

**ANALYSIS OF COHERENCE AND COHESION IN THE
STUDENTS' WRITING TEXT**

THESIS

Submitted by

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THESIS

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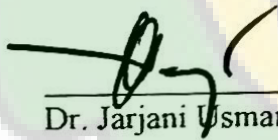
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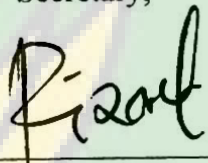
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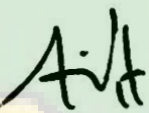
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan


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Eventually, I do know that this thesis is far from perfection. Therefore, any comments and suggestions are indeed welcome for the improvement of the thesis. Finally, I hope this thesis will be useful for me and all the readers.

Banda Aceh, June 12th 2021
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ABSTRACT

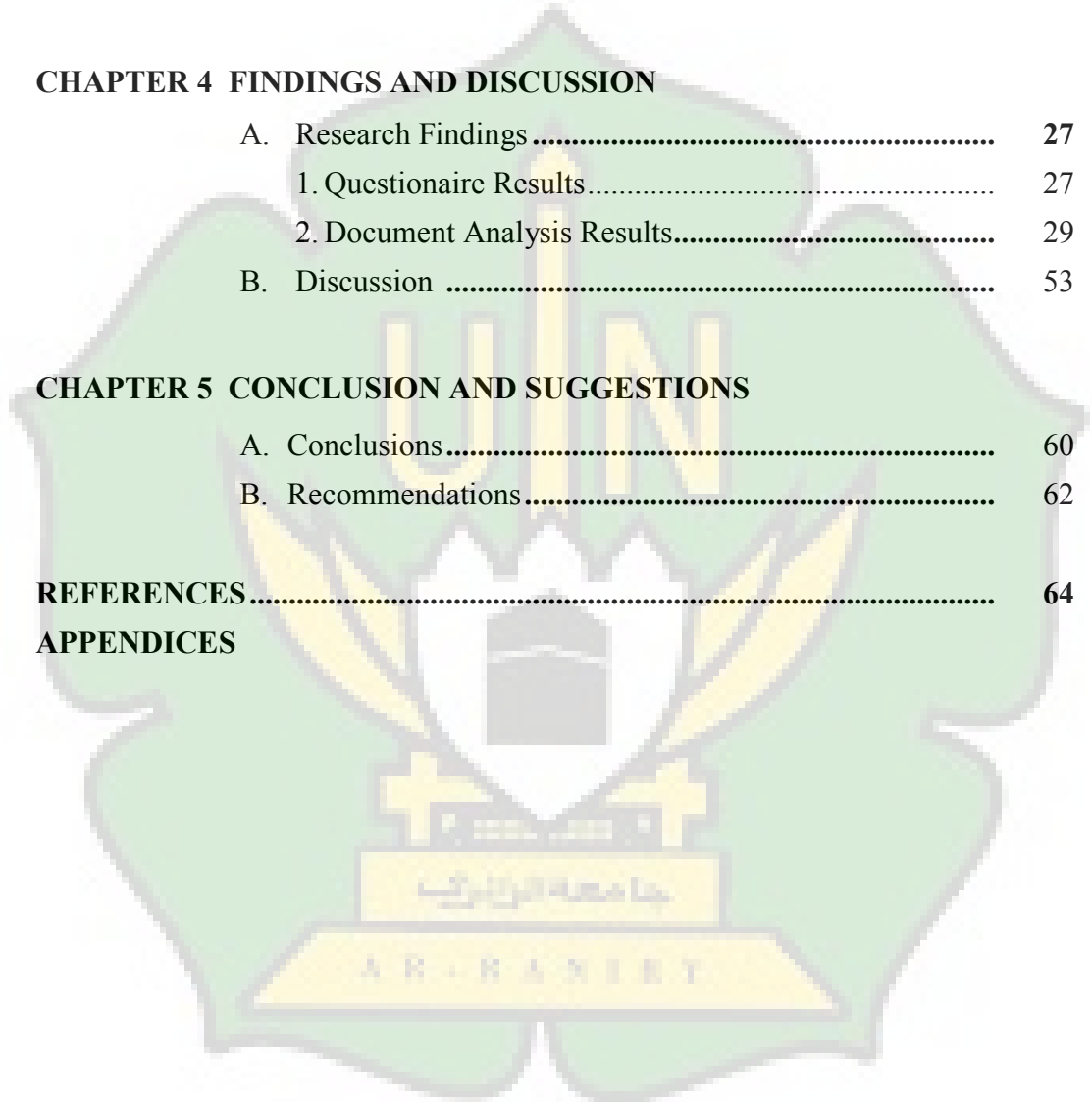
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In writing, especially in academic writing, students need to understand the techniques to write properly. Coherence and cohesion are among the important elements that students need to master. Here, the English language understanding is not enough to create an attractive writing in English, but the students also need to know how to make their writing make sense and easy to understand when other people read their writing. The purpose of this research is to analyze students' understanding about coherence and cohesion in their writing by focusing on what types of coherence and cohesive tools that are dominantly used by the students in their writing text. This research used a mixed-method. To collect the data, the writer used document analysis and questionnaire. The participants of this study were 155 students in English Language Department Students of State Islamic University Ar-Raniry Banda Aceh, specifically those in semester 4 who had taken intermediate writing course. The researchers purposively choose 15 students from the questionnaire result to analyze their writing. The result of this study showed that conjunction tool was the most dominant tools in cohesive type that used by students and transition/word signal in the type of coherence that the most dominant tools that used by students.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In writing, especially in academic writing, students need to understand the techniques to write properly. Coherence and cohesion are among the important elements that students need to master. According to Suwandi (2016), coherence is the unity of the text in which each sentence or each paragraph in the text hangs together to form a discourse that the readers can perceive its meaning. The unity of the text can be built through the use of cohesive devices that connect ideas from one sentence to the other or from one paragraph to the other. In addition, it makes sense when readers read the whole sentence in a paragraph in a writing. Therefore, coherence is an important thing in writing that students have to focus on.

Here, the English language understanding is not enough to create an attractive writing in English, but the students also need to know how to make their writing makes sense and easy to understand when other people read their writing. According to Odell and Hobbs (2001, as cited in Faradhibah & Nur, 2017), when a paragraph has a coherence, the ideas are arranged in a logical progression, or an order that makes sense so that the reader moves easily from one idea to another. It can be concluded that, coherence is one of the important aspects that plays an important role in writing. However, this thing still becomes students' problem in writing. They face difficulties and get confused to recognize ideas in writing

often. Moreover, most of them still do not know how to put the main idea and supporting idea in a paragraph. Therefore, when they start writing, it will be a little difficult for them to provide their thoughts clearly in each paragraph. Certainly, the writing will not be clearly read by people and definitely not coherent as well.

Besides, students also need to be aware of another important point in writing beside coherence. This thing surely has connection to coherence which affects the quality of our writing, that is called cohesion. These two points are very important and should be noticed by students when they start writing, especially in academic writing. As Karadeniz (2017) mentioned that in writing education, how the elements of cohesion and coherence affect the writing quality and how the students' ability to use the tools of cohesion can be improved based on the qualities of a good text are the important issues. Nevertheless, coherence and cohesion have a little different meaning. If in writing we need coherence to make each sentence in a paragraph can be understood and make sense and also structured. Meanwhile, cohesion is another important aspect in writing which affects the tone of our writing and it related to grammatical functions. It also refers to the connection of our ideas both at the sentence level and at the paragraph level. According to Mubarak, Hamzah & Radjab (2013), cohesion concerns the way in which the components of the surface text, for instance the actual words we hear or see are mutually connected within a sequence.

However, students do not really pay attention on these two important aspects in writing. Moreover, to the beginners who started writing. They will

definitely find it difficult. Therefore, students are supposed to learn more about coherence and cohesion in their writing class especially for English language department students. Since if they do not understand these two things, they will not create a good writing that can interact readers to read. According to Faradhibah and Nur (2017), who explored about students' difficulties in maintaining their coherence and cohesion in writing process. The result of their study showed that there were some difficulties faced by the students in maintaining their coherence and cohesion in writing process, specifically in determining and stating their ideas, fulfilling the supporting details, and using the proper signals and spelling as well as punctuation. Another study was also conducted by Karadeniz (2017), who investigated about cohesion and coherence in written texts of students of Faculty of Education. This study found that there is a highly significant relationship between the length of the text and coherence and consistency. It observed that there is a significant relationship in a positive direction between consistency and coherence. A significant relationship at a low level between the students' skills in creating a consistent text and references, elliptical narrative and substitution of the cohesive devices is also seen in the study. In addition, another study about coherence and cohesion was also conducted by Suwandi (2016), who did a research about an analysis of the final project abstracts of the Undergraduate students. In his study, he found that the students still did not understand well in using the coherence and cohesive devices especially in reference, conjunctions, ellipsis which are used to link one sentence to another sentence.

