries which currently dominate world affairs economically, politically and culturally (Huda, 2000, p. 17).

In Indonesian context, historically, English was the first taught in 1914 when junior high schools were established during Dutch period (Dardjowidodo, 2003, p. 63). The status of English as is recognized as a foreign language since the Legislation no. 96/ 1967 of the Ministry of Education and Culture issued at December 12th 1967. The term 'foreign language' here refers to a language which is not used as communication tool in a particular country where the language is

taught. There are a number of ways that foreign languages can be distinguished from one another. A language can have a number of uses, such as a means of daily social interaction, a medium of instructions in education, or as a means of political and media communication (Reandya, 2000, p. 113).

The role of foreign language in general and English in particular which has been played has been framed since early on using the metaphor of English as a tool which is to be made use of Indonesian to bring in selectively information, knowledge and technology that would accelerate development. Although English is considered to be a foreign language, it becomes the concern of the Indonesian government and citizens. English is established as a compulsory subject in every school from junior high school to university. In some areas, some schools English is used as a medium of instruction beginning from kindergarten. At some universities, English is used as a medium of instruction as well (Leauder, 2008, P. 9).

English consists of four skills or abilities which are commonly regarded as speaking, listening, reading and writing (Baker, 2001, p. 6). Writing is an important skill that has to be mastered besides the other language skills (Derewianaka, 1990, p. 14). Writing is especially important as the media for all lasting human communication; our beliefs, histories, laws, contracts, deeds, and wills and finds permanent form in writing. As we interact with one another, we use writing to describe, to narrate, to explain and to persuade. Consequently, there developed various field of study devoted to writing, each with its own designation

(Bacon, 1994, p. 5). Based on this opinion, it can be said that writing is considered to be a tool of communication.

In English Education Study Program of State Institute for Islamic Studies of Palangka Raya (Institut Agama Islam Negeri Palangka Raya), the students are demanded to write various types of pieces of writing (from paragraphs to essays). Some paragraphs can stand alone and the others can be parts of larger pieces of writing such as research paper, journal articles, reports, essays, theses, dissertation and so forth (Nirwanto, 2013, p. 1). In this case, the writer is interested in conducting research on an essay because an essay is the basic unit for organizing larger pieces of writing. Mastering an essay opens students' way to master further academic writing skills on thesis proposal and theses. In order to produce good quality essay, the students should use cohesion and coherence correctly. Cohesion has something to do with the grammatical aspects of an essay and coherency has something to do with the generic structure of an essay including its logic of ideas. If cohesion and coherency are ignored, an essay will not make sense. Coherence and cohesion are two important components of writing skill which becomes crucial part and virtual guarantee of writing quality (Mawardi, 2014, p. 81). Cohesion and coherence are two of the seven standards for textuality (the property of being a text). If cohesion and coherence are ignored, this means that the property of being text lost its some requirements (Renkema in Mawardi, 2014, p. 81.)

Besides becoming important components of writing skill, the terms cohesion and coherence are interrelated that cannot be separated one to another.

Cohesion may refer to the ways in which sentences are connected by cohesive devices through which readers can prove the semantic relationship between sentences. While coherence is the unity of the text can built through the use of cohesive devices that connect ideas from one sentence to the other or from one paragraph (Suwandi, 2016, p. 253). Based on this, it can be said that cohesion and coherence are equally importance in controlling the sentences within paragraphs, and paragraphs within an essay, and the connectedness and the continuity of ideas in order to form a well-constructed essay. Cohesive devices can be found in sentences, can be found between sentences and can be found between paragraphs.

Since cohesive devices can be found in sentences, can be found between sentences and can be found between paragraphs, in this context, the writer is interested in conducting a study on the cohesion and coherence of essays produced by the third semester students of English Department of IAIN Palangka Raya.

Essay is a longer piece of writing particularly one that is written by a student as part of a course of study or by a writer writing publication, which expresses the writer's viewpoint on a topic. An essay is a group of paragraph that has a thesis statement. An essay has a topic sentence in each paragraph. According to Smalley and Ruetten (2001, p. 105), an essay is a group of paragraphs that develops one central idea. An essay is a piece of writing that examines a topic in more depth than a paragraph. A short essay may have four or five paragraphs, totaling three hundred to six hundred words. A long essay is six paragraphs or more, depending on what the essay needs to accomplish-persuading

someone to do something, using research to make a point, or explaining a complex concept. An essay has three main parts they are the introduction, the body and the conclusion (Anker, 2010, p. 38).

The first paragraph in an essay is called the introductory paragraph. It consists of two parts: a few general statements and a thesis statement, to state the specific subdivisions of a topic and or the plan of paper. Oshima and Hogue (2007, p. 150) point out that an introduction has two functions: (1) it attracts the reader's interests, and 2) it introduces the topic of essay. Introductory paragraph, as the name implies, functions to guide or lead the reader (s) to what is going to be discussed in the essay. In other words, its function is to be written in the whole composition.

The body paragraphs are the second part of an essay. The body of an essay is made up of one or more paragraph. It has a topic sentence and several supporting sentences. It may or not have concluding sentence. Writing the body of an essay is similar to writing an effective paragraph. In a well-written paragraph, each sentence support the main idea stated in the topic sentence. In an essay each paragraph supports the thesis statement of the introductory paragraph. According to Gardner (2005, p. 108) each paragraph in the body of an essay should be clearly expressed; well unified, developed, and organized; and coherent.

The final paragraph is the conclusion or the concluding paragraph, a very important part of the essay. Since it is the last paragraph to be read, the writer wants the reader to leave with a clear understanding of what the point of the essay is. A concluding paragraph consists of a summary of the points made in the body

paragraphs, a restatement of the thesis statement, or a final comment on the topic (Boardman and Frydenberg, 2002, p. 87). A concluding paragraph should never introduce new information about the topic of the essay. New information should go in another body paragraph, not in a concluding paragraph.

Talking about essay, there two things that should be discussed; paragraph level and essay level. In paragraph level, the discussion can be addressed to several paragraphs. In essay level, the discussion can addressed to the generic structure of an essay, which consists of introduction, paragraph body and conclusion. Before coming to essay, every paragraph should achieved cohesion. When a paragraph has cohesion, all the supporting sentences stick together in order to support the topic sentences. Then, the paragraph can be expanded into an essay. An essay should not be a collection of paragraphs as well. Each paragraph should be connected to the thesis statement of the introductory paragraph.

To achieve coherence, the writer should have a smooth connection or transition between the sentences in the paragraphs. There are five important means of achieving coherence in the paragraph; 1) a natural easily recognized order; 2) transition words and phrases; 3) repetition of key words; and 4) substitution of pronouns for key nouns; 5) parallelism (Wyrick, 2006, p. 70).

Based on the explanation above, the writer would like to conduct the study entitled: **"*Cohesive and Coherent Devices on the Students' Essay of English Department of IAIN Palangka Raya.*"**

B. Research Problem

On the basis of the background of the study, the problems of the study can be formulated as follows.

1. What are the types of cohesive devices used by the third semester students of English Department of IAIN Palangka Raya?

2. What are the types of coherent devices used by the third semester students of English Department of IAIN Palangka Raya?

C. Objective of the Study

The objectives of the study that should be fulfilled can be explained as follows:

1. to describe the types of cohesive devices used by the third semester students of English Department of IAIN Palangka Raya.

2. to describe the types of coherent devices used by the third semester students of English Department of IAIN Palangka Raya.

D. Assumption

This study is conducted based on the following assumption:

1. Cohesion and coherence are parts of the requirements of good essay. Therefore, cohesion and coherence should get attention as well.

2. Cohesion and coherences cannot be separated from the teaching of writing. Therefore, as far the students took any kinds writing courses, they gained knowledge about cohesion and coherence.

E. Scope and Limitation

The study is limited in the following things:

1. This study is limited to students who had taken an Essay writing course in one class.

2. It is realized that there are many things involved in writing. However, this study focuses on cohesive and coherence devices on essays produced by the third semester students of English Department of IAIN Palangka Raya. Cohesive devices are used in the level of the paragraphs and coherent devices are used in the level of the essay.

F. Significance of the Study

The significance of the study can be seen into two perspectives; theoretical and practical significances. Theoretically, the study enables us to gain insights about the concepts, the uses of cohesion and coherence in any kinds of pieces of writing and how to achieve them in writing. Practically, the significances of the study are fourfold. First, the study becomes invaluable feedbacks for the undergraduate students who are preparing or writing essay, theses proposal, theses and other kinds of academic writing to be more extremely careful in writing so that their writing products are meaningful and well-organized. Second, the results of the study become invaluable feedbacks for writing instructors to provide better materials for teaching writing. Third, the results of study provide writing instructors to pay extra attention on the cohesion and coherence in the students' writing because they are the requirements of good

quality of an essay. Fourth, the results of the study can be invaluable reference and inputs for future researches of similar cases at different times, places and situations.

G. Definition of Key Terms

There are some terms to explain here to avoid misunderstanding on several concepts used in this study. Therefore some clarifications of those concepts are desirable. Those terms are defined as follow:

1. An essay is a piece of writing several paragraphs long instead of just one or two paragraphs. It is written about one topic, just as a paragraph is. However, the topic of an essay is too long and too complex to discuss in one paragraph. Therefore, the topic is divided into several paragraphs, one for each main point. Then all the separate paragraphs are added together by adding an introduction and a conclusion. In the present study, essay refers to expository essay. The writer chooses the essay by the third semester students of English Department which is Expository essay. It contains certain structure; they are introduction, body paragraphs, and conclusion.

2. Introductory paragraph consist of two parts: general statement and thesis statement. A thesis statement for an essay is just like a topic sentence of a paragraph: It names the specific topic and the controlling ideas or major subdivisions of the topic.

3. Body paragraphs consist of one or more paragraph. Each body paragraph has a topic sentence and several supporting sentences it may or not have concluding sentence. Each body paragraph support thesis statement. The purpose of the essay should be clear and the reader must be able to follow its development without any problems. The relationship between parts of the writing should be easily recognizable. The main points should be presented in separate paragraphs and should be pertinent to the main purpose of the essay.

4. Concluding paragraph consist of a summary of the points made in the body paragraph, a restatement of the thesis statement, or a final comment on the topic.

5. Cohesion refers to connections between sentence and paragraph.

6. Coherence refers to organization of discourse in which elements fitting.

together logically. For example, the present of an introduction, a thesis statement, rhetorical support and conclusion.

7. Cohesive devices refers to conjunction, lexical cohesion, reference, ellipsis and substitution.

8. Coherent devices refers to order of time, order of space, deductive order, inductive order, transition word and phrase (transition signals) repetition.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It covers the previous of studies, nature writing, writing an essay, cohesion and coherence.

A. Previous Studies

There were some previous studies that have been conducted by some numerous researchers related to cohesive and coherence.

First, a reserach was conducted by Amaliyyah, Setyowati and Akbar (2015). The results of the research showed that a total of 2468 errors are identified in the essay assignments which include the errors on the use of reference, conjunction, and reiteration cohesion. The errors on the use of substitution, ellipsis, and collocation are not found. The percentage of the errors on the use of the reference is 74, 47%, the conjunction 10,94%, and the reiteration 14,59%. From the percentage of each type of the errors on the use of the cohesive devices, the reference becomes the first dominant error, the reiteration as the second dominant error, and the conjunction as the last dominant error.

Second, a research was conducted by Pandiya (2012). The result of the research showed that the topics of English news text in Pogramma II RRI Semarang are various. The topics of texts are then mostly dominated by social affairs while the topic of religion and politics are least dominant. The coherence in the written English news text of Programma II RRI Semarang is not fully significant either. This was indicated by the fact that only 13.33% of the texts can fulfil the cohesive devices. The item topic of *"economy"* has more features of

coherence and cohesion than others, as it presents more detailed information, complete schematic structure of news item, logical order, good paragraph, and good appropriate choice of word or diction.

Third, a research was conducted by Ayub, Seken, and Suarnajaya (2013). The results of research were (1) the students used the five types of cohesive devices to serve the coherence of their writings of which reference 40.84% with personal reference as the dominant use. Lexical cohesion waused 37.99% dominated with repetition. Then, it was followed by conjunction 19.60%, ellipsis 1.35%, and substitution 0.29%; (2) the topical progression used was parallel progression with the percentage 56.84%, sequential progression 24.19%, and extended parallel progression used was parallel progression with the percentage 56.84%, sequential progression 24.19%, and extended parallel progression 18.25%; (3) some problems in coherence of students' writings were reference, conjunction, lexical cohesion, tenses, auxiliary 'to be', passive voice, infinitive, gerund, subject-verb agreement, noun, preposition, and text structure. The result of the study indicates that cohesion and coherence have to be the emphasis in teaching writing and the English teachers have to be competent in evaluating the coherence of students' writings by applying TSA.

Fourth, a research was conducted by Nurhayati (2012). The results was showed that a total of 817 errors are identified in those essays includes errors on the use of reference, conjunction and lexical cohesion. Errors on the use of substitution and ellipsis are not found. The percentage of errors on the use of reference is 79.07 %, conjunction 17.26%, and lexical cohesion 3.67%. From

percentage of each types of errors on the use of cohesive devices, reference becomes the first dominant error, conjunction as the second dominant error, and lexical cohesion as the last dominant error.

Fifth, a research was conducted by Mawardi (2014). The result of the research showed that: (1) the types of cohesive devices used by students of English language education department of Nahdatul Wathan Mataram university to build cohesion in their narrative essays were reference (personal, demonstrative, comparative), substitution (verbal, clausal), ellipsis (nominal, clausal), conjunction (temporal, adversative, causal, temporal), and lexical cohesion (reiteration, collocation). The students' writing experience could be a source of students' most and least used devices. In such cases, the percentage of least use in substitution was of 0, 10%. This was explained in terms of avoidance they did not know how, when, and where such substitution could be reached. Besides, this was attributed to the students' overuse repetition when they wanted to emphasize ideas in their story writing. The percentage of most use in reference was of 50, 22% which was explained in terms of awareness; i.e., students were probably familiar with the use of most reference devices. The highest use of reference also conformed to the nature of narrative text which required them use sufficient reference devices when investigating participant chains. However, some the cohesive devices were used inappropriately; (2) they types of topical progression used by the students to build coherence in their essays were parallel progression (53,2%), sequential progression (27,9%), and extended parallel progression (18,8%).

Sixth, a research was conducted by Ruspita (2013). The research investigated the coherence of English articles, such as argumentative discourses by Indonesian professionals. The research is descriptive and qualitative in nature. It applies both topical paradigmatic analyse. The data of the study include 14 English articles found in the "Opinion Forum" of *The Jakarta Post.* The research results revealed that, for the most part, English argumentative discourses by Indonesian writers were developed only partly coherently. In this research found out that three articles (21 per cent) were organized coherently, while 11 articles (79 per cent) were organized partly coherently.

Seventh, a research was conducted by Suwandi (2015). The research attempted to reveal the coherence of the abstracts of the final project reports of the undergraduate students of PGRI University Semarang, Indonesia. In the study, the result was showed that the abstracts analysed have not satisfactorily achieved coherence though some cohesive devices like reference, conjunctions, ellipsis which are used to link one sentence to the other. Some grammatical mistakes are also found such as the plural forms, active-passive voice.

Eighth, a research was conducted by Daniels, Anto, and Kwabena (2016). The theoretical framework that underpins the study is Halliday and Hasan's influential theory of cohesion in English. Three major findings were made. First, teacher trainees frequently use reference and conjunctions to achieve coherence in their argument essay. Second, a good quality essay cannot be judged on the number of cohesive markers present, linguistic features such as grammatical rules of concord and verb tense are equally important. The study

further showed that the least used cohesive devices are substitution and ellipsis. The findings of this study have implications for pedagogy and further research.

Based on the previous studies above, the writer conducted study on different subjects, objects and methodology. The subjects of the study are the third semester students of English Department of IAIN Palangka Raya and the objects of the study are cohesive and coherent devices on the students' expository essays. In terms of methodology, the writer applied qualitative research.

B. The Nature of Writing

There are some definitions of writing that are taken from various sources. Writing only mode in which both linguistic manipulation task and communication task have given. According to Fauziati (2002, p. 151), writing as a process is oriented to words work in progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other. In other words, Nunan (1988, p. 69) also stated that writing activity as commonly conceived, is highly sophisticated skill combining a number of diverse element, only of which are strictly linguistic.

Lennerberg in Brown (1979, p. 334) stated that writing is culturally specific, learned, behaviour. We learn to write if we are members of a literate society and if only someone teaches us. Based on the statements above, it can be concluded that writing is an active. More clearly, writing is an act or process to produce some information in their mind that should be express into writing form. Writing will be the best if the students guide on the rules defined. It usually refers

to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. For example, in English for academic purposes program, learners can be involved in keeping issue logs which are a kind of project work.

C. Writing an Essay

The Macquarie dictionary defines an essay as a short literary composition on a particular subject. An essay consists of a group paragraphs focus on that subject. The precision of language and grammar in sentences, and the logical linking of sentences to form coherent and unified paragraphs can now be seen as providing building blocks for connected longer passages of writing (Belmot and Sharkey, 2011:263).

According to Oshima and Hogue in Muth'im (2009, p. 144) , an essay is a piece of writing several paragraphs long instead of just one or two paragraphs. While accroding to Smalley and Ruetten (2001, p. 105) an essay is a group of paragraphs that develop one central idea. From these two definitions it is clear then that an essay is a piece of composition that discusses about one idea which is elaborated in several paragraphs.

The consideration in putting the idea in several paragraphs is that it is usually too broad if it is written only in one paragraph. That is why dividing the main idea into several sub-topics and composition is the expected product.

An essay has a topic sentence in each paragraph. Each paragraph in essay must achieve cohesion and coherence. An Essay is (in composition) a longer piece of writing, particularly one that is written by a student as part of a course of study or by a writer writing for publication, which expresses the writer's viewpoint on a topic (Richard and Renandya, 2002, p. 186).

An essay is a piece of writing that examines a topic in more depth than a paragraph. A short essay may have four or five paragraphs, totalling three hundred to six hundred words. A long essay is six paragraphs or more, depending on what the essay needs to accomplish-persuading someone to do something, using research to make a point, or explaining a complex concept. An essay has three necessary parts: the introduction, the body, and the conclusion.

Notice the following example:

Why People Save Books

Many people who like to read also save the books they have read. If you walk into any home, you are likely to see anywhere from a single bookshelf to a whole library full of all kinds of books. I know a family whose library full of all kinds of books. I know a family whose library has shelves reaching up their ceiling; they keep a ladder for climbing up to the high books. Obviously, they have collected books for many years and though rarely actuallly open the books

again; they keep them on the shelves, dusted and lined up neatly. Why do people save their books? <u>There may be several reasons, but three stand out</u>.

One reason people save their book is to use them as reference materials. People whose job training including studying a lot of text-book material may save some of those books for future reference. A doctor, for instance, may keep his *Gray's Anatomy* and his pharmacology books; an English teacher will hold on to *The Norton Anthology of British Literature* and other anthologies and novels for reference; a lawyer usually keeps her case books. But it isn't only the professionals who save their book. People who like to cook keep recipe books. Those interested in electronic equipment hold on to their books about stereos, computers, videotape machines, and the like. Many families keep encyclopedias and almanacs handy for their children to use for school. Having your own reference book available is so much more convenient than running to the library every time you want to check a fact.

Another reason some people save books is to make a good impression. Some think that a library full of the literary classics, dictionaries, and books about art, science, and history make them look well read and therefore sophisticated. Of course this impression may be inaccurate. Some have never bothered to read the majority of those books at all. In fact, a few people even have libraries with fake books. Also, some people like to reveal to visitors their wide range of tastes and interests. They can subtly reveal their interests in Peruvian art, Indian music, philosophy, or animals without saying a word.

While some people may keep books for practical reference and for conveying an impression, I suspect that there is a deeper reason. People who enjoy reading have discovered magic of books. Each book, whether it's *The Treasury of Houseplants* or *Murder on the Orient Express,* has transported the reader to another place. Therefore, each book really represents an experience from which the reader may have grown or learned something. When I sit in my study, I am surrounded by my whole adult life. *The standard First Aid and Personal Safety* manual, in addition to providing information, reminds me of the first-aid course I took and how more assured I felt as a result. *Bulfinch's Mythology* brings the oral history of Western civilization to my fingertips, reminding me of my link with other times and people. Of course, all of the novels have become part of the mosaic of my life. In short, saving books makes me feel secure as I hold on to what they have given me.

In fact, if you think about it, security is at the bottom of all these reasons. It's secure feeling to know you have information at hand when you need it. There is a kind of security, even though it may be false, in knowing you make a good impression. Finally, books that you've read and kept envelop you with a warm and cozy cloak of your life.

D. The structure of an Essay

Unlike the paragraph, the essay is a formal composition. Each paragraph an essay has a designated function:

1. *Introduction.* The introduction is usually one paragraph (sometimes two or more) that introduces the topic to be discussed and the central idea (the thesis statement) of an essay. An introduction should begin with a broad opening with a broad opening statement that establishes the context of your essay. It is often useful to think about the literature on the topic and indicate how the contribution is related to what others have written. It is includes why the topic is important. It is really important that the introduction tells the reader, so mention what is going to come up in the essay.

2. *Developmental paragraphs*. These paragraphs developed various aspects of the topic and the central idea. They may discuss cause, effect, reasons, example, processes, classifications, or points of comparison and contrast. They may also describe or narrate (Smalley and Ruetten, 2001, p. 105).

3. *Conclusion*. Conclusion round off the essay. They remind the reader of all the main points and explain the significance of the argument. The concluding paragraph of an essay should include: a) narrow statement relating the conclusion to the preceding paragraph, b) a restatement of the proposition or thesis statement, c) a brief summary of the main points made in the essay and (d) a final, broad statement on the significance of the argument, and, if appropriate, its implications. This paragraph concludes the thought developed in the essay. It is the closing word (Smalley and Ruetten, 2001, p. 105).

In many ways, an essay is like an extended paragraph. If a paragraph has a topic sentence, body or supporting details and conclusion sentence; an essay has

the introductory paragraph of an essay, the body paragraph of an essay, and the concluding paragraph of an essay. Here, the table of the structure of an Essay:

Table 2.1 the Structure of an Essay

Essay Part	Purpose of the Essay
The introduction	States the main point, or thesis, generally in a single, strong statement. The introduction may be a single paragraph or multiple paragraphs.
The body	Support (shows, explain, or proves) the main point. It generally has at least three support paragraphs, each containing facts and details that develop the main point. Each support paragraph has a topic sentence that supports the thesis statement.
The conclusion	Reminds readers of the main point. It may summarize and reinforce the support, or it may make an observation based on that support. Whether it is a single paragraph or more, the conclusion should relate back to the main point of the essay.

E. Parts of an Essay

Oshima and Hogue (2007, p. 147) classify an essay into three main parts, they are, an introductory paragraph, a body and a concluding paragraph. Each part has its own special purpose. The introduction provides some background information on the subject and states the main idea in a thesis statement. The supporting paragraphs explain and support the main idea. The conclusion summarizes the main points (Blanchard and Root, 2010, p. 67).

Table 2.2 Basic Plan of Paragraph Essay

Introduction (1 paragraph)
• Gives background information or an overview of the subject
• Get reader's attention
• Includes a thesis statement that states the subject and focus of the essay
Body (Several supporting paragraph)

Supporting Paragraph Topic Sentence : States first supporting point Supporting Sentences: Provide supporting details, examples, facts
Conclusion (1 paragraph) • Make final comments about the subject • Restates main points • Leaves reader with something to think about

Specifically, each part of an essay can be explained as follows.

1. The Introductory Paragraph

The introductory paragraph, or introduction, is the first paragraph of an essay. Oshima and Hogue (2007, p. 150) point out that "an introduction has two functions: 1) It attracts the reader's interest, and 2) it introduces the topic of the essay".

Introductory paragraph, as the name implies, functions to guide or lead the reader (s) to what is going to be discussed in the essay. In other words, its function is to introduce the topic or idea that is going to be written in the whole composition. It is like a key which used to open the door of the main entrance of a building.

Introductory paragraph consist of two parts: general statement and thesis statement. The general statement give the reader background information about the topic of the essay. They should lead the reader gradually from a very general idea of topic to a very specific idea. The use of this general statement, which is usually stated in the first sentence, is meant to introduce the topic of the essay and to give background information on the topic. Reid in Muth'im (2009: 48) lists the purpose of a thesis statement like this:

a) The thesis should be the strongest, clearest statement in the essay; it should contain no ambiguities or vague terms.

b) The thesis should come at the beginning of the essay, usually at the end of the introductory paragraph.

c) The thesis sentence must not be a simple statement of fact that requires no elaboration. A simple statement of fact has no possibilities for development.

Example: Mrs. Brown, my neighbor, has four cats and tree dogs.

d) The thesis must not be expressed as a question, for a question contains no attitude or opinion. The answer to the question is the thesis statement.

e) The thesis will contain controlling ideas that will used in the topic sentences of the body paragraphs of the essay.

Example:

<u>A successful soccer coach</u> has <u>four qualities</u>

f) The thesis may contain an opinion or a judgment that can be explained, clarified, and illustrated in the body paragraphs of the essay.

Example:

My neighbour, Mrs. Brown, owns four cats; these <u>animals</u> present <u>serious health hazard</u> in our <u>neighbourhood</u>

g) The thesis in expository essay might be written as a statement of intent if the statement indicates that the essay that follows will explain that statement.

Example:

This essay will show <u>how corn is planted</u> and <u>why this method of planting is successful.</u>

Thesis statement, on the other hand, states specific topic and lists major subtopics that will be discussed in the body of an essay. Furthermore, it often indicates the method of organization such as chronological order, or order of importance. With this condition, it is not too exaggerated to say thesis statement is the most important sentence in an introductory paragraph, since thesis statement: 1) states the main topic, 2) lists subdivisions of the topic, 3) may indicate the method of organization of the entire paper and 4) it is usually the last sentences in the introductory paragraph.

The thesis statement is the main statement for the entire essay. The thesis statement is usually in the introductory paragraph. After all, the thesis is the statement that the development paragraphs are going to explore.

The Characteristics of an Introductory Paragraph

The characteristics of an introductory paragraph can be explained as follows:

1) An introductory paragraph should introduce the topic. Do not forget that the introductory paragraph is the first thing that a reader sees. Obviously, this paragraph should inform the reader of topic being discussed.

2) An introductory paragraph should indicate generally how the topic is going to be developed. A good introductory paragraph should indicate whether the essay is going to discuss cause, effect, reasons, or example; whether the essay is going to classify, describe, narrate, or explain a process.

3) Generally speaking, an introductory paragraph should contain the thesis statement. This is general rule, of course. In more sophisticated writing, the

thesis statement sometimes appear later in the essay, sometimes even at the end. In some cases, too, the thesis is just implied. For college essays, however, it is a good idea to state the thesis clearly in the introduction.

Ideally, an introductory paragraph should be inviting; that is, it should be interesting enough to make reader want to continue reading. Since the introductory paragraph should be inviting, it makes good sense not to put the thesis statement right at the beginning of the introductory paragraph. Not only should introduce the topic before state an opinion about it (the thesis statement), but it should try to entice the reader to continue after reading the first sentence. Stating an opinion about something in the first sentence is not only usually very inviting; in fact, if reader disagrees with the opinion, it may very well discourage them from the essay.

Therefore, it is generally a good idea to place the thesis statement at or near the end of the introductory paragraph (Smalley and Ruetten, 2001, p. 108).

Every good piece of writing had a main point what the writer wants to get across to the readers about the topic, or writer's position on that topic. A topic sentence (for a paragraph) and a thesis statement (for an essay) express the writer's main point to see the relationship between the thesis statements. In many paragraphs, the main point is expressed in either the first or last sentence. In essays, the thesis statement is usually one sentence (often the first or last) in an introductory paragraph that contains several other sentences related to the main point. A good topic sentence or thesis statement has several basic features.

Basic of a good topic sentence or thesis statement:

1) It fits the size of the assignment.

2) It states a single main point or position about a topic.

3) It is specific.

4) It is something can show, explain, or prove.

5) It is a forceful statement.

A thesis statement may indicate how to develop the supporting paragraphs by example, definition, classification, description, and so forth. The thesis statement is important to both the writer and reader, because it provides the focus for the essay and hence guides the writer, serving as a kind of touchstone.

Model of Introductory Paragraph

A person in the twentieth century has seen a lot of changes take place in almost all areas of human life. Some people are excited by the challenges that these changes offer; others want to return to the simpler, less automated life style of the past. Living in the twentieth century has certain advantages such as higher standard of living, but it also has some disadvantages such as a polluted environment, the depersonalization of human relationship, and the weakening of spiritual values.

From the above, the sentences "A person born in the twentieth century has seen a lot of changes take place in almost all areas of human life" and the sentence, "Some people are excited by the challenges that these changes offer; others want to return to the simpler, less automated life style of the past" all give background of the topic. They are general statement of the topic to be discussed.

The rest of the sentence "Living in the twentieth century has certain advantages such as higher standard of living, but it also has some disadvantages such as a polluted environment, the depersonalization of human relationship, and the weakening of spiritual values" is a thesis statement.