To sum up, students are still needed to be encouraged about the knowledge coherence and cohesion in writing. Besides, students also need to learn about these two important components seriously, because it will affect the result of their writing either in academic and in their future level. In addition, they also should be familiar with coherence and cohesion in writing since each component of cohesion and coherence has tools that are required for students to understand as well. If they do not understand these tools in coherence and cohesion, it definitely makes them more confused to understand the theory of coherence and cohesion and the implementation that should be put into their writing later. Based on previous studies that have been conducted by some researchers mentioned in previous paragraph. It was shown that there are some different cases that were faced by students related to their understanding about coherence and cohesion in writing. Some problems were the students were difficult in determining and stating ideas and also get confused about the use of coherence and cohesion tools in their writing. Therefore, this study was intended to analyze students' understanding about coherence and cohesion in their writing by focusing on what types of coherence and cohesive tools that are dominantly used by the students in their writing text.

B. Research Questions

Based on problems stated above, the writer provided some questions related to the focus of the study.

1. What kinds of cohesive tools that are dominantly used by the students in their writing?

2. What kinds of coherence tools that are dominantly used by the students in their writing?

C. Aims of the Study

1. To analyze what kind of cohesive tools that were dominantly used by the students in their writing text.
2. To find out what kinds of coherence tools that were dominantly used by the students in their writing text.

D. Significance of the Study

This research is expected to enrich the findings of the previous research related to coherence and cohesion in students' writing text. In addition, this study will also provide meaningful information about the EFL (English Foreign Language) students' understanding in the use of coherence and cohesion devices in their writing. Furthermore, this study also analyzes types of coherence and cohesive devices that are dominantly used by the students in their writing text. Therefore, this study will be beneficial for a wide variety of backgrounds as well.

E. Terminologies

1. Coherence

Coherence is the relationships that link the ideas in a text to create meaning for the readers. In short, coherence is a clear, smooth, and logical flow of

ideas, i.e. From one sentence to another and from one paragraph to the next that creates meaning for the readers.

2. Cohesion

Cohesion is related to grammatical and lexical linking within a text or sentence that holds a text together and gives it a meaning. In addition, it is also related to the broader concept of coherence. Besides, cohesion has two types, they are grammatical cohesion which is based on structural content and lexical cohesion which is based on lexical content and background knowledge.

3. Writing

Writing can be widely defined from several perspectives. In the language learners' perspective, writing can be classified as productive skills besides speaking. Writing produces written language, while speaking can produce spoken language; both of them are very different. According to Iftanti (2016) writing is believed that as important skill and frequently used by people in their daily lives either as individual, research and workplaces issues.

CHAPTER 2

LITERATURE REVIEW

This chapter deals with description about theories related to the study. It is aimed to support the understanding of the problem that has been stated in previous chapter.

A. Overview of writing

1. Definition of Writing

Writing is considered as one of significant language skills that should be mastered by students in English besides speaking, listening and reading. Writing usually can be defined as a skill to express someone's ideas or thoughts on paper. In education context, writing is always used by students in the form of essay. Besides, it is also frequently used by people in their daily lives. However, writing skill is perceived as one of difficult skills in English which students still do mistakes oftentimes in their writing skill. This case happens due to some reasons, for instance students are not so familiar yet in writing skill, less practice and etc. Therefore, it is important for students to train their writing skill to produce a better writing and it is required to learn it seriously since it is not easy skill to learn. As Scholes & Klaus (1972 p. 3) argued that "writing must be taught formally and studied purposively because it takes more effort than another skills".

Writing can be defined by a series of contrast: it is both a physical and a mental act, its purpose is both to express and impress and it is both a process and a product. In this context, physical and mental means that writing is physical action to pour some words or ideas to some medium. Meanwhile, at the same time, our mental works to invent ideas, think how to express into some words and arrange them into statements and paragraphs that are able to be understood by the readers. Durga and Rao (2018, p. 1) add that “writing is one of the four skills –LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function”. Therefore, it can be concluded that writing is one way to give information and express someone’s idea, feeling and thought into a media (paper). However, it needs a talent and skill to create a readable writing, so that is why students need to learn more how to write and understand the important aspects of writing in order they can make a good writing.

2. The Importance of Writing

Writing is intended to convey thoughts, ideas, and facts in easy and clear language. It is important for students to learn how to understand the art of good writing which will affect their academic and work in the future. In the same line with Durga and Rao (2018), students have to learn the art

of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. According to Durga and Rao (2018) there are some reasons that show the importance of writing skills: (1) To write technical documents, research papers, and put forth the right facts and information, (2) In searching and obtaining a job, (3) To make presentations and reports, etc. (4) For improving communication skills, (5) For improving creativity, exploration, and essential for self-understanding.

We can conclude that writing cannot be separated in in academic and work life. A good quality of writing will affect both, that is why students need to practice to produce good writing in order to be successful at academic and professional level.

3. The Process of Writing

In the process of writing, especially the process of writing English as foreign language is a tough struggle for mostly students specifically in Indonesia. Although sometimes it is a simple writing task, but still students are not so interested in completing their writing task. According to Langan (2006 p. 20), there are five processes in writing namely: Pre-writing, writing a first draft, revising, editing, and review activities.

a. Pre-writing

In this process, students only write and pour their ideas into a piece of

paper without stopping. So in this part they can explore and give their ideas.

b. Drafting

In this process, students try to write the sentences and the focus of activity (content).

c. Revising

This process means that students have to rewrite their writing on order to make it stronger.

d. Editing

This is a process to make sure whether we do a lot of mistakes or not in our writing such as the grammar, punctuation, mechanic, language use and spelling.

e. Review Activities

This process demands students to review all activities that they have done from pre-writing until editing.

B. Cohesion

1. Definition of Cohesion

In writing, the definition of cohesion is familiar in linguistics. This cannot be separated in writing. According to Halliday and Hasan (2013) the concept of cohesion is a semantic one, which refers to relations of meaning that exist within the text and that define it as a text. Cohesion assists the readers to understand some missing pieces which are not

provided in the text, yet they will understand based on its interpretation. Therefore, cohesion in a text is to use other elements to explain and to interpret an element within the text and to make explanations based on these elements.

Meanwhile, Gutwinski (1976) used the term cohesion for relationships existing between the sentences and clauses within the text. According to him, these relations occurring on a grammatical layer point to certain grammatical and lexical qualities that reflect semiotic discourse structure. Tools of cohesion can be defined as the semantic relationships between an element and another element that plays an important role in the comprehension of the first element within the text. Furthermore, Knapp and Megan (2005) 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 texts to another text.

2. Types of Cohesive Devices

One thing that must exist in a good writing is cohesion. Cohesive devices are useful English language conjunctions, transitional phrases, synonyms and pronouns that express ideas in a cohesive manner. They are used to join sentences together to make ideas more understandable to the reader. It is a series of lexical, grammatical and other relations which provide links between the various parts of a text. In cohesion, there is a

distinction between grammatical cohesion consists of a reference, substitution, ellipsis and conjunctions and lexical cohesion which are repetition and collocation (Halliday & Hassan, 1976).

According to Halliday and Hassan (1976), in grammatical cohesive devices, there are four items are attached which are reference, substitution, ellipsis and conjunctions.

1. Reference

Wales (1989) observes that reference is concerned with the relation between words and extra-linguistics reality. Reference is when one word refers to other word.

Table 2. 1 Pronoun in References

Subjective Pronoun	She/He/it/they/I/you/we
Possessive Pronoun	Hers/His/its/theirs/mine/yours/ours
Objective Pronoun	Her/Him/it/them/me/us
Demonstrative Pronoun	This/that/these/those
Other Phrases	The former/the latter/the first/the second

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 (Wales, 1989).

2. Substitution

A relation within the text body is called substitution. A substitute is a short of counter which is used in place of the repetition of a particular item. A word is not omitted, but it is substituted for another more general word.