Based on that thesis statement, a reader may expect what the writer is going to discuss in the essay. The writer will talk about the advantages of living in the twentieth century, such high living standard, as well as the disadvantages of living in that era, such as polluted environment, the depersonalization of human relationship, and the weakening of spiritual values.

2. The Body Paragraphs

The body paragraphs are the second major part of an essay. The body paragraph consists of one or more paragraph. Each body paragraph has a topic sentence and several supporting sentences it may not have concluding sentence. Each body support thesis statement (Oshima and Hogue, 2007, p. 152). A body containing a number of paragraphs each of which will:

1) Present a topic sentence or central idea supporting your thesis statement or line of argument or central contention.

2) Contain developing sentences which extend on or amplify the topic sentence.

3) Give evidence or examples or references which support or related to the topic sentence.

4) Provide a concluding or linking sentence. Anderson, et, all. In the body paragraphs, the main idea of an essay, which was presented in the introductory paragraph is support or explained. Each of the body paragraphs should begin

with a topic sentence hat states the point to be detailed in that paragraph. Just as the thesis statement provides a focus for the entire essay, the topic sentences provide a focus for each body paragraphs.

Each body paragraph has two parts: the topic sentence and he supporting detail. The topic sentence presents the point of the body paragraph will deal with. This point will be one aspect of the thesis statement. The topic sentence can wear appear anywhere in the body of paragraph. After the topic sentence, comes the supporting detail. This all information that explains, illustrates, or develops the idea presented in the topic sentences. These supporting points must be developed with specific details. The body paragraph should also be unified and coherent. For our essay to be successful, our supporting detail must be adequate. There must enough of it in any given body paragraphs enable our readers to fully appreciate the point raised in the topic sentence.

Developmental paragraphs, which range in number in the typical essay from about two or four, are the heart of the essay, for their functions to explain, illustrate, discuss, or prove the thesis statement. Keep in mind these points about the developmental paragraph:

1) Each developmental paragraph discussed one aspect of the main topic. If, for example, it was asked to write a paper about the effect of smoking cigarettes on a person's health, then each paragraph would have as its topic an effect.

2) The controlling idea in the developmental paragraph should echo the central idea in this thesis statement. If the thesis statement about the effect of smoking cigarettes is 'Cigarette smoking is a destructive habit,' then the controlling idea

in each paragraph should have something to do with the destructiveness of the effects.

3) The developmental paragraphs should have coherence and unity. The order of the paragraphs should not be random (Smalley and Ruetten, 2001, p. 112).

Example of Body Paragraph:

[Topic Sentence] In <u>Harry Potter and the Sorcerer's Stone</u>,J.K. Rowling suggests through her portrayal of Hagrid that appearance can be misleading. [Supporting detail] Although he is one of the most loved characters in the Harry Potter universe, his initial confrontation with Harry strikes intimidation in the young boy's heart. The narrator note that Hagrid's face is "almost completely hidden by a long, shaggy mane of hair and a wild, tangled beard," and his eyes, "glint[ing] like black beetles," peer down at Harry. Harry's anxiety seems through the page as he is confronted by an intimidating figure, and because this description paints such as a scary picture, the reader might expect Hagrid to be a rather frightening person as the book progresses. This initial description, however, is contrasted by Hagrid's true character. Besides serving as a trusted informant to Dumbledore and a crucial ally to Harry and his friends, Hagrid displays an immense compassion for animals, an affection so powerful it sometimes reduces the giant to tears. Hagrid's humble actions and earnest compassion show that appearances can be misleading, a theme that many characters mirror in the book.

3. The Concluding Paragraph

The conclusion in essay, like the concluding sentence in a paragraph, is very important part of the essay. It has three purposes: 1) it signals the end of the essay, 2) it reminds the reader of the writer's main point and 3) it leaves the reader with final though on the topic (Oshima and Hogue, 1999, p. 26).

Conclusions too often just fade out because writers feel they are near the end and think the task is over-but it is not quite over. Remember, people usually remember best what they see, hear, or read last. Use the conclusion to drive the main point home one final time. Make sure the conclusion has the same energy as the rest of the essay, if not more. Basics of a good essay conclusion: 1) it refers back to the main point, 2) it sums up what has been covered in the essay, 3) it makes a further observation or point and 4) in general, a good conclusion creates a sense of completion: It brings readers back to where they started, but it also shows them how far they have come (Anker, 2010, p. 97).

According to Regina L. Smalley (2001, p. 121) there is a standard approach to writing concluding paragraphs. Here are some points about conclusions:

1) A conclusion can restate the main points (subtopics) discussed. This restatement should be brief; after all, discussed them at length.

2) A conclusion can restate the thesis. Generally, to avoid sounding repetitious, it is good idea to restate the thesis in different words. The restatement of the thesis is really a researtation of its importance or validity.

3) A conclusion should not, however, bring up a new topic.

Boardman and Frydenberg (2002, p. 87) mentions that there are three ways to conclude paragraphs into three parts; a summary of the points made in the body paragraph, a restatement of the thesis statement, or a final comment on the topic. Notice the following essays and notice how summary, restatement of the thesis statement and final comment are applied.

Example of the concluding paragraph:

Summary

In summary, the need to feel physically safe, the need for a dependable food source, and the need for medical care when necessary are essential for all of us. The constant struggle to obtain these is why homeless people do not feel secure in their environment.

In the paragraph above, the writer summarizes the main points. Therefore, we can conclude the writer uses summary system.

Restatement

In short, all people want to feel safe in their environment, and to do require that you have these three things. These are so easy to obtain that most of take them for granted. However, if you are homeless, getting the basics becomes more difficult and sometimes impossible.

Final Comment

In conclusion, the next time you see homeless people, try to look beyond your fear and think about how insecure they must feel in their environment. They may not know where they can go that night to feel safe or what their next meal will be. They may be worried about getting sick, or they may already be sick and

have no place to go. For them, life in this world is a day-to-day struggle to survive.

E. Expository Essay

Expository is a synonym for information. In such a composition the information is clear and concise. This is because the root of expository is expose. An expository essay is a type of essay writing that involves choosing a topic for an expository essay, sustaining the idea with facts, and presenting a written argument that is clear and compelling. It is because of this that an expository essay is always written in the third person. The main objective of an expository essay is to inform the reader and back up all facts with things like examples, graphs, charts, and statistics. It is structured exactly like any other essay with an introductory paragraph, which will contain a sound thesis statement, as well as main body paragraph that help to prove thesis statement, and a conclusion paragraph that summarizes all the points and wraps up the essay.

F. Format of an Expository Essay

The expository essay follows the standard essay format of introduction, body and conclusion.

1) Introduction is a statement of the essay's thesis.

2) Body, the sub-topics are developed using techniques of compare and contrast, cause and effect, divide and categorize or by giving example, statistics or definitions.

3) Conclusion, the writer conclude by restating his/her thesis and summarizing the points that lead to the conclusion.

G. Kinds of Expository Essays

1. A historical essay is about person or event from the past. These essay are usually organized by the order of events. However, be careful not to turn the essay into a boring list of dates. A successful historical essay is like a good story that shows readers what is was like to know a person or witness an event from long ago.

2. A current event essay is about an issue, person, or event that is now in the news. You do not present your personal opinion about the topic. Instead you explain why people think the issue is important and describe their different points of view. Sometimes a current event essay is organized chronologically. Other times, you will organize these essays around people who are for and against an issue, or around the benefits and risks of a proposed action.

3. A process essay describes how to do something. For example, scientists often write process essays to describe how they performed an experiment. Process essays also can be used for everyday purposes, such as giving friends directions to your house. Use the steps it takes to complete the process to organize this kind of essay.

4. A definition essay gives the reader information about the unique features of a topic. For example, an essay about African elephants tells readers what make these animal different from other animals. Organize a definition essay around

important features of your topic. For an essay about African elephants, these main ideas may include physical characteristics such as body parts and size, and behaviors such as habitat and diet.

H. Cohesion

Halliday and Hasan in radjab (2013, p. 26) explain the concept of cohesion as 'a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text. Thus the concept of cohesion from the both experts is the main concept of cohesion from both experts is the main concept of cohesion which is referred to this study. Furthermore, they argue that the general meaning of cohesion is embodied in the concept of text. By this role, cohesion helps to create a text and they also explain that what create the text is component of the linguistic system or it is known as the textual or text forming.

Bailey (2003, p. 55) defines the cohesion as the phrases which is linking together to make the whole text clear and readable. At the same way, Renkema (2004, p. 103) explains cohesion that is referring to the connections which have their manifestation in the discourse itself. In other words, cohesion concerns the way in which the components of the surface text. Knapp and Egan (2005, p. 47) explain that cohesion refers to the devices available to help link information in writing and help the text flow and hold together. From those definitions, it is known that cohesion in the text related to the connection between successive sentences in the texts related to the connection between texts to another text. In addition, Matthews defines cohesion as the connection between successive

sentences in the texts, conversations, etc., in so far as it can be described in terms of specific syntactic units.

Furthermore, Halliday and Hasan in Mubarak, Hamzah, and Radjab (2013, p. 26) discuss that the classification of cohesion which is based on the linguistics from which has five main kinds of devices such substitution, ellipsis, reference, conjunction and lexical cohesion. Where, some cohesion devices such as substitution, ellipsis and reference are clearly referred to the grammatical. Lexical cohesion is referred to the lexical which involves a kind of choice and conjunction which is in the border line of grammatical and lexical.

Renkema (2004, p. 103) explains the five types of cohesion; they are substitution, ellipsis, reference, conjunction and lexical cohesion. According to Renkema (2004, p. 106) the cohesion devices such as substitution, ellipsis, conjunction, and lexical cohesion have some types that distinguished every part of cohesion devices. There are three frequently occurring types of substitution such as substitution of a noun, substitution of a verb and substitution of a clause. He also adds that ellipsis has three kinds such as nominal ellipsis, verbal ellipsis, and clausal ellipsis. After that, he explain three frequently occurring relationships in conjunction such as; addition, temporality, causality. The relationship can be hypotactic or paratactic. Finally, he explains that there are two types of lexical cohesion that can be distinguished: reiteration and collocation.

1. The Type of Cohesive Devices

Halliday and Hasan (1976, p. 9)) distinguishes two types of cohesion; they are grammatical cohesion and lexical cohesion. Grammatical cohesion can be

classified into several categories, including reference, substitution, ellipsis, and conjunctions. Meanwhile, lexical cohesion is classified into two categories, namely reiteration and collocation.

Reference

In philosophy and semantics, Wales observes that reference is concerned with the relation between words and extra-linguistic reality: what words stand for or refer to in the outside world or universe of discourse. So, the traditional semantic view of reference is one in which the relationship of reference is taken to hold between expressions in a text and entities in the world, and that of co-reference between expressions in different parts of a text. Thus, the referent of the word 'elephant' is the animal elephant. Referential meaning is sometimes used instead of conceptual or cognitive or denotational meaning to describe the aspect of meaning of a word which relates it precisely to its extra-linguistic reference. In linguistics, care is usually taken to distinguish knowledge of the world from knowledge of language: the extra-linguistic notion of reference is contrasted with the intralinguistic notion sense, a property arising from the meaning relations between lexical items and sentences.

In grammar and text linguistics, reference is used in a much broader sense to mean any kind of designation, textual as well as situational. Even in semantics it is recognised that not all elements of a language refer to specific objects in the outside world, chiefly the grammatical or function words (e.g. prepositions, conjunctions, determiners and pronouns). Pronouns, however, like other classes of words, can point to something in the environment, whose

semantic reference will yet change from situation to situation. In a text, the terms reference and refer are convenient to describe the function of words like pronouns and determiners to designate a noun phrase they identify within the immediate co-text.

Morley in Ahmed (2008, p. 45) for his part sees reference as the meaning relationship which links full lexical expression of an entity or circumstance with the pro-form/ substitute to which it refers. Moreover, in presenting the traditional semantic view of reference, Lyons state that "the relationship of reference: words refer to things". Yet, Lyons in Ahmed (2008, p. 45) in a more recent statement to on the nature of reference points out that: "it is the speaker who refers (by using some appropriate expression); he invites the expression with reference by the act of referring". This is a more dynamic understanding of the nature of reference. Thus, in discourse analysis (cf. Reference is treated as an action on the part of the speaker or writer).

In this connection, Beaugradne and Dressler in Ahmed (2008, p. 46) emphasize that using cohesive devices shortens and simplifies the surface text, as one obvious device pro-forms are economical, short words empty of their own particular content, which can stand in the surface text in the place of more determinate, context-activating expressions. These pro-forms allow text users to keep content current in active storage without having to restate everything. The best pro-forms as Beaugrande and Dressler confirm, are pronouns which function in the place of the noun phrase or noun with which they co-refer. In this well-known children's rhyme:

There was an old woman who lived in a shoe. <u>She</u> had so many children, <u>she</u> didn't know what to do.

The pronouns 'she' makes i unnecessary to keep saying 'the old woman who lived in a shoe', 'the old woman', or even 'the woman'.

Donnellan in Ahmed (2008, p. 46) expresses a similar viewpoint. He states that "in some cases repetition of information makes the discourse sound like the discourse sound like the awkward language of a child's first reader". If we find below awkward, this is because normally, in genres other than children's first readers, speakers do not reiterate so much given information

A man can came to the office today carrying a huge suitcase. It contained an encyclopedia.

A man came to the office today carrying a huge suitcase. The suitcase contained an encyclopedia.

A man came to the office today carrying a huge suitcase. The huge suitcase carried by the man who came to the office today contained an encyclopedia

Finally, Halliday and Hasan (1976, p. 32) who stress that "what characterizes reference is the specific nature of the information that is signaled for retrieval", that is, "the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to". Accordingly, "cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time."