For instance:

“Which ice-cream would you like?”

“I would like the pink one”.

“one” is used instead of repeating “ice cream”.

Halliday and Hasan (1997) stated that substitution is divided into three types. They are nominal substitution, verbal substitution and clausal substitution.

- a. Nominal substitution substitutes the noun in the sentence. Commonly the substitutes used are one/ones.

For example: *The car's price is too expensive. I can only buy the cheaper one.* The “one” used in the sentence substitutes the car mentioned in the previous sentence.

- b. Verbal substitution substitutes the verb in the sentence. commonly the substitute used are do/does/did.

For example: *You think Amanda already drank, I think everybody does.*

“does” used in the sentence substitutes the verb “drink” mentioned in the previous sentence.

- c. Clausal substitution substitutes the clause in the sentence. Commonly the substitutes used is so.

For example: *If you agree with that, so do I.*

“so do I” used in the sentence substitutes the clause “agree with that” mentioned in the previous sentence.

3. Ellipsis

Ellipsis is the omission from speech or writing of a word or words that are superfluous or able to be understood from contextual clues. This type cohesive device will be characterized by unchanged of the meaning although part of the sentence has been omitted such as the pronouns

For example:

The tiny creature - called Peewee - is fully grown and yet (he) measures less than one inch in length, (he) weighs less than one ounce and (he) is no higher than a 50p piece. (Halliday & Hasan, 1976).

The pronoun “he” is supposed to be written in the series of sentences above, but instead it is omitted. The omittance of the pronoun is called ellipsis, it is allowed as long as the meaning of the sentence is still the same and understandable.

4. Conjunction

Wren and Martin (2004, as cited in Hidayat, 2016) state that conjunction is a word which merely joins together sentences and sometimes word. Conjunction joins together sentence and often makes them more compact. conjunctions are member of small class that have no characteristic form, their function are chiefly as non-moveable structure words that join such units as part of speech, phrases, or clauses. There are four kinds of conjunction; additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction.

a. Additive Conjunction

This conjunction has a function to connect two clauses that contain different information, *an, or, nor, furthermore, besides, that is, in other words, etc.* (Halliday & Hasan, 1976).

b. Adversative Conjunction

This conjunction connects two different clauses where each content is in contrast one to another by using these words such as *but, though, yet, however, on the other hand, in either case, etc.*

For example:

- *All of the figures are correct; they'd been checked, yet the total came out wrong.*
- *All this time tweedledee was trying his best to fold up the umbrella, with himself in it..... but he could not quite succeed....*
(Halliday & Hasan, 1976)

c. Causal Conjunction

This conjunction bodes the cause or signals. The example of them are *so, thus, hence, therefore, consequently, accordingly, result, in consequence, because of that, etc.*

For example: *She would not have heard it at all, if it had not come quite close to her car. The consequence of this was that it tickled her ear very much.* (Halliday & Hasan, 1976).

d. Temporal Conjunction

Its function is to give a sequence or a time for something to happen.

They are then, until then, next, afterward, subsequently etc. In a sentence it can be like in this following: *The weather cleared just as the party approached the summit. Until then they had seen nothing of the panorama around them,* (Halliday & Hasan, 1976).

Example of writing that uses good cohesive devices:

Adee **and** Timphan are typical cakes from Aceh who are equally sweet **and** fat because **they** contain sugar and coconut milk. These two cakes are easily found in Aceh. **However**, there is a difference between Adee **and** Timphan cakes. First, Adee cake is a typical Meurdu cake made of flour, coconut milk, sugar, salt **and** eggs. In addition, the manufacturing process is also simple by combining all ingredients and entering **them** into a pan.

In contrast, Timphan is one of Acehnese cake consisting of the core **and** core layer. The core layer is made of pulut rice, flour, pumpkin, coconut milk, salt **and** sugar. The pumpkin is boiled first with coconut milk until cooked then joined by flour. The process of making Timphan takes a long time because we have to wrap **it** again into banana leaves.

Example of writing that uses bad cohesive devices:

Adee and Timphan are typical cakes from Aceh who are equally sweet and fat because they contain sugar and coconut milk. These two cakes are easily found in Aceh. There is a difference between Adee and Timphan cakes. First, Adee cake is a typical Meurdu cake made of flour, coconut milk, sugar, salt and eggs. In addition, the manufacturing process is also simple by combining all ingredients and entering Adee and Timphan cakes into a pan.

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C. Coherence

1. Definition of Coherence

A paragraph must also have coherence. This means that the supporting details are organized so that information that goes together appears together. The term 'coherence' is regarded as the link in a text that connects ideas and makes the flow of thoughts meaningful and clear for readers (Castro, 2004). Therefore, coherence is needed in a paragraph since it assists the readers to understand easily the meaningful ideas that exist in a writing.

Besides, Enkvist (1990) defines coherence as “the quality that makes a text conform to a consistent world picture and is therefore summaries able and interpretable” and coherence is primarily related to the nature and property of the text. From this definition, we can conclude that a good quality of writing is when it has good coherence that makes the readers intepret the ideas well in a text. In

line with Sherman, Slawson, Whitton and Wiemelt (2010), coherence is a component of writing skill that proves to be an essential part of and a virtual guarantee of the quality of writing.

2. Ways to Achieve Coherence in Writing

To achieve coherence in writing, some researchers provide different opinions about this. According to Oshima and Hogue (2006), they provide four ways to achieve coherence in writing:

1. Key nouns repeat
2. Use consistent pronunciations
3. Making use of transition signals to connect ideas
4. Arranging your ideas according to logic

Besides, another researcher such as Sherman et. al. (2020) stated that there are five ways to achieve coherence in writing, they are:

1. Use repeats to link ideas, phrases and paragraphs
2. Use transitional terms to connect concepts, phrases and paragraphs
3. Use pronouns to link sentences
4. Using synonyms for connecting ideas and building diversity
5. Use parallel structures to link together ideas, phrases and paragraphs

Examples of writing that uses good coherence device

The Use of Computer to Create Smarter Human

In modern society, computer is one of the common equipments used to help human work. Some people believe that the use of computer cannot make humans smarter. **However**, in general computer has three functions for human lives.

First, computer used as a means of education. Everyone from everywhere can access, learn, and even discuss in education sites by using computer. **Moreover**, it has application which is needed for supporting a better education system which leads to a smarter human society.

Second, computer used as a means of communication and information. **It** can be utilized to communicate with people from long distance. **Furthermore**, it also provides the convenience, not only to get information but also to provide the information. People around the world can communicate, increase relations, and access useful information for daily life.

Third, computer used as a means to facilitate work. The diversity of jobs and the intensity of competition require ease and speed of work. By using computer, work can be easier and faster to be completed.

The opposite opinions claim that with the conveniences offered by computer, people will rely on this equipment, become getting lazy and not be smarter. **However**, using computer saves time so humans can be more productive. Productivity will create innovations to help humans to be smarter.

In conclusion, computer is needed as a means for helping human work. Considering these many functions, **it** is useful for humans in various fields. The use of computer with all the benefits can make us smarter as well.

Examples of writing that uses bad coherence devices

The Use of Computer to Create Smarter Human

In modern society, computer is one of the common equipments used to help human work. Some people believe that the use of computer cannot make humans smarter. In general computer has many functions for human lives.

Computer used as a means of education. Everyone from everywhere can access, learn, and even discuss in education sites by using computer. Computer has application which is needed for supporting a better education system which leads to a smarter human society.

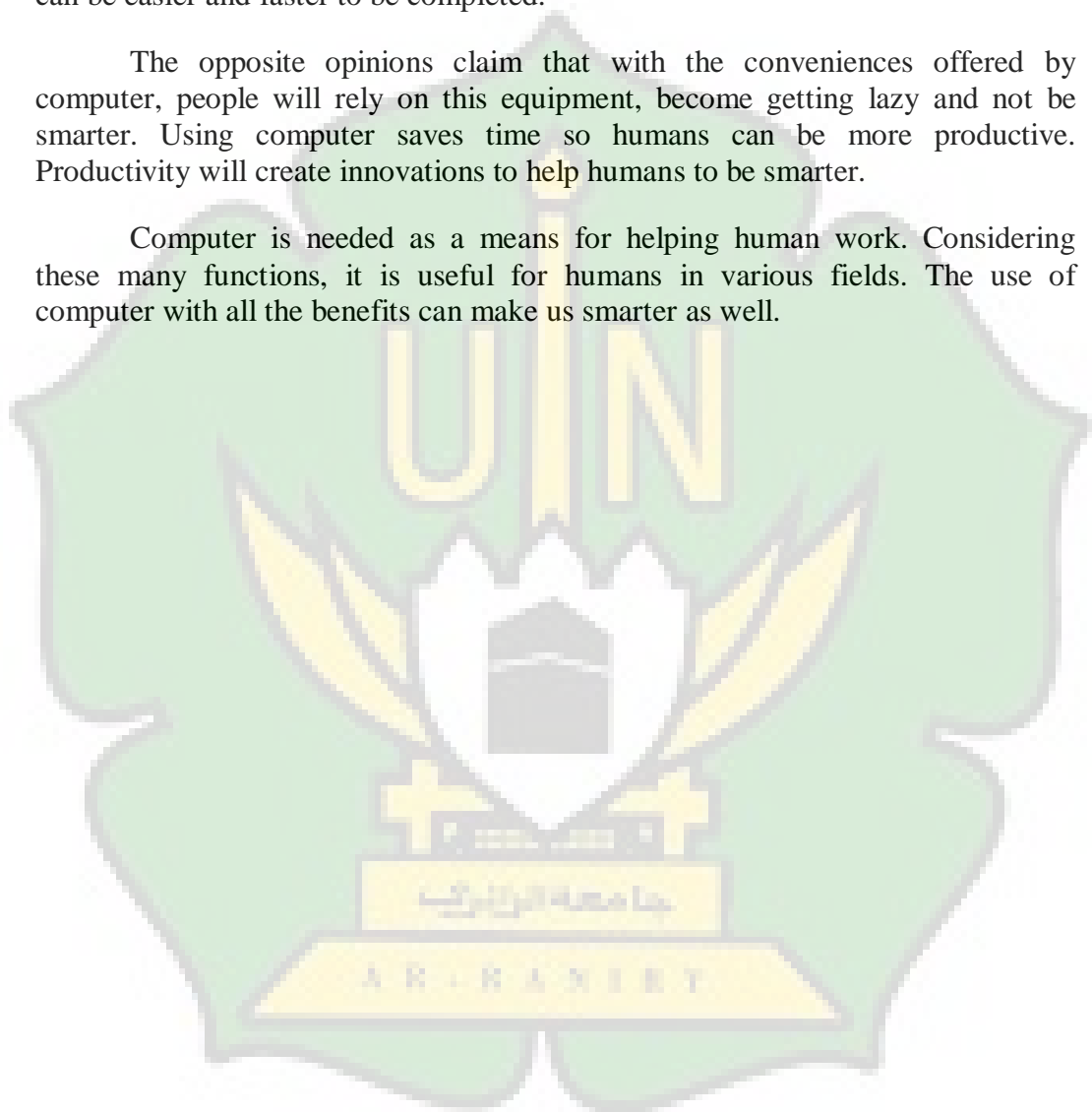
Computer used as a means of communication and information. Computer can be utilized to communicate with people from long distance. Computer also

provides the convenience, not only to get information but also to provide the information. People around the world can communicate, increase relations, and access useful information for daily life.

Computer used as a means to facilitate work. The diversity of jobs and the intensity of competition require ease and speed of work. By using computer, work can be easier and faster to be completed.

The opposite opinions claim that with the conveniences offered by computer, people will rely on this equipment, become getting lazy and not be smarter. Using computer saves time so humans can be more productive. Productivity will create innovations to help humans to be smarter.

Computer is needed as a means for helping human work. Considering these many functions, it is useful for humans in various fields. The use of computer with all the benefits can make us smarter as well.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter will provide the research method which presents Research Design, Research Participants, Methods of Data Collection, and Methods of Data Analysis.

A. Research Design

This study used qualitative approach since the data was gathered from documentation. The data from the participants was collected through a documentation analysis. In addition, this study was also designed by using descriptive qualitative method. The writer focused on students' understanding in the use of coherence and cohesive tools in their writing. As Creswell (2012) stated that qualitative research was best used when the researcher did not know the exact variables to explore. Furthermore, this study did not use any statistical method to gather the data from participants because the writer only intended to analyze their understanding about the use of coherence and cohesive tools in writing text based on theoretical study. In addition, the participants of this study are PBI students in semester 4, since the number of them is too many. Therefore, the writer only took some of them around 15 students to be the participants to represent the data needed in this research with some considerations definitely.

B. Research Participants

The participants of this study were English Department Students of State Islamic University Ar-Raniry Banda Aceh specifically in semester 4 who had taken intermediate writing course. For fourth semester students at this Faculty, there are around 155 people and 6 units/classes. Since the number of the population is too many, the writer only took some participants from all units to be the participants to represent the data needed in this research with some considerations definitely. After collecting all the data from different students from different units/classess, the writer decided to choose some writing that can be presented to be analyzed and it consisted of 15 participants. These 15 participants were chosen because of some considerations, namely (1) they always attended writing class, (2) they received A/B score in intermediate writing, (3) their writing used coherence and cohesive tools.

C. Methods of Data Collection

Technique of Data Collection guides the writer systematically in collecting the data needed in this study. The data was collected through documentation analysis which is from the participants' writing text that would be analyzed.

1. Documentation

Documentation is the collection of supporting data and can be used to analyze the research process. Document review is a way of collecting data by reviewing existing documents. According to Bowen (2009), document analysis is a systematic procedure for reviewing or evaluating documents both printed and

electronic. Therefore, the documents that can be obtained by researchers might be from books, diaries, journals and etc. In addition, in this study the writer intended to collect the participants' writings to be analyzed as the document.

D. Methods of Data Analysis

Qualitative method was employed in this research, and the data was analyzed by using an analysis technique of descriptive qualitative. The technique of analyzing the data adapted Marring (2018, p. 82) models, as follows:

1. Categorization

Categorization is the process of selecting each each unit which have the similarities to determine the relevant materials from the texts, it has to be an explicit definition, and theoretical references can be useful. Furthermore, the data is categorized into coherence and cohesion.

2. Abstraction

Abstraction means formulating a general description of the research topic through generating the categories. It shows how specific or general the categories have to be formulated.

3. Coding the text

To start the coding step, first of all the writer needed to read all the text from the beginning. It was read line by line and checked whether the research focus occurred in the text or not. Unneeded data was ignored while coding the data. The writer required to code each data needed in the texts based on the categorization.

4. Result

After coding the data, the result was found. The writer started to create themes for each result based on each research question as well. In addition, the findings would be presented and described based on the categorization that related to the research focus.



CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents the results of data analysis and discussion about the result of the study.

A. Research Findings

The findings of the study utilized a table to highlight the students' result found in their writing work. In addition, types of cohesion and coherence tools were dominantly used by students presented in the following table.

Table 4.1

No of Writing	Types of Cohesive Tools			Types of Coherence Tools		
	RF	CJ	SB	TR	PR	SY
	W1	10	7	-	1	3
W2	5	12	-	1	1	1
W3	13	21	-	7	6	-
W4	1	8	-	5	-	-
W5	9	17	-	2	3	-

W6	9	14	-	1	3	-
W7	8	14	-	5	1	-
W8	11	16	-	4	5	-
W9	8	11	-	2	2	-
W10	35	12	-	13	11	-
W11	7	9	-	2	1	-
W12	5	12	-	5	-	-
W13	7	11	-	4	-	-
W14	17	12	-	3	6	-
W15	18	7	-	7	7	-
Total	163	169	-	62	49	1

Note:

RF: Reference

TR: Transition word/signal

CJ: Conjunction

PR: Pronoun

SB: Substitution

SY: Synonym

The table above shows the number of cohesive and coherence tools that are frequently used by students in all their writing works. Nevertheless, not all the data that were obtained in all categories of the cohesive and coherence tools provided above. As we can see from the data provided on the table, most frequent cohesive tools used by the students are reference and conjunctions. Meanwhile, for coherence

categories the data showed there were only transition word and pronouns obtained in the students writing work. Therefore, this study presented research findings which were divided into several themes below:

1. Types of Cohesive Tools Are Frequently Used in Students' Writing

According to Halliday and Hassan (1976), in grammatical cohesive devices, there are four items are attached which are reference, substitution, ellipsis and conjunctions. Therefore, the result of the study only found some cohesive tools that were dominantly used by the students in their writing as explained below:

a. Reference

1. Subjective pronouns

In this reference, the data showed that most students used the subjective pronouns *they* and *it*.