Type of Reference

Co-referential forms are, as Halliday & Hasan (1976, P. 31) put it, forms which "instead of being interpreted semantically, in their own right,…make reference to something else for their interpretation". Where interpretation lies outside the text, in the context of situation, the relationship is said to be an Exophoric relation which plays no part in textual cohesion. Where the interpretation lies within a text, they are called Endophoric relations and do form cohesive ties within the text. The various markers refer either back to something that has already been mentioned (or implied), in this case they have anaphoric reference or forward to something which is about to be said, in this case they have cataphoric reference. What is essential is every instance of reference whether endophoric (textual) or exophoric (situational) is that there is a presupposition that must be satisfied, the thing referred to has to be identifiable somehow. Further, a reference item is not of itself exophoric or endophoric; it is just 'phoric' it simply has the property of reference. Any given instance of reference may be either one or the other, or it may even be both at once. There are tendencies for particular items or classes of items to be used exophorically or endophorically; but the reference relation is itself neutral: it merely means 'see elsewhere'. To illustrate the dichotomy mentioned above, it seems appropriate to give Halliday and Hasan's diagram (1976, P. 33):

REFERENCE

(SITUATIONAL)
exophoric

(TEXTUAL)
(endophoric)

to preceding
text anaphora

to following
text cataphora
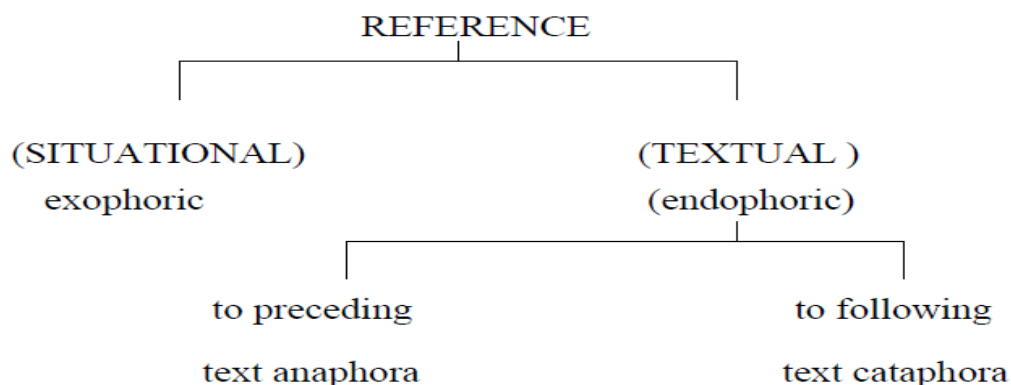
Figure 2.1 Type of Reference

Two types of reference are given by Halliday and Hasan (1976, p. 51) namely, personal and demonstrative. Personal reference is reference by means of function in the speech situation, through the category of person; demonstrative reference is reference by means of location, on a scale of proximity. In the following pages, the significant points of personal and demonstrative reference will be reviewed.

Personal Reference

The category of reference includes the three classes of personal pronouns, possessive determiners (usually called possessive adjectives) and possessive pronouns. This system of reference is known as person where 'person' is used in the special sense of 'role'; the traditionally recognized categories are first person, second person, and third person, interesting with the number category of singular and plural. The significance of the person system is that it is the means of referring to relevant persons and objects. The principal distinction is that between the persons defined by their roles in the communication process, on the one hand, and all other entities on the other. The former is called speech roles;

they are the roles of speaker and addressee. The latter, which we shall call simply

other roles, include all other relevant entities other than speaker and addressee. In

terms of the traditional categories of person, the distinction is that between first

and second person on one hand, and third person on the other.

```
                              PERSON
                                 |
          ┌──────────────────────┴──────────────────────┐
     SPEECH ROLES                                   OTHER ROLES
          |                                              |
    ┌─────┴─────┐                              ┌──────────┴──────────┐
 speaker    addressee(s)                    specific      generalized human
    |          you                             |                 one
 ┌──┴──┐                                 ┌──────┴──────┐
speaker  speaker                      singular       plural
 only     plus                           |            they
  I        we                       ┌────┴────┐
                                  human    non-human
                                    |          It
                              ┌─────┴─────┐
                            male       female
                             he          she
```
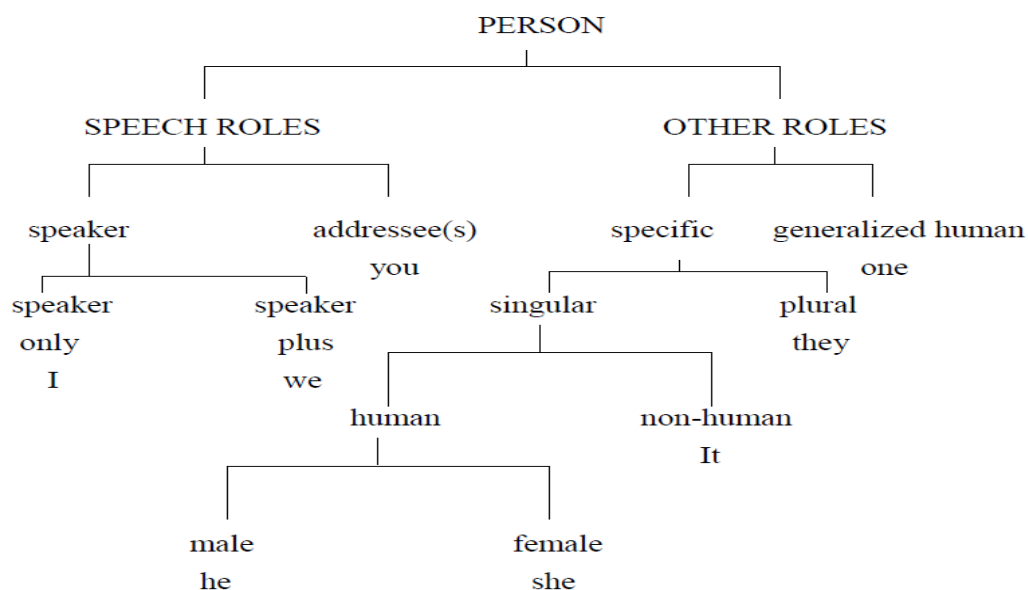
Figure 2.2 Types of Speech Roles

Speech Roles and Other Roles

There is a distinction to be made between the speech roles (first and

second person) and the other roles (third person). Only the third person is

inherently cohesive, in that a third person form typically refers anaphorically to a

preceding item in the text. In other words, it is only anaphoric type of reference

that is relevant to cohesion, since it provides a link with a preceding portion of a

text. Furthermore, when we talk of the cohesive function of personal reference, it

is particularly the third person forms that we have in mind. But we shall find

instances of these which are not cohesive, as well as instances of the first and second person forms which are:

	SPEECH ROLES I, you, we ('you and I')	OTHER ROLES he, she, it, they, we ('and other(s)')
typically:	exophoric (non-cohesive): speaker, addressee(s); writer, reader(s)	anaphoric (cohesive): person(s) or thing(s) previously referred to
secondarily:	anaphoric (cohesive): speaker, addressee in quoted speech	exophoric (non-cohesive): person(s) or thing(s) identified in context of situation

Personal Pronouns, Possessive Determiners and Possessive Pronouns

Neither the syntactic function of the personal itself, nor the syntactic function of its referent, has any bearing on the anaphoric relation between the two, notice the following example:

John has moved to a new house. / x. He had built it last year.

John's house is beautiful. / y. His wife must be delighted with it.

That new house is John's. / z. I didn't know it was his.

In the example above, (x) has personal pronoun 'he', (y) has possessive determiner 'his' and (z) has possessive pronoun 'his'.

There is, however, one respect in which possessive pronouns differ from other personal reference items as regards their anaphoric function. Whereas the other personals require only one referent for their interpretation, possessive pronouns demand two, a possessor and a possessed. The difference can be seen as:

John's is nice.

His house is nice.

His is nice.

Given (1), we need the answer to 'John's what?'; given (2), the answer to 'Whose house?'; but given (3) we need the answer to 'Whose what?'. So any occurrence of a possessive pronoun involves two ties, only one of which is a form of reference

Cataphoric Reference

Personal can refer cataphorically as in:

He who hesitates is lost.

Where 'he' does not presuppose any referent in the preceding text bit simply refers forward to 'who hesitates'. Unlike demonstratives which do refer cataphorically in a way that is genuinely cohesive; they refer forward to

succeeding elements to which they are in no way structurally related – personals are normally cataphoric only within a structural framework, and therefore do not contribute to the cohesion of the text. However, there is one cataphoric use of 'it' that is cohesive, illustrated by: normally cataphoric only within a structural framework, and therefore do not contribute to the cohesion of the text. However, there is one cataphoric use of 'it' that is cohesive, illustrated by:

I would have never believed it, They've accepted the whole scheme.

This happens only where 'it' is text-referring.

Demosntrarive Reference

Demonstrative reference is essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity. The system is illustrated in the diagram below:

		Near	:	Far
Participant	Singular	This		That
	Plural	These		Those
Circumstance	Place	Here		There
	Time	Now		Then
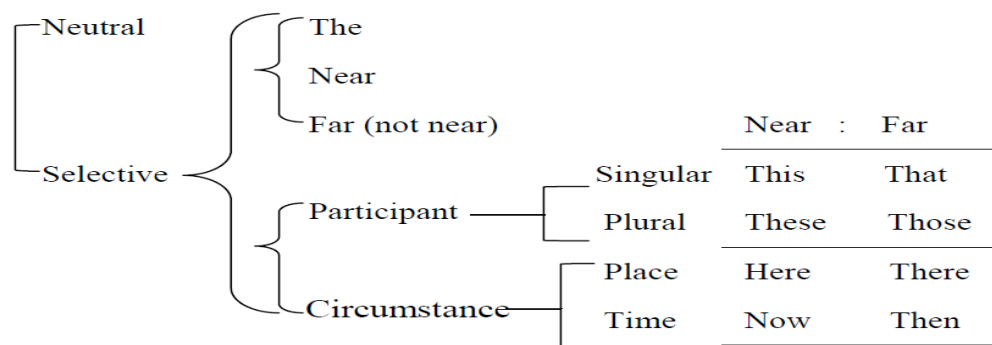
Figure 2.3 Types of Demonstrative Reference

We are not concerned here with exophoric reference, for the reasons already given; it is not textually cohesive. But the uses of <u>this</u> and <u>that</u> in endophoric reference are explainable by reference to their exophoric meanings.

Extended Reference and Reference to 'Fact': 'This and 'That':

This applies only to the singular forms this and that used without a following noun. For example:

a) They broke a Chinese vase.

b) That was careless.

In (b) <u>that</u> refers to the total event, 'their breaking of the vase'. It is worth mentioning that whereas <u>that</u> is always anaphoric, <u>this</u> may be either anaphoric or cataphoric. This use of <u>this</u>, together with the parallel use of <u>here</u>, is the only significant instance of cataphoric cohesion in English

The Selective Nominal Demonstratives: 'This,' 'These,' 'That,' 'Those'

Halliday and Hasan (1976: 59) states that these demonstratives occur extensively with anaphoric function. In principle, they embody within themselves three systematic distinctions:

(a) between 'near' (this, these) and 'not near' (that, those).

(b) between 'singular' (this, that) and 'plural' (these, those).

(c) between modifier (this, etc., plus noun, e.g.: This is an oak).

The

Cataphoric or forward reference with <u>The</u>, is limited to the structural type. Unlike the selective demonstratives (this, these, there), 'the' can never refer forward cohesively. Nevertheless, there is anaphoric reference the only one in which 'the' is cohesive. The clearest of this are those in which the item is actually repeated, e.g.: <u>hall</u> in.

She found herself in a long, low hill was lit up by a row of lamps hanging from the roof. There were doors all around the hall, but they were all locked.

Demonstrative Adverbs

Quirk et al. in Ahmed (2008, p. 56) state that there are four of these, here, there, now, and then, although now is very rarely cohesive. As reference items, here and there are closely parallel to this and that, respectively. For example:

'Do you play croquet with the Queen today?' 'I should like it very much' said Alice, 'but I haven't been invited'. 'You'll see me there', said the Cat, and vanished.

The meaning of there is anaphoric and locative; it refers to 'playing croquet with the Queen'. The temporal demonstratives then and now are much more restricted in their cohesive function. The cohesive use of demonstrative then is that embodying anaphoric reference to time; the meaning is 'at the time just referred to':

In my young days we took these things more seriously. We had different ideas then.

Substitution

Subsitution is replacement tool to build the cohesion with a word or sentence that is used in the tex that refers to same thing. In English, Halliday and Hasan (1976, p. 88) state this replacement involves replacing the word class noun (nominal substitution), the replacement of the word class of verbs (verbal substitution), as well as the replacement of clause (a substitution clause).

Examples:

Yet many of their stories remain to be told. Anyone who remembers *one* from a great aunt or finds *one* in a dusty attic should heed Wood-Kelly's advice and "call poad".

Perhaps I shouldn't have enjoyed it as much as I *did*: but with more energy and satire and craziness in its lycra-gloved little finger than other films have everywhere else, Kick-Ass is all pleasure and no guild .

Indefinite pronoun *one* and the operator *did* are substitution device, *one* is a subtitute word for the noun phrase, and *did* for the verb phrase.

Ellipsis

The idea omitting part of sentences on the assumption that an earlier sentence will make the meaning clear is know as ellipsis. There is nominal, verbal, and clausal ellipsis (Jabeen, Mehmood,and Iqbal, 2013, p. 126).

 For example:

Sade bought some oranges and Seun some guavas (Verbal ellipsis).

Three members of staff went there and yet another three (Nominal ellipsis).

I left my meal in the kitchen and someone came in and ate it up without saying a word to me. I wish I could find out who (Clausal ellipsis)

In sentence 1, the verb "bought" has elided, In 2, the noun "members" have been elided while in 3, "who" replaces "someone" and the clause "came in ..." has been elided. Moreover, the following line from Halliday and Hasan in Akindele (2011, p. 102) may be considered for illustration.

Time Flies

You can't they fly so quickly.

The above lines from Halliday show that Cohesion is expressed no less than three ties:

The elliptical form "you can't"

The reference item "they"

The lexical item "fly"

These cohesive devices combine to give the two sentences the quality of being a complete text analysis.

Conjunction

Generally, conjunctive adjunct are three, compound adverbs, and prepositional expression. Halliday and Hassan in Akindele (2011, p. 102) maintain that conjuctive elements are cohesive not in themselves but indirectly, by virtue of their specific meaning; they are not primarily for reaching out into the preceding or following text but they express certain meanings which prepurpose the presence of other components in a discourse. Halliday recognizes four types of conjunction. They are additive, Adversative, Causal and Temporal (Akindele, 2011, p. 102). Osisanwo in Akindele (2011, p. 102) identifies the following conjunctive types: Coordinating Conjunction, Subordinating Conjunction, Compound Adverbs and Continuatives. Beaugrande and Dressler in Akindele (2011, p. 102) reports that procedurally the basic phrases and clause of English can be viewed as configurations of links. Between pairs of elements, many of them have further linkages. Thus, in grammatical units like phrases, clauses, and sentences, cohesion is upheld by fitting elements into short-range grammatical

dependencies. Therefore, with conjunction as a cohesive relation, what follows is systematically connected to what has preceded. However, for the purpose of this research, we shall make use of the conjunctive categories identified by Osisanwo in Akindele (2011, p. 102).

Coordinating Conjunctions:

We came <u>and</u> we conquered.

The fire brigades did their best <u>but</u> the fire was pierced.

The road is slippery <u>because</u> it rained yester night.

<u>Although</u> 'am a native of Ogbomosho, I was born in Ghana.

Compound adverbs

There was not enough meal for the guest; <u>furthermore,</u> the reception was congested.