1. **Android** is developed by Google, while **iOS** is developed by Apple Inc. **They** also have a different market place. (W1)

Behind all the differences, Android and **iOS** also have many similarities. **They** are just as sophisticated and help human affairs. **They** can approach distant people, to communicate with people do not need letters by smartphone. (W1)

2. **Students** attend to class, but **they** do not focus on studying. **They** prefer to use mobile phones to surf social media. (W10)

3. **Writers** must match the kind of language **they** use and the way **they** construct words. (W12)
4. Not far from the shore, I can see the **coconut trees**. **They** sway in the air from the strong wind. (W13)
5. Many people still can't balance work and personal life, such as **career women**. For a career woman, **they** are required to be able to do all the homework and work in the company **they** work for simultaneously at a specified time. (W14)
6. Most **parents** are overly concerned about their children's future careers. **They** think that being a successful person brings children many opportunities. (W15)
7. The Google Play Store or the App Store have their methods of filtering which applications are suitable to be get promoted in their markets. For Android, the **application test** is carried out by Google automatically, aka using the system on Google Play itself. **It** is unfortunate, so if there is an error in the application but the system on Google Play passes the application, Android gadget users can still download the application that still has the error. (W1)
8. The cooking process is baked until **the cake** is cooked, **it** is cooked with a price of 35 thousand rupiahs for a medium size. (W2)
9. A mother could have recruited **household assistance** to handle the task and every family's needs. But **it** depends on

economic factors, or maybe because of the lack of trust in other people to manage her household. (W3)

10. In another case, **communication** is not only with word used, but also gesture. like Japanese who did bend down to mention thank you, **it** will be different culture mean for Indonesian which is bend down mean like asking permission. (W5)
11. **Keukarah** is one of traditional food from Aceh which is made by main ingredients rice flour, coconut milk and sugar. **It** is usually as big as a palm and seems like bird's nest. **It** has sweet and crunchy texture, **it** might be hard to be bitten by people who have not strong teeth anymore. (W7)
12. Nowadays, **social media** is developing fast. **It** is used by many people in the world. (W10)
13. Writing **a journal** helps you to reach your goal. When you write your goal in **a journal**, this makes your subconscious mind keep the goal. **It** places the goal as the precious thing and convinces you to reach the goal. (W11)
14. **Academic English journals** rely on some form of peer review or editorial referring to limit the text to be published, such as the language used in college study and publication. **It** provides a consistent, structured way of writing, reading and thinking. (W12)
15. **The sand** is so hot that when I walk on it after the sea, you feel like walk on burning grill. Not far from the shore, I can see the coconut trees. They sway in the air from the strong wind. There is a beautiful house on the water, so I can see the navy blue ocean every day. But in the

mountains **it** is usually much colder usually the higher I climb up the mountain chance for potentially colder weather to increase. (W13)

16. They think that with a lot of **planning** they make it will make all the work better, but **it** has a bad impact in implementing it in everyday life. (W14)
17. These **developments** are adversely affecting children. **It** can be depressive and disappointing. (W15)

Therefore, in this reference most students used the subjective pronouns *they* and *it* often in their writing.

2. Possessive Adjectives

In this kind of reference, the data showed that most students used the possessive adjectives *their*, *our* and *his*.

18. Many people know that the smartphone is called **Android**. This is wrong because there is also a smartphone called **iOS** that symbolizes the 'bitten apple' on each back. Many are confused about what is the difference between the two. Not only different from **their** symbols, but they also differ from who developed them. (W1)
19. In this era, **people** increasingly prioritize **their** happiness and try to work-life balance, and also gender equality is now being paid more attention. (W3)
20. Language and culture are interrelated in daily life practices or in conversation. **Everyone** has **their** views, traditions, habit

and almost everything related to **their** daily life. (W5)

21. Based on the description of the negative impacts mentioned, there is also a positive impact where the **students** have more time with **their** families and where they can spend a lot of quality time with **their** relatives. (W6)
22. In conclusion, both **keukarah** and **timphan** have **their** own uniqueness. (W7)
23. Where is the best choice for a holiday? In the beach or in the forest? Both are the options for a holiday. Some **people** spend **their** holiday at the beach and some by camping in the forest and so on. (W8)
24. Next, **teenagers** who are addicted to social media can live far away from reality. Because of using mobile phone all day, they will not have time for outdoor activities such as playing sport or etc. Instead of going out to meet friends or talk and help **their** parents, they love chatting with friend on social media. (W10)
25. In this case, **career women** usually think more of a lot of things that interfere with the work they are doing causing them to be unfocused and not optimal in completing **their** work in an orderly manner. (W14)
26. Most **parents** are overly concerned about **their** children's' future careers. They think that being a successful person brings children many opportunities. For example, most **parents** expect **their** children to become doctors or engineers. (W15)
27. In summary, language and culture are absolutely an indispensable part of **our** lives. (W5)

28. Although using social media has many benefits in **our** lives, addiction to social media is not good. (W10)
29. So, if **we** don't want to eat anything but **we** do many exercise, at least they will be weak and not spirit everywhere. And it will bring the disease to **our own self**. (W9)
30. If **a parent figure** hasn't enough time and cannot balance **his** work-life, children will feel lost and feel less care. (W3)
31. Another drawback is the emotional disorder that **a child** is prone to at a very young age, which can cause problems in the form of an interpersonal relationship with **his** parents. (W15)

Furthermore, based on the data provided above, most students used possessive adjectives *their, our* and *his*.

3. Objectives Pronouns

In this reference, the data showed that most students used the objective pronouns *them* and *it*.

32. Not only different from their symbols, but **they** also differ from who developed **them**. (W1)
33. The manufacturing process is simple by combining **allingredients** and entering **them** into the pan. (W2)
34. In the case in almost same Asian culture between **Indonesia and Malaysia language used**. We cannot expect it will be the same between both countries. As example, Malaysia uses word choice

“Awak” to mention as “I”, but Indonesian understands the word of “Awak” means as you. If it happens in communication and both of **them** who in communication. (W5)

35. There are many traditional foods in a region, for instance, in Aceh. There are **Keukarah** and **Timphan**, the two outstanding traditional foods. Comparing both of **them** will give an overview to you. (W7)
36. However, whether in **the beach** or **the forest**, they have their own strengths and weakness, but I have chosen between **them** to be my favorite vacation spot for holiday. (W8)
37. Although using social media has many benefits in our lives, addiction to social media is not good, especially for **teenagers**. It has awful impact on their studies, makes **them** live way from reality and has bad effects on their health. (W9)
38. In this case, **career women** usually think more of a lot of things that interfere with the work **they** are doing, causing **them** to be unfocused and not optimal in completing their work in an orderly manner. (W14)
39. As a result, **children’s performance** in school will be the primary focus of parents judging **them** and keeping **them** in a large learning schedule for higher test scores. (W15)
40. The process of making **Timphan** takes a long time because we have to wrap **it** again into banana leaves. (W2)
41. **Keukarah** is one of traditional food from Aceh which is made by main ingredients rice flour, coconut milk and sugar. It is

usually as big as a palm and seems like bird's nest. It has sweet and crunchy taste and crumbly when you bit **it**. (W7)

42. It happens because when the body accepted the food supply with high **carbohydrates and fat**, they will clot in our body and make our body become fatty. One way to untie **it** is exercise. (W9)
43. Writing a journal reminds you to learn from your **experiences**. Every experience both good and bad experiences definitely have lessons to learn. Writing a journal helps you to remember **it**. (W11)
44. They think that with a lot of **planning** they make, it will make all the work better. But, it has a bad impact in implementing **it** in everyday life. (W14)

Therefore, based on the data showed above most students used the objective pronouns *them* and *it*.

4. Demonstrative Pronouns

In this reference, the data showed that most students used the demonstrative pronouns *this* and *these*.

45. Both of **these** foods are a favorite food in Aceh because **these** two cakes will always be remembered by people who visit Aceh. (W2)
46. The fact that's why the housewife got difficulties in work-life balance because both jobs are obligations that must carry out. But, the limit of time and energy make **these** things are complicated. (W3)

47. In conclusion, computer is needed as a means for helping human work. Considering **these** many functions, computer is useful for humans in various fields. (W4)
48. Instead of going to other cities, which are far away and cost a lot of money, it would be better to go to a nearby area with **these** expensive reduced. (W8)
49. They always wonder why they cannot be excellent, talented or beautiful like others. Therefore, they fell under pressure, stressed and depressed. **These** mental problems are very dangerous to the teenagers because **these** mental problems cause the young people lose their minds and eventually choose death. (W10)
50. Then the beach has much warmer weather so if it's hot and bring home sunburn together. The activities are endless in **these** two vacation places. (W13)
51. In this case, career women usually think more of a lot of things that interfere with the work they are doing, causing them to be unfocused and not optimal in completing their work in an orderly manner. **This** lack of focus can cause stress or anxiety which will interfere with your concentration at work. (W14)
52. But it depends on economic factors, or maybe because of the lack of trust in other people to manage her household. The, related to work-life balance is the number of time people have to spend working and how **this** affects their mental health. (W3)

To sum up, based on the data found above it is showed that for this demonstrative pronouns, most students used these and this in their writing.

a. Conjunction

1. Additive Conjunction

In this type of conjunction, the study showed that most students used **and** and **or**.

1. The manufacturing process is simple by combining all ingredients **and** entering them into the pan. (W2)
2. In this era, people increasingly prioritize their happiness **and** try to work life balance. (W3)
3. Everyone from everywhere can access, learn **and** even discuss in education sites by using computer. (W4)
4. Nowadays, interaction with different cultures is very common, nowadays access to travel has become very accessible **and** many people have even decided to live in other countries **and** change their way of life in a culture that was originally foreign to them. (W5)
5. I believe that the biggest impact felt most by students when this virus hit is the bold changes in the lecture system **and** boredom in doing activities from home which affected the students' psychology. (W6)
6. Every region has different traditional food with different texture, appearance **and** taste. (W7)
7. The beach **and** the forest share some similarities. (W8)
8. Shunt from the sickness, make body more erect, for adult, exercise make their body to be ideal. So, improve our mindset **and** also adding to your appetite. (W9)
9. As a result, they don't listen **and** don't understand what the teacher explains in the class. (W10)

10. Writing a journal helps you to reach your goal, learn from your experience **and** increase your confidence. (W11)
11. The vocabulary used in the academic genre is subject to the rules **and** conversations of the languages, research standards **and** ethics, **and** professional behavior (such as recognition of sources). (W12)
12. At night in Sabang, I can only hear the waves of the Ocean **and** the light wind which comes from the coconut trees. (W13)
13. One of the biggest problems that a job does not balance with their personal life is the wrong management **and** application of time management. (W14)
14. When more pressure is placed on a child's shoulders, he is more likely to embrace success. Similarly, it helps a student to concentrate on the road to success. To be sure, when a student sacrifices games **and** other entertainment in his study, such activities help him to keep away from distractions. (W15)
15. The process is after in steaming **and** usually sold at a thousand **or** two thousand rupiahs by its size. (W2)
16. But it depends on economic factors **or** maybe because of the lack of trust in other people to manage her household. (W3)
17. Language **and** culture are interrelated in daily life practices **or** in conversation. (W5)
18. It is filled in with grated coconut **or** srikaya jam **and** wrapped in banana leaves. (W7)
19. For anyone, who wants to have a good body **or** an ideal body, exercise will be a mandatory activity. (W9)

20. Students who are addicted to social media prefer to spend time with mobile phones rather than practice **or** read textbooks before going to school. (W10)

Therefore, the data showed that in this type of conjunction most students used **and** and **or** in their writing.

2. Adversative Conjunction

In this type of conjunction, the result found that most adversative conjunction types that were used by almost all the participants were **but** and **however**.

21. Not only different from their symbols, **but** they also differ from who developed them. (W1)
22. We can see half of the women are deciding to have a career, **but** at the same time also play a role as a housewife. (W3)
23. In another case, communication is not only with word used, **but** also gesture. (W5)
24. The corona virus which has spread to several major countries in the world, one of which is Indonesia, is very influential in the community of human life. Not only government agencies, **but** also college students. (W6)
25. It has sweet and crunchy taste and crumbly when you bit it. Children usually love this food, **but** because of the crunchy texture, it might be hard to be bitten by people who have not strong teeth anymore. (W7)
26. They have their own strengths and weakness, **but** I have chosen between them to be my favorite vacation spot for holiday. (W8)

27. Because of that, while people thinking exercise is they key of health, and I have a balance body is more important, I think I agree with this. **But**, we have to do both what I wrote before. (W9)
28. It will be more problematic for students who aren't very well achievers in studies. Students attend to class, **but** they do not focus on studying. (W10)
29. If I want to go to Sabang I have to cross the sea by Ferry and it costs more, **butif** I want to go to Lampuuk only half an hour from Banda Aceh city center if there is no traffic jam. (W13)
30. They think that with a lot of planning they make it will make all the work better, **but** it has a bad impact in implementing it in everyday life. (W14)
31. They think that with a lot of planning they make it will make all the work better, **but** it has a bad impact in implementing it in everyday life. (W14)
32. **However**, there is a difference between Adee and Tmphan cakes. (W2)
33. **However**, using computer saves times so humans can be more productive. (W4)
34. **However**, whether in the beach or the forest, they have their own strengths and weakness. (W8)
35. **However**, there are many effects of social media addiction on teenagers who cannot control themselves. (W10)
36. **However**, it keeps and protects your time that you have spent and helps you to become a better person. (W11)
37. **However**, many find it difficult to determine if it is a positive or negative development. (W15)

In conclusion, most adversative conjunction types that were used by almost all the participants were *but* and *however*.

3. Causal Conjunction

In this kind of conjunction, the result showed that most of the students' writing used causal conjunction such as *therefore*, *so* and *because*.

38. **Therefore**, it is necessary to have a balance between work and the other side of life. (W3)
39. **Therefore**, both options are very popular when we want to find a place for holiday. (W8)
40. **Therefore**, they fell under pressure, stressed and depressed. (W10)
41. **So** if there is an error in the application but the system on Google Play passes the application. Android gadget users can still download the application that still has the error. (W1)
42. **So** the only best solution is to fight overwork, namely by working more efficiently. (W3)
43. Writing a journal helps you to remember it. **So**, you can learn from your mistakes and make up your plans to avoid the same mistakes. (W11)
44. There is a beautiful house on the water. **So** I can see the navy blue ocean every day. (W13)
45. Last but not least, teenagers who use social media too much will have a serious impact on their health **because** they are addicted to social media, they will go to bed late to read news on Instagram or chat with friends. (W10)

46. It happens **because** when the body accepted the food supply with high carbohydrates and fat, they will clot in our body and make our body becomes fatty. (W9)

47. And no need to go to a payphone to talk with distant relatives, **because** now there is a smartphone that facilitates all human affairs.

In conclusion, from the data obtained for cohesive tools, most students have already understood some tools that they used in cohesive tools such as reference and conjunctions. In addition, almost all of the students used reference in their writing specifically in types of reference for instance subjective pronouns, possessive adjectives, objective pronouns and demonstrative pronouns. Furthermore, the result also revealed that the use of conjunction was also dominantly used by the students in their writing, namely additive conjunction, adversative conjunction and clausal conjunction. Therefore, not all categories from cohesive tools were found in the data which means students are still not so familiar with other types of cohesive tools such as ellipsis and substitution.