The football match was though; <u>nevertheless,</u> our team impressed us

Continuatives

We have toiled all day. <u>Well</u> we have to insist.

The thieves have left before the police arrival. <u>Anyway,</u> we have to be vigilant.

Lexical Cohesion

Halliday and Hassan in Akindele (2011, p. 102) argue that lexical cohesion is established through the structure of lexis or vocabulary. Lexical cohesion encompasses reiteration and collocation. Also, it involves using the characteristics and features of words as well as the group relationship among them to achieve cohesion. We have words used repeatedly, words used as umbrella

terms under which some other words co-exist. Hence, there are two main type of lexical devices. These are Reiteration and Collocation. Reiteration simply means repetition of lexical item, or the occurrence of synonyms of some kind in the context of reference. That is, where the two occurrences have the same reference. Reiteration manifest in three ways: Repetition, Superordinate/ Hyponym, Synonym or near synonym.

Example:

Repetition: I met some young ladies at the conference. The ladies were good looking.

Superordinate/ Hyponym: I bought plenty of fruits yesterday at the market. These fruits are oranges, pineapple, and paw.

Synonym: I was served with a good meal yesterday at the party. The food was delicious.

Collocation involves the association of lexical items that regularly co-occur, for instance, climb/ ascend; order/obey; laugh/ joke; garden/ dig; and beach/ waves/ sand/ swim/ lifeguard.

Collectively, these five types of cohesive device are linguistic features, which 'tie' sentences together. These devices help readers to create a meaningful semantic unit or text and prove essential for textual interpretation. Halliday and Hassan (1976) maintained that is the property of these features that allow the reader to comprehend the overall meaning of a text, and to understand the author's intention. In fact, the concept of cohesion as elaborated by Halliday and Hassan (1976) is similar to that of coherence since emphasizes the semantic element of

language. Halliday and Hassan (1976) suggested that there is a strong relationship between cohesion and coherence such that the attainment of cohesion ensures writing quality. However, their explanation of this relationship does not clearly distinguish cohesion from coherence. Since then, there have been several studies showing that it is possible to produce texts that are cohesive in sentence structures but make little or no sense to readers.

I. Coherence

Co is a Latin prefix that means 'together' or 'with'. The verb *cohere* means 'hold together'. Coherence is a component of the writing skill which proves a crucial part of and a virtual guarantee of writing quality. According to Connor and John in Collins (2011, p. 1), coherence is a quality of comprehensible or understandable language. It is the result of many different factors that interact to make each word, phrase, sentence, and paragraph contribute to the meaning of the composition as a whole. However, this holistic quality makes coherence difficult to assess, both within a composition and developmentally. It also makes coherence difficult to assess, both teach and learn. According to Lee in Dueraman (2006, p. 4), coherence is defined as the relationships of various ideas in a text that are linked together to create meaningful discourse.

Coherence plays a crucial or important role in making a paragraph read well. Every coherence paragraph contains smoothly connected ideas. According to Oshima and Hogue (2007, p. 79), every good paragraph must have a coherence. A coherent paragraph flows smoothly from beginning to end. Each sentence should flow smoothly into the next one. The movement from one sentence to the next

(and in essay, from one paragraph to the next) must be no sudden jumps. Zemach and Rumisek (2003, p. 82) explain that coherence is the arrangement of ideas in a clear and logical way. When a text is unified and coherent, the reader can easily understand the main points. In other words, coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by the use of an appropriate transition signals. Coherence contributes to the unity of a piece of discourse such that the individual sentences or utterances hand together and relate to each other. That means, for any text or discourse to be coherent, it must make sense and also have unity and so be well - informed.

Furthermore, coherence refers to the functioning of the text as a unified whole and the relationships of ideas that function together for conveying the meaning. In reality, any piece of writing is considered coherent if it is understandable, follow a clear line in presenting facts, arguments and avoid statements which are incomprehensible for the reader concerning coherence. So, the writer expected to cut what is irrelevant or intelligible for the reader. In line with this, Kiss in Dibissa (2013, p. 11) stated that any piece of writing could be coherent if the writers know their subject and audience well and make intelligible to the readers.

In summary, coherence is a product of many different factors, which are combined to make every sentence contribute to the meaning of the whole piece. Coherence refers to the unity created between the ideas by the succession of

sentences. Each sentence should flow smoothly into the next one. Ideas that are arranged in a clear and logical way are coherent.

There are several ways to achieve coherence. According to Wijck (2006, p. 70), there are five important means of achieving coherence in a paragraph. First way is to use a natural or easily recognized order, the second way is to use transition words and phrase, the third way deals with repeating key word, the fourth way is to use substitution of pronouns for key nouns, and the fifth way is to use parallelism.

A natural or easily recognized order

Without consciously thinking about the process, a writer may often organize paragraphs in easily recognized patterns that give the reader a sense of logical movement and order. Four common patterns of ordering sentence in a paragraph are discussed next:

The order of time

Some paragraph composed of details arranged in chronological order. Chronological order, therefore is a way of organizing the ideas in a paragraph in the order of their occurrence in time (Oshima and Hogue, 1999, p. 37). Here is a paragraph on black holes in which the writer chronologically orders details:

A black hole in space, from all indications, is the result of the death of a star. Scientists speculate that stars were first formed from the gases floating in the universe at the beginning of time. In the first stage in the life of a star, the hot gas is drawn by the force of gravity into a burning sphere. In the middle stage-our own sun being a middle aged star-the burning continues at a regular rate, giving

off enormous amounts of heat and light. As it grows old, however, the star eventually explodes to become what is called nova, a superstar. But gravity soon takes over again, and the exploded star falls back in on itself with such force that all the matter in the star is compacted into a mass no larger than a few miles in diameter. At this point, no heavenly body can be seen in that area of the sky, as the tremendous pull of gravity lets nothing escape, not even light. A black hole has thus been formed.

The order of space

The order of space is the arrangement of things in space. When the writer subject is a physical object, the writer should select some orderly means of describing it: from left to right, top to bottom, inside to outside, and so forth (Wyrick, 2006, p. 72). For example, when describing the favourite room, the writer can describe things on the left side of the doorway the move clockwise around to the right sight. The writer can also start on the right and move counter clockwise around to the left. Below is a paragraph describing a cowboy in which the writer has ordered the details of his description in a head-to-feet pattern.

Big Dave was pure cowboy. He wore a black felt hat so big that it kept his face in perpetual shade. Around his neck was knotted a red bandana stained with sweat from long hot days in the saddle. His oversized blue denim shirt hung from his shoulders to give him plenty of arm freedom one pocket bulged with a pouch of chewing tobacco. His faded jeans were held up by a broad brown leather belt with a huge silver buckle featuring a snorting bronco in full buck. His boots

were old and dirt-coloured and kicked up little dust storm as he sauntered across the corral.

Deductive order

A paragraph ordered deductively moves from a generalization to particular details that explain or support the general statement (Wyrick, 2006, p. 72). Perhaps the most common pattern of all paragraphs, the deductive paragraph begins with its topic sentence and proceeds to its supporting details, as illustrated in the following example:

If 111 ninth-graders in Honolulu are typical of today's teenagers, spelling and social science teachers may be in for trouble. In a recent experiment, not one of the students tested could write the Pledge of Allegiance correctly. In addition, the result showed that the students apparently had little understanding of the pledge's meaning. For example, several students described the United State as a "nation under guard" instead of "under God," and the phrase "to the Republic for which it stands" appeared in several responses as "the richest stand" or "for Richard stand'. Many students changed the word "indivisible" to the phrase "in the visible," and over 9 per cent of the students, all of whom are Americans from varying racial and ethnic backgrounds, misspelled the word "America."

Inductive order

An inductive paragraph begins with an examination of particular details and then concludes with a larger point generalization about those details (Wyrick, 2006, p. 72). Such a paragraph often ends with its topic sentence, as does the following paragraph on Little League baseball:

At too many Little League baseball games, one or another adult creates a minor scene by yelling rudely at an umpire or a coach. Similarly, it is not uncommon to hear adults whispering loudly with one another in the stands over which child should have caught a missed ball. Perhaps the most astounding spectacle of all, however, is an irate parent or coach yanking a child off the filed after a bad play for humiliating lecture in front of the whole team. Sadly, Little League baseball today often seems intended more for childish adults than for the children who actually play it.

Transition word and phrase

According to Oshima and Hogue (1999, p. 43), another way to achieve coherence is by using transition signals. Some paragraphs may need internal transition words to help the reader move smoothly from one thought to the next so that ideas do not appear disconnected or choppy. Transition signals are very helpful in writing paragraph which guide the writer when to go forward, turn, slow down and stop. Here are a list common transition words and phrases and their uses:

Giving examples	For example, for instance, specifically, in particular, namely, another
Comparison	Similarly, not only...but also, in comparison
Contrast	Although, but, while, in contrast, however, though, on the other hand
Sequence	First ... second ...third, and finally, moreover, also, in addition, next, then, after furthermore
Result	Therefore, thus, consequently, as a result

Notice the difference the use of transition words makes in the paragraphs below:

Working in the neighborhood grocery store as a checker was one of the worst jobs I've ever had. In the first place, I had to wear an ugly, scratchy uniform cut at least three inches too short. My schedule of working hours was another inconvenience; because my hours were changed each week, it was impossible to make plans in advance, and getting a day off was out of the question. In addition, the lack of working space bothered me. Except for a half-hour lunch break, I was restricted to three square feet of room behind the counter and consequently felt as if I were more than a cog in the cash register.

The same paragraph rewritten without transition words sounds choppy and childish:

Working in the neighbourhood grocery store as a checker was one of the worst job's I've ever had. I had to wear an ugly, scratchy uniform. It was cut at least three inches too short. My schedule of working hours was inconvenient. My hours changed each week. It was impossible to make plans in advance. Getting a day off was out of the question. The lack of working space bothered me. Except for a half-hour break, I was restricted to three square feet of room behind the counter. I felt like a cog in the cast register.

We should not use a transition signal in front of every sentence in a paragraph. Using too many transition signals can be just as confusing as using too few. However, good writing requires that the use of transition signals is enough to make the relationships among our ideas clear. Look at the paragraph that follows:

It a shame that every high school student isn't requires to take a course in first aid. For example, you might need to treat a friend or relative for drowning during a family picnic. Or, for instance, someone might break a bone or receive a snakebite on a camping trip. Also, you should always know what to do for a common cut or burn. Moreover, it's important o realize when someone is in shock. However, very few people take the time to learn the simple rules of first aid. Thus, many injured or sick people suffer more than they should. Therefore, everyone should take a first aid course in school or at the Red Cross centre.

As we can see, a series of sentences each beginning with a transition word quickly becomes repetitious and boring. To hold our reader attention, use transition words only when necessary to avoid choppiness, and vary their placement in our sentences.

Repetition of key words

Important words or phrases (and their synonyms) may be repeated throughout a paragraph to connect the thoughts into a coherent statement. Repetition of key words is an important technique for gaining coherence, because if too much information seems new, a paragraph will be hard to read (Wyrick, 2006, p. 74). Look at the model paragraph about gold to see how it uses this technique to achieve coherence. The key noun in this paragraph is gold.

Example:

Gold, a precious metal, is prized for two important characteristics. First of all, gold has lustrous beauty that is resistant to corrosions. Therefore, it is suitable for jewel, coins, and ornamental purposes. Gold never needs to be

polished and remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty three-centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside the spaceship. In conclusion, gold is treasured not only for its beauty but also for its utility.

The word 'gold' is mentioned seven times, the pronoun 'it' is written twice and the pronoun 'its' is written three times, The word 'gold' can be replaced by pronouns but the paragraph is less coherent.

Substitutions of pronouns for key nouns

Oshima and Hague (1999, p. 42) remark that "when we use pronouns instead of key nouns make sure that we use the same person and number throughout his or her paragraph". Do not change from you to he or she (change of person), or from he to they (change of number). But, there is no fixed rule about how often to repeat key nouns or when to substitute pronouns. At the very least, it is important to repeat a key noun instead of using a pronoun when the meaning is not clear. The pronoun 'it' often replaces 'shark' in the description below:

(1) The greater white shark is perhaps the best equipped of all the ocean's predators. (2) It can grow up to twenty-one feet and weigh three tons, with two-inch teeth that can replace themselves within twenty-four hours when damaged. (3) The shark's sense of smell is so acute it can detect one ounce of fish blood in a

million ounces of water. (4) In addition, it can sense vibrations from six hundred feet away.

Sentence 2, 3, 4 are tied to the topic sentence by the use of the pronoun 'it.'

Parallelism

Parallelism in a paragraph means using the same grammatical structure in several sentences to establish coherence. The repeated use of similar phrasing helps tie ideas and sentence together (Oshima and Hague, 1999, p. 75). By repeating a particular structure in successive sentence, a writer can create a parallel from that will guide a reader smoothly from the first sentence to the last. The repeated structure emphasizes the relation of the sentence in the paragraph's controlling idea (Nirwanto. 2013, p. 30). Next, for example, is a paragraph predominantly unified by its use grammatically parallel sentences: The Big Bend area will satisfy your eyes. (3) If, on the other hand, you demand a bright sun to bake your skin a golden brown, stop in the southern part of state. (4) And for hardier souls, who ask from nature a show of force, the skies of the Panhandle regularly release ferocious springtime tornadoes. (5) Finally, if you are the fickle type, by all means come to central Texas, where the sun at any time may shine unashamed throughout the most torrential rainstorm.

The parallel structures of sentence 2, 3, and 5 ('if you + verb) keep paragraph flowing smoothly from one idea to the next.

CHAPTER III
RESEARCH METHOD

This chapter covers: a. research design, b subject of the study, c. source of data, d. research instrument, e. data collection procedures, f. data analysis procedure, and g. data endorsement..

A. Research Design

This research use qualitative method with descriptive design. Descriptive design was used because there is no treatment given to the students. It means that the use of cohesion and coherence in the students' writings are only described as what they are, without giving any treatments. Qualitative method as used because the problems of this study needed to be investigated inductively. In relation to this point, Sugiyono (2009, p. 15) states that data analysis in qualitative method is inductive. This means that the analysis is based on the facts that have been found, and then a theory is based on the facts that have been found. Although the qualitative design was be used, quantitative data were needed to support qualitative method.

Research problems:
1.   What types of cohesive devices are usedby the third semester
       students of English Education Study Program of IAIN Palangka
       Raya ?
2.   What types of coherent devices are used by the third semester
       students of English Education Study Program of IAIN Palangka
       Raya

Materials	Instrument
Expository essays written by the third semester students of English Education Study Program of IAIN Palangka Raya	Writing prompts (expository essays)

Data collection method
A document collection of
students' expository writing

Data Analysis
Identifications of cohesive devices
Identifications of coherence
(From introductory paragraph to
concluding paragraph)

Trustworthiness
A triangulation to maintain the trust
of the study(Interview between the
writer and the subjects of the study

Figure 3.1 The Flow Chart of the Research Design

B. Subjects of the Study

The Subjects of the study werethe students who took Essay Writing course in the English Education Study Program of IAIN Palangka Raya in academic year 2016/2017. In this case, the class C was choosen. There were 13 (thirteen) students which became the subjects of the study.