2. *Types of Coherence Tools Are Frequently Used in Students' Writing*

According to researcher such as Sherman et. al. (2020) stated that there are five ways to achieve coherence in writing, they are: (1) Use repeats to link ideas, phrases and paragraphs, (2) Use transitional terms to connect concepts, phrases and paragraphs, (3) Use pronouns to link

sentences, (4) Use synonyms for connecting ideas and building diversity and (5) Use parallel structures to link together ideas, phrases and paragraphs. However, in this study the writer only focused on some categories in coherence tools such as transition word, pronoun and synonym to be analyzed in their writing. Nevertheless, based on the result of the study, the data only provided a result which showed that most of the students only used transition words and pronouns in their writing and only one of the students' writings that provided one synonym. The result can be seen below:

a. Transition Word/Signal

1. To Give Examples

1. **For example**, by playing smartphones for amusement, **such as** Instagram, Youtube, Twitter. (W3)
2. There are many traditional foods in a region, **for instance** in Aceh, there are Keukarah and Timphan. (W7)
3. Academic English Journals rely on some form of peer review or editorial refereeing to limit the text to be published, **such as** the language used in college study and publication. (W12)
4. Most beach locations offer activities **such as** swimming, boating, fishing and sun tanning. (W13)
5. They think that being a successful person brings children many opportunities, **for example** most parents expect their children to become doctors or engineers. (W15)

2. To Give a Conclusion

1. **In conclusion**, work is necessary. But, besides that, we also have to think about other things that we should pay full attention to such as family, individual happiness and jobs that can no be left. (W3)
2. **In conclusion**, computer is needed as a means for helping human work. (W4)
3. **In summary**, language and culture are absolutely an indispensable part of our lives. (W5)
4. **In conclusion**, both Keukarah and timphan have their own uniqueness. (W7)
5. **In conclusion**, you should start to write your own journal. You will feel how it gives benefits to you. Writing a journal is not wasting your time. (W11)
6. **To sum up**, this beach and mountain are amazing places for a perfect summer holiday. (W13)
7. **In conclusion**, although parental enforcement may help to have children's success, I believe that this can be psychologically detrimental to them. (W15)

3. To Introduce an Opposite Ideas

1. **However**, timphan has soft texture, sweet and easy to bite. (W7)
2. **However**, it keeps and protects your time that you have spent and helps you to become a better person. (W11)
3. **However**, using computer saves times so humans can be more productive. (W4)
4. **However**, there is a difference between Adee and Timphan cakes. (W2)
5. **However**, there are differences between a holiday at sea and forest. (W8)
6. **In contrast**, this Timphan is typical Acehnese cake consisting of the core and core layer. (W2)
7. **Although** using social media has many benefits in our lives, addiction to social media is not good, especially for teenagers. (W10)

8. **Although** parental enforcement may help to have children's success, I believe that this can be psychologically detrimental to them. (W15)

b. Pronouns

1. Objective Pronouns

1. But **they** also differed from who developed **them**. (W1)
2. The manufacturing process is simple by combining all **ingredients** and entering **them** into the pan. (W2)
3. Nowadays access to travel has become very accessible and many people have even decided to live in other countries and change their way of life in a culture that was originally foreign to them. (W5)
4. **The beach** and **the forest** share some similarities. Both of **them** are the place of beauty and relaxation because it is normally quiet and peaceful when we were there. (W8)
5. There are many traditional foods in a region, for instance, in Aceh. There are **Keukarah** and **Timphan**, the two outstanding traditional foods. Comparing both of **them** will give an overview to you. (W7)
6. Although using social media has many benefits in our lives, addiction to social media is not good, especially for **teenagers**. It has awful impact on their studies, makes **them** live way from reality and has bad effects on their health. (W9)
7. In this case, **career women** usually think more of a lot of things that interfere with the work **they** are doing, causing **them** to be unfocused and not optimal in completing their work in an orderly manner. (W14)
8. As a result, **children's performance** in school will be the primary focus of parents judging **them** and keeping **them** in a large

learning schedule for higher test scores.
(W15)

9. The process of making **Timphan** takes a long time because we have to wrap **it** again into banana leaves. (W2)

10. **Keukarah** is one of traditional food from Aceh which is made by main ingredients rice flour, coconut milk and sugar. It is usually as big as a palm and seems like bird's nest. It has sweet and crunchy taste and crumbly when you bit **it**. (W7)

11. It happens because when the body accepted the food supply with high **carbohydrates and fat**, they will clot in our body and make our body become fatty. One way to untie **it** is exercise. (W9)

12. Writing a journal reminds you to learn from your **experiences**. Every experience both good and bad experiences definitely have lessons to learn. Writing a journal helps you to remember **it**. (W11)

13. They think that with a lot of **planning** they make, it will make all the work better. But, it has a bad impact in implementing **it** in everyday life. (W14)

2. Possessive Adjectives

1. Many people know that the smartphone is called **Android**. This is wrong because there is also a smartphone called **iOS** that symbolizes the 'bitten apple' on each back. Many are confused about what is the difference between the two. Not only different from **their** symbols, but they also differ from who developed them. (W1)

2. In this era, **people** increasingly prioritize **their** happiness and try to work-life balance, and also gender equality is now being paid more attention. (W3)
3. Language and culture are interrelated in daily life practices or in conversation. **Everyone** has **their** views, traditions, habit and almost everything related to **their** daily life. (W5)
4. Based on the description of the negative impacts mentioned, there is also a positive impact where the **students** have more time with **their** families and where they can spend a lot of quality time with **their** relatives. (W6)
5. In conclusion, both **keukarah** and **timphan** have **their** own uniqueness. (W7)
6. Where is the best choice for a holiday? In the beach or in the forest? Both are the options for a holiday. Some **people** spend **their** holiday at the beach and some by camping in the forest and so on. (W8)
7. Next, **teenagers** who are addicted to social media can live far away from reality. Because of using mobile phone all day, they will not have time for outdoor activities such as playing sport or etc. Instead of going out to meet friends or talk and help **their** parents, they love chatting with friend on social media. (W10)
8. In this case, **career women** usually think more of a lot of things that interfere with the work they are doing causing them to be unfocused and not

optimal in completing **their** work in an orderly manner. (W14)

9. Most **parents** are overly concerned about **their** children's' future careers. They think that being a successful person brings children many opportunities. For example, most **parents** expect **their** children to become doctors or engineers. (W15)
10. In summary, language and culture are absolutely an indispensable part of **our** lives. (W5)
11. Although using social media has many benefits in **our** lives, addiction to social media is not good. (W10)
12. So, if **we** don't want to eat anything but **we** do many exercise, at least they will be weak and not spirit everywhere. And it will bring the disease to **our own self**. (W9)
13. If **a parent figure** hasn't enough time and cannot balance **his** work-life, children will feel lost and feel less care. (W3)
14. Another drawback is the emotional disorder that **a child** is prone to at a very young age, which can cause problems in the form of an interpersonal relationship with **his** parents. (W15)

3. Demonstrative Pronouns

1. Both of **these** foods are a favorite food in Aceh because **these** two cakes will always be remembered by people who visit Aceh. (W2)
2. The fact that's why the housewife got difficulties in work-life balance

because both jobs are obligations that must carry out. But, the limit of time and energy make **these** things are complicated. (W3)

3. In conclusion, computer is needed as a means for helping human work. Considering **these** many functions, computer is useful for humans in various fields. (W4)
4. Instead of going to other cities, which are far away and cost a lot of money, it would be better to go to a nearby area with **these** expensive reduced. (W8)
5. They always wonder why they cannot be excellent, talented or beautiful like others. Therefore, they fell under pressure, stressed and depressed. **These** mental problems are very dangerous to the teenagers because **these** mental problems cause the young people lose their minds and eventually choose death. (W10)
6. Then the beach has much warmer weather so if it's hot and bring home sunburn together. The activities are endless in **these** two vacation places. (W13)
7. In this case, career women usually think more of a lot of things that interfere with the work they are doing, causing them to be unfocused and not optimal in completing their work in an orderly manner. **This** lack of focus can cause stress or anxiety which will interfere with your concentration at work. (W14)
8. But it depends on economic factors, or maybe because of the lack of trust in other people to manage her household.

The, related to work-life balance is the number of time people have to spend working and how **this** affects their mental health. (W3)

To sum up, from the data obtained for coherence tools, most students have already understood some tools that they used in coherence tools such as transition words and pronoun. In addition, almost all of the students used transition words in their writing which consisting of giving examples (*for example, such as and for instance*), giving a conclusion (*in conclusion, to sum up and in summary*) and introducing an opposite ideas (*however, in contrast and although*).

B. Discussion

After analyzing the data, it is required to discuss the results that have been presented by the findings before on this discussion part. According to Halliday and Hassan (1976), in grammatical cohesive devices, there are four items are attached which are reference, substitution, ellipsis and conjunctions. These grammatical cohesive devices have its own function in a writing.

Based on the results that have been presented on the findings, it is showed that the cohesive tools were found in students' writing. The study also revealed that almost all of the students used cohesive tools in their writing specifically in reference and conjunction. However, not all of cohesive tools were found in their writing. In this case, it can be understood

that the students are more familiar with certain devices only in cohesion and still need to understand more about the cohesive tools to make their writing more attractive.

From the previous data that has been provided on the findings, the data showed that the highest number of the use of cohesive tools was conjunction. It appeared in all of students' writing, and the total appeared was 169 items found for conjunction. The types of conjunctions that were found in the students' writing are additive conjunction with 20 items, adversative conjunction with 17 items and causal conjunction with 10 items. This study is in the same line with previous study that has been conducted by Andayani, Ketut and Marjohan (2014). In their research, the result showed that conjunction was the second device used in the students' writing. Furthermore, it can be concluded that most students have already understood these types of cohesive tools in writing.