C. Source of the Data

As mentioned in the research problems the expected answers are the types of cohesive and coherent devicesused the third semester students of English Department of IAIN Palangka Raya. Cohesive and coherent devices can be only found in students' writing. They never stand in isolated forms. Therefore, the sources of the data are the collections of the students' expository essay. Those data revealed the types of cohesive and coherent devicesused the third semester students of English Departmentof IAIN Palangka Raya, the appropritness of useof cohesive and coherent devices and their implications for paragraph.

D. Research Instrument

Research instruments are the instruments which are used to collect the data in order to reveal the expected answers to the research problems. Research instruments are very important part of a research process. Without research instruments, the data cannot be collected, and the conclusion cannot be drawn. Therefore, research instruments to be constructed should be relevant to the research problems. Since the research problems ask about the types of cohesive devices and the types of coherent devices used by the third semester students of

English Department of IAIN Palangka Raya, the writing test are relevant. It is important to point out that good quality of pieces of writing require Coherent devices and coherent devices to make paragraph cohesive and coherent. Therefore, the writer asked the students to write an essay. The essay basically consists of several paragraphs. Since in the second semester in Academic Year 2016-2017, the essay was one of the subjects to be taught to the students. For this purpose, the writer chose one kind of essay, namely, expository essay. In this case, the students were not given any treatment. The reason why the students just wrote because in that way, the natural ability of the students came out without any interferes from the other factors.

There were three different topics that were provided for them. The students could choose one of the topics to be provided. The writer limited the topics in order to make the students easier to write as well as to save their time. The following is the instruction.

Writing Test

Write an expository essay. The expository essay consists of introductory paragraph, body paragraphs and concluding paragraph. Underline the thesis statement in introductory paragraph and topic sentences for each paragraph in the body paragraph. The allocation of time is 100 minutes. You can choose from one of the following topics:
1. Why the teacher should be professional?
2. The uses of digital technology in learning.
3. How to prevent a forest fire.

This instrument was used to test the students on October 26th, 2016. The place was at F2.3A in IAIN Palangka Raya. In order to make the students understand what to do in the test, the writer explained the goal of the test, the

concept of cohesion and coherence in general, and the instructions. Then the writer distributed the test items, the papers for writing. The writer asked the students to write in a piece of the paper. After the students finished writing, the writing collected the students' work.

In addition to writing test, the writer made questions for the interview. The data from the interview are considered to be secondary ones. This means that the data were used to give additional information about the uses of cohesive devices and coherent devices.

The following are the questions for the interview. (See Appendix 4)

E. Data Collection Procedures

In order to give a clear understanding of the data collection, the "what," "When," and "how" of the data collection is explained as follows.

In terms of the "what" of the data collection, the data needed for the study were the students 'essay.

In terms of "when," of the data collection, the writing test was conducted on Saturday, on October 26th, 2016. The place was at room F2.3A IAIN Palangka Raya. The type of test was writing test.

In terms of the "how" of the data collection, the following procedures were explained as follows.

1. The writer asked permission from writing lecturer to conduct the test.

2. The writer invited the students of class C to participate in the writing test.

3. The writer checked the number of the students, the research instruments and other things that support the test in the classroom.

4. Before doing the writing test, the writer distributed the sheet for the writing test item and for writing.

5. The writer explained cohesion and coherence in general.

6. The writer explained the instructions.

7. When the students finished their test, the students collected the students work.

8. After the writing test, the writer asked the students' willingness to participate in the interview. The interviews were then transcribed and analyzed in order to get additional information about using cohesion and coherence.

F. Data Analysis Procedures

Before analyzing the data, it is important to explain here that there are two data neededquantitative and qualitative data. Quantitative data only are needed to support qualitative ones.

In order to avoid misconceptions, the writer need to classify the discussion into the discussion of quantitative data analysis and qualitative data analysis.

1. Quantitative Data Analysis

In cohesion analysis, the English writings produced by the students were analyzed as follows:

1. Students' writings were divided into paragraphs. Then, the clauses or sentences within paragraphs were numbered in order to find out the type of cohesive devices within the clauses.

2.　　All the types of cohesive devices were classified based on their types and then were provided in the table.

3.　　Numbers of cohesive devices were counted in the form of percentage. The formula to be used was presented as follows:

$$X = \frac{\Sigma N}{N} \text{ x } 100\%$$

Where,

X= the percentage of types of cohesive devices in students writing

N= the number of each type of cohesive devices in students' writing, and

ΣN= the total number of cohesive devices in the students' writings.

Source: Ayub, Seken, and Suarnajaya, (2003, p. 8)

4.　　The result of the identification of cohesive devices would be interpreted based on the uses of cohesive devices in each paragraph and percentage of each type of the cohesive devices. Also, in this step, the uses of cohesion in the students' writing were interpreted.

Table 3.1 The Guideline for Analysing Cohesive Devices

NO.	ELEMENTS	Descriptions
I.	GRAMMAR COHESION (Grammatical elements)	The relationship between and within a text is signalled by means of grammatical elements
1.	Reference :	It is one element of the text to other for its interpretation.
	Personal reference :	It is reference by means of function in speech situation through the category of person
	Demonstrative reference :	It is reference by means of location on a scale of proximity. They include the three classes: nominative demonstrative (this, that, these, those), circumstantial demonstrative (here, there, now, then), and definite article (the).
	Comparative reference :	It is cohesion in the form of reference that shows comparison between one thing to another. It is divided into two kinds. General and particular comparison. That is simply in terms of likeness or

		unlikeness without respect to any particular property; two things may be the same or different (here "different" includes both "not the same' and not similar. General comparison is expressed by a certain class of adjective and adverb. Adjectives that are used to express general comparison include identity (same, equal, identical), similarity (similar, such similar), and difference (other, different, else). Meanwhile adverbs that are used to express general comparison include identity (identically, similarity (so, similarly, likewise) and difference (differently, otherwise) Adjectives that are used to express particular comparison include enumerative (more, fewer, less, further, additional) and epithet (better).
2.	Substitution	It is a replacement of one component by another within a text. A substitute is a word which is used in place of the repetition of a particular item. Substitution subsumes three types. E.g. Nominal, verbal and clause. The nominal substitutions are one/ones and same. The verbal substitution is *do* including the use of does, did, doing, and done. The clausal substitutions are *so* and*not*.
3.	Ellipsis	It is the omission of an element required by the grammar which is assumed obvious from the context and need to be raised. In other words, ellipsis occurs when some important elements are omitted from a sentence or a clause and can only be recovered by referring to an element in the preceding text. Ellipsis is of three kinds, nominal, verbal and clausal ellipsis. Nominal occur when a common noun that function head is omitted and its function is taken on by modifiers. Verbal ellipsis involves the omission the verb head while the auxiliary remain explicitly stated in the discourse.
4.	Conjunction	It functions to connect one element of text with another. The element which is connected can be a word, phrase, clause, sentence or even paragraph. Conjunction is divided into four categories, namely, additive, adversative, causal and temporal conjunction. Additive conjunction is a type of conjunction that signals additional relationship between sentences. Adversative conjunction is a type of conjunction that signals adverse relationship between sentences.
	LEXICAL COHESION	It refers to how writer uses lexical items such as noun, verbs, adjectives, and adverbs to relate the text consistently to its area of focus.
1.	Reiteration	It is the form of lexical cohesion in which the two cohesive ties refer to the same entity or event. Collocation is achieved through the association of

		lexical items that occur regularly in the same environment.
2.	Collocation	It is achieved through the association of lexical items that occur regularly in the same environment.

Taken from: Haliday and Hassan (1976) in Ayub, Seken, and Suarnajaya, (2003)

In coherente analysis, the English writings produced by the students were analyzed as follows:

1   The thesis statements were identified in order to find out the types of coherent devices to be used.

2.   All the types of coherent devices were classified based on their types.

3.   Numbers of coherent devices were counted in the form of percentage. The formula was to be used was shown follows:

$$X = \frac{N\Sigma}{N} \text{ x } 100\%$$

Where,

X = the percentage of types of coherent devices in students writing

N = the number of each type of coherent devices in students' writing, and

ΣN = the total number of coherent devices in the students' writings.

Source: Ayub, Seken, and Suarnajaya, (2003, p. 8)

4.   The result of the identification of coherent devices would be interpreted based on the use of coherent devices in each of body paragraph and percentage of each type of the coherent devices.

There were two steps to be taken in analyzing coherent devices. First, the writer used coherent devices in general uses and specific uses (in the context of expository paragraph only).

Table 3.2 Guideline for Analyzing Coherent Devices for General Uses

NO.	Coherent Devices	Descriptions
1.	Order of time	Paragraphs are arranged in chronological occurrence in time
2.	Order of space	Paragraphs are arranged in space
3.	Deductive order	Paragraphs are arranged deductively/ generalization to particular details
4.	Inductive order	Paragraphs are arranged inductively/ details to generalization. It often ends with topic sentences
5.	Transition words (Transition signal)	Paragraphs are arranged by the help of transition signals
6.	Repetition of key words	Certain words are repeatedly several times to connect the thoughts or ideas
7.	Substitution of pronouns for key nouns	Key nouns are used instead of pronouns
8.	Parallelism	Using the same grammatical structures in several sentences to tie ideas and sentence together

Source: Jean Wyrick, (2006)

Since the writer choose expository essay as the objects of the study, the guidelines above is simplified as follows:

Table 3.3. Gguideline for Analyzing Coherent Devices for Specific Use

Sequence	First ... second ...third, and finally, moreover, also, in addition, next, then, after furthermore

Source: Jean Wyrick,, (2006:70)

2. Qualitative Data Analysis

In analysing the data, the writer used the following steps. The steps covered data reduction, data display and conclusion drawing/ verification.

Data Reduction. The data were selected, the similar data were reduced and the different data were analysed.

Data Display. The selected datawere displayed.

Conclusion Drawing and Verification. The results of conclusion dealt with the types of cohesive devices, types ofcoherent devices, and other findings.

Data Reduction
The similar data were reduced and the different characteristics were

Conclusion Drawing/ Verification
ththe types of cohesive devices and types ofcoherent devices, and other findings were shown

Data Collection
The students' essays were identified, classified, and analysed

Data Display
The data were classified or categorized
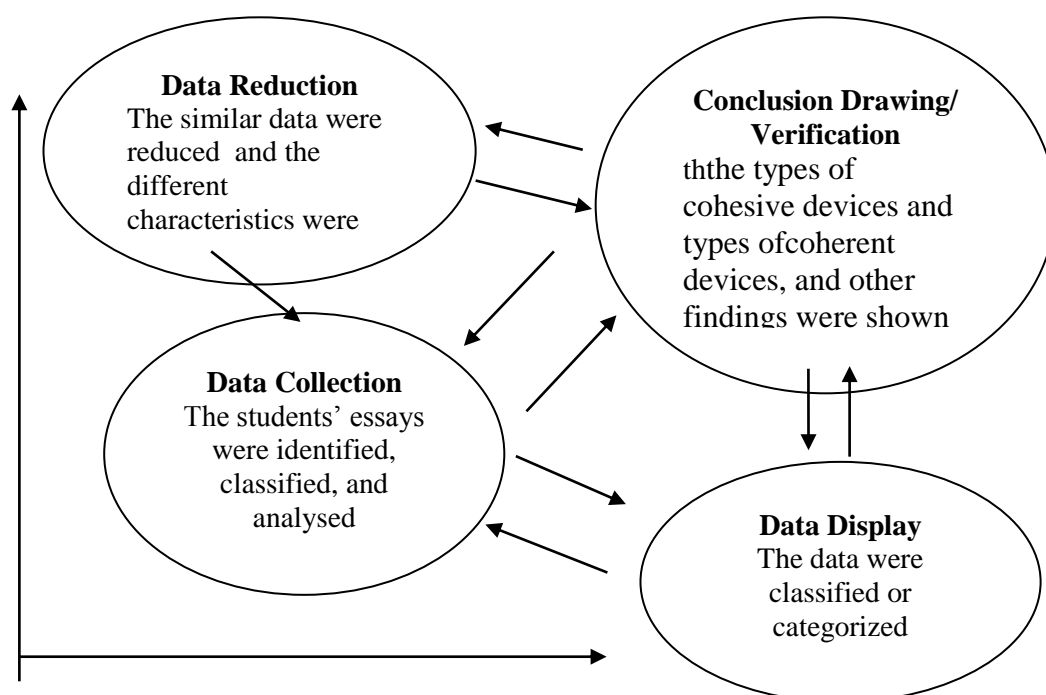
Figure 3.2 The Analysis Procedures: Interactive Model

G. Data Endorsment

In order to maintain the data endorsemnet, the triangulation was conducted. One of the ways that be done is to cross-checked the results of data analysis with experts. In this case the researcher consulted with the writing lecturer to check whether or not cohesive and coherence devices are parts of writing instruction. Based on the consultation with the writing lecturer, cohesion and coherence can be the objects of research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals whit data presentation, research findings and discussion.

A. Data Presentation

In this section, the data presentation are about the distributions of each of elements of cohesive and coherent devices as manifested in the students 'essays.

1. The Types of Cohesive Devices Manifested in the Students' Essays

The exploration of the data to point up the types of cohesive devices manifested and frequency used in the students' essays are aimed at answering to the first research problem: What are the types of cohesive devices used by the third semester students of English Department of IAIN Palangka Raya?

In answering the first research problem, there are two steps to be taken in order to display the types of cohesive devices as manifested in students' essay. First, the distributions of each of elements of cohesive and coherent devices are shown in several tables. Second, it is followed by the general descriptions of cohesive and coherent devices. They are presented in the following ways.

Table 4.1   The Distribution of the Use of Reference by the Third Semester Students of English Department of IAIN Palangka Raya

No	Types of Reference	Frequency (F)	Percentage (%)
1.	Personal reference	72	90.58 %
2.	Demonstrative reference	13	11.92%
	Total	**85**	**100 %**

In terms of reference, the students use two types, namely personal and demonstrative reference. Personal reference dominates the total number of

reference in which it cover 90.58%. While demonstrative reference   is least

dominant.

Table 4.2   The Distribution of the Use of Conjunctions by the Third Semester Students of English Department of IAIN Palangka Raya

No	Types of Conjunctions	Frequency (F)	Percentage (%)
1.	Additive (and, or, nor)	77	70.64 %
2.	Causal (so, because, for)	26	23.85 %
3.	Adversative (but, yet)	6	5.50%
	Total	**109**	**100 %**

In terms of conjunction, additive conjunction exhibits the largest

proportion, and then it is followed by causal conjunction. While adversative

conjunction occupies small portion.

Table 4.3   The Distribution of the Use of Lexical Device by the Third Semester Students of English Department of IAIN Palangka Raya

No	Types of Lexical Device	Frequency (F)	Percentage (%)
1.	Repetition	58	100%
	Total	**58**	**100 %**

In terms of lexical devices, only repetition is found out, while the other

types are not found

The results of the calculation of the frequency related to general

descriptions of the distribution of the uses of cohesive devices used by the

students.

Table 4.4   **The Distribution of the General Use of Lexical Devices by the Third Semester Students of English Department of IAIN Palangka Raya**

No	Types of Cohesive Devices	Frequency (F)	Percentage (%)
1.	Reference	85	33.73 %
2.	Conjunction	109	43.25 %
3.	Lexical Cohesion	58	23.01%
	Total	**252**	**100 %**

Furthermore, the distribution of the general use of lexical devices by each of third semester students of English department of IAIN Palangka Raya can be seen in the following table.

Table 4.5   **The Distribution of the General Use of Lexical Devices by Each of Third Semester Students of English Department of IAIN Palangka Raya**

Name	Reference		Conjunction		Lexical Cohesion		Total
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
RA	6	7.05%	11	10.09%	5	8,62%	22
KA	4	4.70%	4	3.66%	5	8.62%	13
RDM	9	10.58%	14	37.61%	4	6.89%	27
AM	15	17.64%	4	3.66%	4	6.89%	23
OD	14	16.47%	13	11.92%	7	12.06%	34
LU	15	17.64%	4	3.66%	3	5.17%	22
IS	4	4.70%	10	9.17%	6	10,34%	20
FFA	3	3.52%	6	5.50%	3	5.17%	12
RHA	2	2.35%	8	7.33%	3	5.17%	13
SH	1	1.17%	6	5.50%	7	12.06%	14
NH	5	5.88%	12	10.09%	4	6.89%	21
WS	2	2.35%	10	10.09%	4	6.89%	16
SG	5	5.88%	7	10.09%	3	5.17%	15
Total	**85**	**33.73%**	**109**	**43.25 %**	**58**	**23.01%**	**252**

As shown in table 4.5, the data maintain 3 (three) types of cohesive devices employed by the students in their essays based on theory of Halliday and Hassan (1976). The types of cohesive devices are reference (R), conjunction (C) and lexical cohesion (LC).

2. The Types of Coherent Devices Manifested in the Students' Essays

The exploration of the data to point up the types of coherent devices manifested and frequency used in the students; essays are aimed at answering to the second research problem: What are the types of coherent devices used by the third semester students of English Education Department of IAIN Palangka Raya?

After collecting the data, only transition signal is found in students' essay. While the other such as order of time, order of space, deductive order, inductive order, repetition of key words, substitution pronouns for key nouns and parallelism are not used by the students. Therefore, the result of the analysis as shown in Table 4.6 is related transition signal.

Table 4. 6   The Types of Coherent Devices Used by the Students

No	Name	Transition Signal		Total
		Frequency (F)	**Percentage (%)**	
1.	RA	3	42.85 %	3
2.	KA	-	-	-
3.	RDM	4	57.14 %	4
4.	AM	-	-	-
5	OD	-	-	-
6.	LU	-	-	-
7.	IS	-		-
8.	FFA	-	-	-
9.	RHA	-	-	-
10.	SH	-	-	-
11.	NH	-	-	-
12.	WS	-	-	-
13.	SG	-	-	-
	Total	**7**	**100**	**7**

As shown in table 4.5 the data maintain 1 (one) type of coherent device which is used by the students, namely transition signals. The other kinds of coherent devices such as order of time, order of space, deductive order, inductive order, repetition of key words, substitution pronouns for key nouns and parallelism are not used by the students

B. Research Findings

Research findings cover the proportion of cohesive devices, the proportion of cohesive devices, and the fulfillment of the requirements of good essay. They are explained in the following ways.

1. Proportion of Cohesive Devices in the Students' Essays

Some types are discovered in very large number, some are in small numbers, and some are in very small numbers. From the largest to the least, the proportion of each type of cohesive devices in the students' essays will be provided. See the following table 4.2 which describe about the average proportion of cohesive devices in the students' essays.

Table 4.7   the Average Proportion of Cohesive Devices in the Students' Essays

No	Types of Cohesive Devices	Frequency (F)	Percentage (%)
1.	Conjunction	109	43.25 %
2.	Reference	85	33.73 %
3.	Lexical Cohesion	58	23.01%
	Total	**252**	**100 %**

The list above presents that conjunction (C) exhibits the largest proportion. Lexical cohesion (LC) comes into the second position and reference (R), show a smallest position.

The summary of the use of cohesive devices in expository essay by the third semester students of English department of IAIN Palangka Raya can be seen in the following figure.
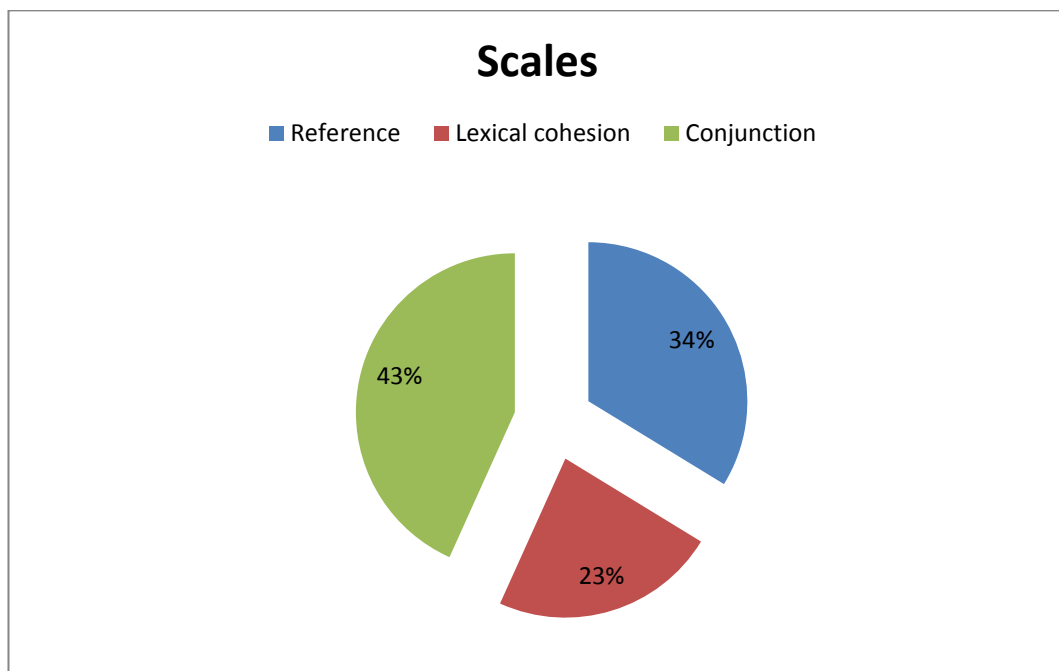

Figure 4. 1 The use of Cohesive Devices in Expository Essay by the Third Semester Students of English Department of IAIN Palangka Raya

2. Proportion of Coherent Devices in the Students' Essays

There were two students who use coherent devices in their essay. In order to describe the proportion of coherent devices, the following essay will be displayed.

Table 4. 8 The Average Proportion of Coherent Devices in the Students' Essays

No.	Types of Cohesive Devices	Frequency	Percentage
	Transition Words and Phrase	7	100%
		7	100 %

The list above shows transition words and phrase which exhibit small proportion. In other words, there are two students who use transition words or phrases.

3. The Fulfillment of the Requirements of Good Essays

In order to explore more the failure of the students in producing cohesive and coherent essays, the fulfillments of the requirements of good essays consisting of general statement, thesis statement, topic sentences, and concluding sentence. were identified and analyzed.

Name	Elements of Essay		Body paragraph 1	Body paragraph 2	Body paragraph 3	Concluding paragraph
	Introductory paragraph					
	GS	TS				
RA	1	1	1	1	1	1
KA	-	-	-	-	-	-
RDM	1	1	1	1	1	1
AM	-	-	-	-	-	-
OD	-	-	-	-	-	-
LU	-	-	-	-	-	-
IS	-	-	-	-	-	-
FFA	-	-	-	-	-	-
RHA	-	-	-	-	-	-
SH	-	-	-	-	-	-
NH	-	-	-	-	-	-
WS	-	-	-	-	-	-
SG	-	-	-	-	-	-
TOTAL	2	2	2	2	2	2

As shown the previous data, only RA and RDA use transition words and phrases successfully. When comparing to the fulfillments of the requirements of good essays; they provide general statement, thesis statement, topic sentences, and concluding sentence. It can be stated that they are able to fulfill the requirements of good essays (general statement, thesis statement, topic sentences, and concluding sentence). Whereas, the other students fail to fulfil the requirements of

good essays (general statement, thesis statement, topic sentences, and concluding sentence). The others fail to provide (general statement, thesis statement, topic sentences, and concluding sentences. In her words, the ability to produce essay (including its elements) and the uses of coherent devices are interrelated. The understanding of an essay should be started from the understanding of a paragraph (topic sentences or main idea, supporting sentences, concluding sentences, transitions words or transition signal) and cohesive devices. Then, it should be followed by the understanding of an essay (general statement, thesis statement, topic sentences, and concluding sentence). A paragraph is the foundation (the miniature form) of an essay. While, an essay is the miniature of other extended pieces writing such as theses, dissertations, articles, chapters of a book and so forth. Therefore, understanding cohesive devices should go hand and in hand with understanding of coherent devices in order to produce cohesive and coherent essay.

4. Results of the Interviews

In order to support the data mentioned previously, the writer conducted the interviews with the students. The results of the interview can be considered secondary data. The following are the results of the interview. (See Appendix 9)

The results of the interview are considered to be secondary data. This means that the results of the interview are used to complement the primary data. In this context, there several things that need to be explained. First, the results of the interview can be used to verify the data if the majority of the students have the same answers. Second, if the answers are contradictory to the data (taken from

their essay) the writer still refer to the primary data because those data are real and reflect their actual ability. While their statements are quite subjective. Third, in analyzing the results of the interview, the writer only take the important points, some other are only additional information.

For questions number 1, 2 and 3, the answers are not clear. For question number 4 and number 5, majority of the students said that cohesive devices and coherent devices difficult. These answers were in line with the reality that they use cohesive devices and coherent devices in small numbers. Question number 6 and 7 are related to the use of cohesive devices and coherent devices. The students stated that they use of cohesive devices and coherent devices. This is true but in small number. The questions number 9, 10, 11, 13, 14 and 15 are additional information because they only ask about opinions about the topic, about making outlines, the problems, revising the students; essay, the students; though, the similarity between writing in Indonesian and in English.

C. Discussion

Based on the findings, conjunction exhibits the largest proportion. This result is in line with the previous studies as conducted by previous researchers. First, Abdelreheim (2014) analysed grammatical cohesive devices used in expository essays written by Emirati EFL learners at Al Ghazali School, Abu Dhabi. He found that among the four grammatical cohesion types employed by the learners in their essays, conjunction covered more than half the frequencies (57%), Second, Bahaziq (2016) conducted study on a student' essay writing,

English Language Institute, King Abdul Aziz University, Jeddah, Saudi Arabia. He found that the most grammatical devices used are reference and conjunction. On the contrary, there is little evidence of using lexical devices. Although the essay is somewhat cohesive, some areas still need improvement. Third, Ali (2016) investigated the use and misuse of cohesive devices by 4th year students at Neelain University. The primary aim was to investigate the teacher's role in encouraging the students to write well tided writing using cohesive devices in classes naturally when they perform their lectures. The findings of the study revealed that the lecturers use only some devices, for example reference and conjunction but they ignore using ellipsis and substitution, except native speakers who used all types of cohesion relations. A number of pedagogical recommendations and suggestions were included. Daniel and Kwabena (2016) analysed teacher trainees' argument essay of a private college of education in Ghana. They found that teacher trainees frequently use reference and conjunctions to achieve coherence in their argumentative essay.

Conjunction seems to be the most frequently one and occupy the first position. Conjunction is Carter et al. (2005) defines conjunction as "joining". This means that all the aspects of cohesion are about joining or linking items together. However, conjunction refers to specifically to words and phrases which express how items should be linked. According to Klammer et al. (2007), conjunction is a structure class word that connects two or more words. While according to and Halliday and Hassan (1976), conjunction is different from other types of cohesive relation as it is not simply an anaphoric relation like what reference, ellipsis, and

substitution perform. According to Mc Carty (1997) conjunction does not set off a search backward or forward for its reference but it does pre suppose a textual sequence and signals a relationship between segments of the discourse.

The second position is reference. According to Halliday and Hassan (1976) reference is the specific nature of the information that is signalled fro retrieval. Reference is quite common for students because they are quite familiarised. Therefore, in writing an expository essay, they used reference.

The third position is repetition. The students use repetition because the words that they repeated several because the students focus on specific issues. Actually, there are other elements of lexical cohesion which include reiteration and collocation.

Furthermore, Connor's (1994) in Levine (2016) L2 writer do not favour use synonym in their essay because of their limited lexical knowledge. Moreover, their findings showed that Arab students did not have sufficient mastery of collocation. The similar case happens to the third semester students of English department of IAIN Palangka Raya in which they use repetititons in their essay. This means Indonesian students also have limited limited lexical knowledge.

In this study, substitution and ellipsis is not found. Meanwhile, substitution and ellipsis are more characteristically found in spoken discourse dialogue (Halliday and Hasan, 1976).

1. The Use of a Variety of Cohesive Devices

The following are the students (KA, SH, SG, and OD) who use a variety

of cohesive devices.

DATA 1: the Use of Conjunction (and) in KA's Essay

How to Prevention from a Forest Fire

Forest fire is a dangerous thing because it will effect the balance of the ecosystem. Generally, forest fires during the dry season. Forest fire have an impact on the surrounding environment. Forest fire often occurs due to the combustion intentionally by humans. Forest fire are a frequent disasters in Indonesia. Disaster like this should not continue to happen. There should be reduction and prevention so that our environment is not polluted.

How to prevent and combat forest fires. First, continued the residents around the forest not to burn grass. Second, conduct a more intensive forest protection especially when the dry season. Third, do not smoke while performing work perform jungle. Fourth, citizens and officers to work together, to replan trees (reforestation) of forest burnt, and make sure the fire is dead after arson.

Forest fire is one of natural disaster that can occur whether naturally or by humans. Sometimes the little things that are considered trivial the cause of the forest fire that cost a fortune and cause damage to ecosystems.

If looking from the use conjunction *and* in student'sessay, it can be seen

that conjunction is not distributed equally so that the essay seem clumsy. They

students are not able developed the ideas through the use of conjunction.

Furthermore, in the introduction, the writer starts her discussion with

forest fire. In the second sentence, she discusses when forest fire took place. In the

third sentence, the writer talks about the impact of the forest fire. In the fourth

sentence, the writer talks about the frequencies of forest fire took place. In the

fifth sentence, the writer talks about disaster. In second paragraph, the writer talks

about how to prevent and combat forest fire. The writer offers four ways how to

prevent and combat forest. In conclusion, the writer talks about two different

things.   First, how forest fire takes place. Second, the writer talks about little things which are trivial.

If we look deeply each of paragraphs in the essay, it is not cohesive cause it contains merely a group of unrelated sentences in which the ideas are not well connected. Ideally, in a paragraph, there should be one central idea in which it is stated in the topic sentences. The topic sentences serve as the most important general statements in the paragraph. The other sentences develop, explain, and support the central idea. Sometimes, the other sentences are called supporting sentences which can support, prove, provide more information, explain and give examples and so forth. Based on this explanation, it is clear that there should not be a lot of ideas in one paragraph. If the writer wants to talk about another idea, the writer should make a new paragraph. Since there are other possible unrelated sentences appear in the paragraph, cohesive devices are very important to control sentences within paragraphs so that connection of idea can be kept.

DATA 2: The Use of Personal Referenc in SG's Essay

Why the Teacher should be Profesional

A profesional teaching teaching qualification does not make you a profesional, in the true sense of the word. Belonging to a particular profession does not automatically guarantee that the service you provide is a professional one. Hence, as a professional understanding of its own and there are things to do to become a proffesional.

Teachers are one important component in the learning process. A teacher participate in forming a human resources potential in the field of development. Understanding of professional teachers, according to me is that everyone who has the authority and the responsibility for the education of their student, either individually of clasical, in school or outside of school.

Professional teacher should have four competency that are pedagogical, personal, profesional and social. Therefore, in addition to skilled teaching, a teacher also has a vast knowledge, wisdom, and can sosialite well. We also certainly want to be a professional teacher, but many of the criteria that must be met to become professional teacher, as these criteria are:

a. Having a good character
b. Having an ability to educate
c. Dominate a material
d. Having a academic qualifications
e. Master a variety of educational adminisration
f. Have the passion and motivation
g. Never stop to develop skill
h. Follow training to increase knowledge
i. Active, creative, and innovative ways to develop learning.

So, a professional teacher is a teacher who is able to do things to build learners. Teacher must also have the new criteria <u>and</u> the ability to teach. <u>Because</u> a teacher is me component of the builders in shaping the capabilities and talents of a learner.

In the introduction, in the first sentence, the writer talks about professional teaching qualification. In second sentence, the writer talks about belonging particular profession. In the last sentence, the writer talks about things to do to become a professional.

In the body paragraph, in the first sentence, the writer talks about the importance of components of teaching process. In the second sentence, the writer talks about the participation of the teachers. In the third sentence, the writer talks about the understanding of professional teachers. In the third sentence, the writer talks about the competencies of the teachers. In the next sentences, the writer talks about the criteria of professional teachers. There are nine criteria which have been listed by the writer. In this body paragraph, the writer talks about different ideas as represented by different kinds of sentences

In conclusion, the writer talks about professional teacher who is able to build learner. In the second sentence, the writer talks about the criteria and the ability to teach. In the conclusion section, the sentences do not refer to the same idea.

If we look deeply each of paragraphs again, it is not cohesive because it contains merely group of unrelated sentences in which each brings its own idea. In a paragraph, there should be one central idea in which it is stated in the topic sentences. The topic sentences serve as the most important general statements in the paragraph. The other sentences develop, explain, and support the central idea. Sometimes, the other sentences are called supporting sentences which can support, prove, provide more information, explain and give examples and so forth. Based on this explanation, it is clear that there should not be a lot of ideas in one paragraph. If the writer wants to talk about another idea, the writer should make a new paragraph. Since there are other possible unrelated sentences appear in the paragraph, cohesive devices are very important to control sentences within paragraphs so that they focus on idea

DATA 3: Lexical Cohesion in SH's Essay

How to Prevention from a Forest Fire

Forest fire is a dangerous thing <u>because</u> <u>it</u> will effect the balance of the ecosystem. Generally, <u>forest fires</u> during the dry season. <u>Forest fire</u> have an impact on the surrounding environment. <u>Forest fire</u> often occurs due to the combustion intentionally by humans. <u>Forest fire</u> are a frequent disasters in Indonesia. <u>Disaster</u> like this should not continue to happen. There should be reduction and prevention <u>so</u> that our environment is not polluted.

How to prevent and combat <u>forest fires</u>. First, continued the residents around the forest not to burn grass. Second, conduct a more intensive <u>forest</u> protection especially when the dry season. Third, do not smoke while performing work perform jungle. Fourth, citizens and officers to work together, to replan trees (reforestation) of forest burnt, and make sure the fire is dead after arson.

Forest fire is one of natural disaster that can occur whether naturally or by humans. Sometimes the little things that are considered trivial the cause of the forest fire that cost a fortune and cause damage to ecosystems.

If we explore more about the uses of cohesive devices, we can see that the importance of cohesive devices because they can connect between one

sentence to another to keep the idea in order to flow smoothly. Since the majority of the students use a small number of cohesive devices, the students' essays fail to achieve coherency. Consequently, what they produce were only a collection of unrelated sentences in their essay. This will weaken the focus and confuse the readers. Ideally, their paragraphs should be coherent so that the paragraphs will be meaningful.

2. The Use of Transition Signals

The followings are the students (AM and LU) who do not use transition words and phrase.

AM's essay

The Use of Digital Technology in Learning

How important is use of technology in learning. The use of technology in learning is important. Every domain of our lives, be it learning or the regular household we have been using technology. Technology improves education to great extent and it has now become a need for revolutionizing learning for the better.

With technology, educators, students and parents have a variety of learning tool at their fingertips. As teacher can collaborate to share their ideas and resource online. They can communicated to share their ideas and resources on line. They can communicated with other the word in an instant, meet the shortcomings of their work, refine it an provide their students with the best. This approach definitely enhances the practice of teaching.

The students can develop valuable research skills at a young age. Technology gives students immediate access to an abundance of quality information which leads to learning at much quicker rate than before.

Students and teachers have access to an expanse of materials. There are plenty of resourcful, credible websites available on the internet that both teachers and students can utilize.

This popular technological approach has gotten to everybody's ear by no. It is a practice in which, students watch lecture videos as homework and discussion is carried on them in the class. It has resulted in a remarkably better student performance. Students can now learn at their own pace and save class time for interaction.

LU's essay

Why the Teacher Should Be Profesional

I did not become teacher the day. I walked out of university. I as trained as a teacher but it took many years for me to feel like a teacher I'm still not sure I'm there yet

Often transition takes year. There is a lot of written about how to act in the first year of a new education environment. There is a lot of written about what should know and what we should do. There are myrads competing ideas about what we should know and what should do. There are There are myrads competing ideas about what a good induction or orientation looks like.

What dropd through the gaps is often the very challenging identity work that happens as you move from being a university student to becoming a teacher

How do we shift into our new identities in our new environments? It takes a long time to feel like a teacher eventhough we might call ourselves teachers.

The starting point of coherency is the thesis statement. One of the functions of the thesis statement is to determine what are going to be discussed in the next body paragraph. From the thesis statement, then, the body paragraph will developed or supported. For example, is the thesis statement says that there are five reasons why I should become a professional teacher, the topic sentence in each body should refer to thesis statement. In order to make idea flow smoothly from one paragraph to another paragraph, coherent devices can be used. One of the coherent devices that can be used to use transition signal. For examples, first reason, second reason and so forth.

In the introduction paragraph in the first and the second essays, the writers do not provide thesis statements. In the body paragraphs, the writer do not use transition signal as well. Furthermore, in the conclusions, there are no clues indicating that the paragraphs are finished. Consequently, these essay are not coherent.

The followings are the students (RA, RDM) who use transition words and phrase.

RA's essay

How to Prevention from a Forest Fire

Forest fire is a dangerous thing because it will affect the balance of the ecosystem with the burning of the forest. Many trees are dead and animal as well. With their reduction of the tree. We'll ozone layer depleting due to carbondioxide more oxygen is reduced. With with so many dead animals then the balance of the ecosystem will be disturbed. There are three ways that serve to prevent forest fire.

First, cautioned the residents around the forest not to burn grass. They are people that living in forest sometimes don't have adequate knowledge about the forest, especially on the cause of forest fires. Some of them set fire to grass or debris near the forest when dry season is accompanied by strong winds can easily spread the flames from the ashes of the burned forest. So important for forestry personnel to provide counseling and warned residents not to burn anything near the forest.

Second, conducting activities with minimal combustion predetermind distance. The minimum distance that must be considered to make the burning of trash or debiis is at leas 50 feet from the building and 500 feet from forest.

The last, don't conducted burning activities when the weather is windy. When the weather is windy, trees in the forest will sway and will make the fire bigger which consequently can harm the forest itself.

Forest fire prevention is an important things to be learned and recognised by citizens and officers who lived in the surrounding woods. Sometimes the little things that are considered trivial the cause of the forest fire that cost a fortune and cause damage to ecosystems. So it is important for whoever has knowledge of the things that will cause a forest fire.

RDM's essay

Why the Teacher Should Be Profesional

A teacher who profesional indeed very difficult to do. first we felt be prosecuted run it up to the action which did not even show ourselves as a profesional for master then need patience and sincerity that is large enough so that we can become a profesional teacher. Some ways that we can do it in order to become profesional teachers.

The first, understand the changing demands of the society's expectations that full complexity of the problem understanding that full complexity of the problems, understanding the lifestyle and behavior of students develop insights and scientific competence, as well as eliminate obstacles and barries that exists in themselves and the environment.

Second, having a passion to inspire co-workers follow educators and students to develop the quality of competitiveness recognising the resourcer and utilize it as a source and a media that can enhance creativity of the students.

In terms of coherence, only two students used transition words or phrases (signals): first..., second..., the last......, etc. This kind of transition signal indicates the sequence. Using transition signal is one of the ways to achieve coherency. Transition signals are very helpful in writing paragraph which guide the writer when to go forward, turn, slow down and stop. The other students did not use transition words (transition signals). In other words, they fail to fulfil the requirements of good essay. Look the following essay.

DATA 3 SG's Essay

Why the Teacher Should Be Profesional

A profesional teaching teaching qualification does not make you a profesional, in the true sense of the word. Belonging to a particular profession does not automatically guarantee that the service you provide is a professional one. Hence, as a professional understanding of its own and there are things to do to become a proffesional.

Teachers are one important component in the learning process. A teacher participate in forming a human resources potential in the field of development. Understanding of professional teachers, according to me is that everyone who has the authority and the responsibility for the education of their student, either individually of clasical, in school or outside of school.

Professional teacher should have four competency that are pedagogical, personal, profesional and social. Therefore, in addition to skilled teaching, a teacher also has a vast knowledge, wisdom, and can sosialite well. We also

certainly want to be a professional teacher, <u>but</u> many of the criteria that must be met to become professional teacher, as these criteria are:

j.   Having a good character

k.   Having an ability to educate

l.   Dominate a material

m.   Having a academic qualifications

n.   Master a variety of educational adminisration

o.   Have the passion and motivation

p.   Never stop to develop skill

q.   Follow training to increase knowledge

r.   Active, creative, and innovative ways to develop learning.

<u>So,</u> a professional teacher is a teacher who is able to do things to build learners. <u>Teacher</u> must also have the new criteria <u>and</u> the ability to teach. <u>Because</u> a teacher is me component of the builders in shaping the capabilities and talents of a learner.

It can be observed that the essay above does not contain transition signals. The readers will have problem to follow the ideas from the beginning to the end of the essay the transition signals are not provided. Without transition signals the essay will sound choppy.

Other findings indicated that the students did not provide general statement, thesis statement, topic sentences, supporting sentence and concluding sentences. This indicates another weakness' of the students in fulfilling the requirements of good essays (general statement, thesis statement, topic sentences,

supporting sentence and concluding sentences). Looking deeply to the results of the study, the failure of the students started from sentence within paragraph, and then moved to essays. It becomes clear now that the failure of the students in specific aspect of writing, cohesion and coherence can be seen through research study. Therefore, the results of the study can contribute to the existing body of knowledge especially in the context of writing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions. It summarizes the results of the study and offers some based on the conclusions of the study

A. Conclusions

There are some conclusions to be drawn related to the cohesion and coherence of essay produced by the third semester students of English Department of IAIN Palangka Raya.

First, the types of cohesive devices manifested in the students' essays are conjunction (43.25%), reference (33.73%) and lexical cohesion (23.01%). Although there are a few cohesive devices to be used, the majority of the students did not use cohesive devices effectively in writing an expository essay. Consequently, their essays were not cohesive.

Second, among a number of coherent devices, transition signals are used by the students. RA obtains 43% and RDM obtains 57%. The majority of the students do not use coherent devices effectively in their essays. Consequently, their essays were not coherence.

Third, since students' essays are not cohesive and coherent, their essays fail to fulfill requirement of good quality of essay.

Fourth, other findings indicated that out of 13 (thirteen) students, only 2 (two) students who are able to fulfill the requirements of good essays (general statement, thesis statement, topic sentences, and concluding sentence). In Contrast, the others fail to fulfill the requirements of good essays (general

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statement, thesis statement, topic sentences, and concluding sentence). The others cannot provide (general statement, thesis statement, topic sentences, and concluding sentences. In her words, the ability to produce essay (including its elements) and the uses of coherent devices are interrelated.

B. Suggestions

Based on the results of the study, there are some suggestions to be provided.

First, it is suggested that the discussions of cohesion and coherence should be separated from the teaching of writing. Even he discussions of cohesion and coherence should given in equal portions.

Second, it is suggested that the teachers should provide a lot of exercises so that the students can use cohesive devices and coherent devices effectively.

Third, it is suggested that the teachers should give feed backs to the students so they can correct and control their weaknesses in using cohesive devices and coherent devices

Fourth, it is suggested to future researchers to conduct studies on cohesion and coherence with different subjects, different setting and different methods in order to give new insights about the theories and the practical aspects of writing, more specifically, about cohesion and coherence which have important role in producing good quality of an essay.

It is also suggested that the teaching cohesion and coherence should be taught repeatedly so that the students have strong foundations of knowlegde about

cohesion and coherence. In that way, the students can produce good quality of essay.

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