In addition, for next findings of the study it showed that reference was the second type most widely used by the students in cohesive tool. Almost all of them used this kind of cohesive tool in their writing. The total appeared was 163 items, and the types of reference most used by the students are subjective pronouns with 17 items, possessive adjective with 14 items, objective pronouns with 13 items and the last is demonstrative pronouns with 8 items. Among those kinds of references appeared in the students' writing, the highest number found in the reference was in subjective pronouns/personal reference. This means the students frequently

repeat the same reference in their writing and they are also more familiar with this kind of reference.

Meanwhile, for the last category that the study wanted to focus on was in substitution. In this kind of reference, the data did not occur in the students' writing, which means the students are still not so familiar with the use of substitution and the use of this kind of cohesive tool in writing. Therefore, almost all of the students did not use this device in their writing.

In addition, the following result was about coherence tools would be discussed based on the previous findings part. In this problem, the result revealed that almost all of the students used coherence tools especially in transition word and pronoun. In this cohesive devices, the writer only focused on three categories to be analyzed, namely transition word, pronoun and synonym. Furthermore, after analyzing the data, it was not shown that all the categories appeared in the students' writing. Yet, only two types of cohesive tools that occurred in the data that is transition word and pronoun. The highest number of the use of coherence tools was transition word and the second was pronoun. Based on the analysis, it showed that there were 62 items for transition words found in the students' writing and 49 items for pronouns. Each of the transition word has its own function that is to give examples (*for example, such as and for instance*) 5 items, to give a conclusion (*in conclusion, to sum up and in summary*) 7 items and to introduce an opposite ideas (*however, in contrast and*

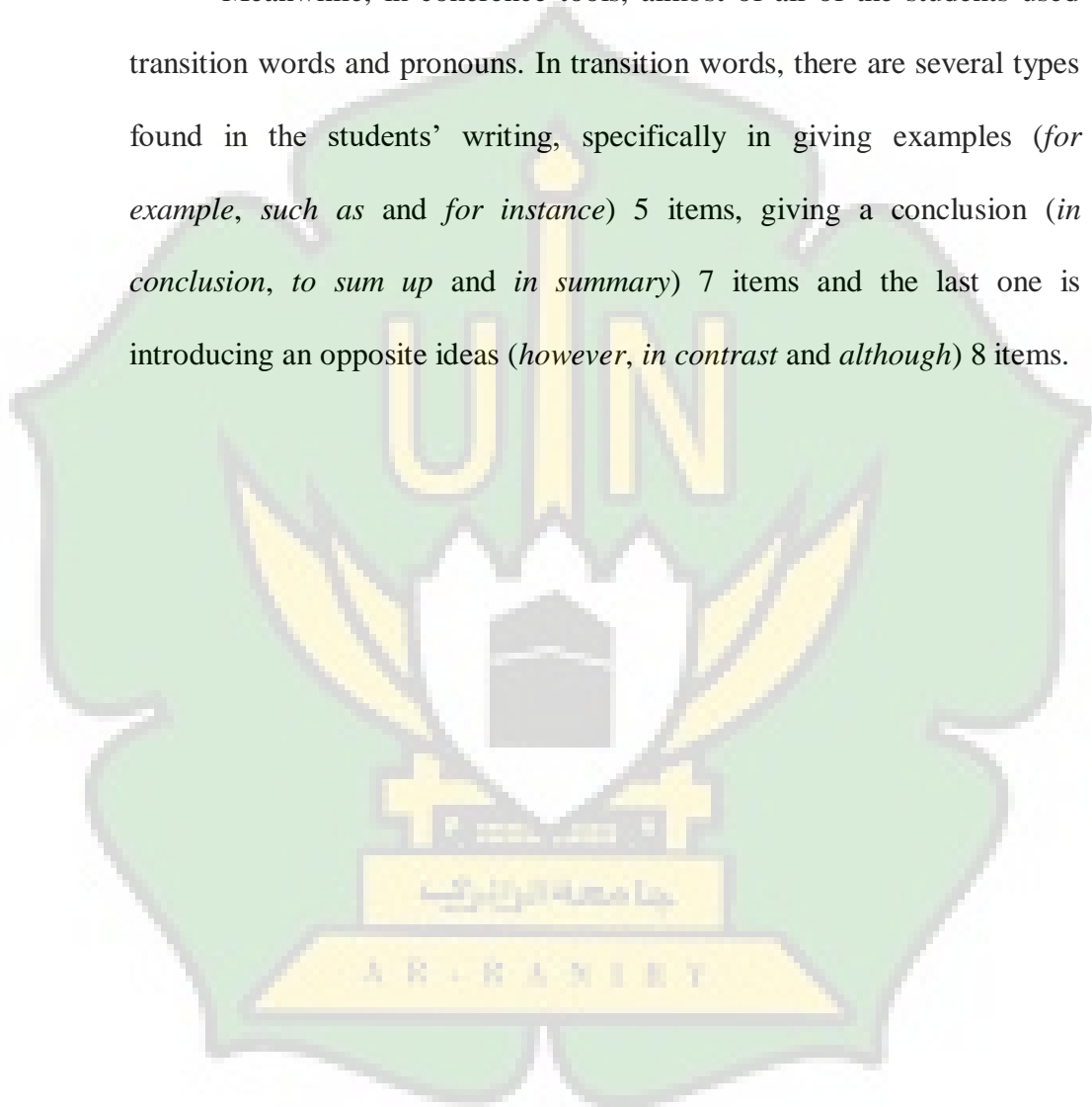
although) 8 items. As a result, it can be seen that most students have already understood the use of coherence tools especially in transition word and almost all of them frequently used the type of transition word to introduce an opposite ideas in their writing. This is similar to previous research was conducted by Djahimo (2018), his study showed that the use of transition signal was most used by the students.

Furthermore, the next result for coherence tools was pronoun. After analyzing the data, the result showed that this type of coherence tools was the second most used by the students in their writing. The total number of the use of pronoun in coherence devices is 49 items, the types of pronouns that were found in the students' writing were objective pronouns with 13 items, possessive adjectives with 14 items and the last one is demonstrative pronouns with 8 items. From these results, it can be concluded that almost all of the students are quite familiar with this type of coherence device.

To sum up, the result of the study can be concluded that in the use of cohesive tools and coherence tools, students are still not familiar yet with all cohesive and coherence devices. Yet, students are only familiar with certain tools in cohesion and coherence. In cohesive tools, almost all of the students used conjunction and reference. In conjunction, there are several types are found, namely additive conjunction (*and* and *or*) 20 items, adversative conjunction (*but* and *however*) 17 items and causal conjunction (*therefore*, *so* and *because*) 10 items. Next, in reference tools,

there are subjective pronouns (*they* and *it*) with 17 items, possessive adjectives (*their, our* and *his*) with 14 items, objective pronoun (*them* and *it*) with 13 items and demonstrative pronoun (*this* and *these*) with 8 items.

Meanwhile, in coherence tools, almost of all of the students used transition words and pronouns. In transition words, there are several types found in the students' writing, specifically in giving examples (*for example, such as* and *for instance*) 5 items, giving a conclusion (*in conclusion, to sum up* and *in summary*) 7 items and the last one is introducing an opposite ideas (*however, in contrast* and *although*) 8 items.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two parts, conclusions and recommendations. For the first part, a summary of the findings will be explained which is discussed in the previous chapter. The second part some recommendations will be presented related to analysis of coherence and cohesion in the students' writing text. The recommendations will be beneficial for some parties especially for the Universities, Lecturers and Further Researchers.

A. Conclusions

Cohesion and coherence plays important role in academic writing. Their elements give effects towards the quality of a writing and it will be shown that the students' understanding about the use of cohesive and coherence tools through their writing. As Karadeniz (2017) mentioned that in writing education, how the elements of cohesion and coherence affect the writing quality and how the students' ability to use the tools of cohesion can be improved based on the qualities of a good text are the important issues.

After analyzing by coding all the data about cohesive and coherence tools, it revealed that the most frequent types of

cohesive tools used by the students are conjunction and reference. Meanwhile, the most frequent types of coherence tools used by the students included transition words and pronouns.

For the first result, the study showed that most students used cohesive tools especially conjunction and reference in their writing. The highest number of these cohesive tools is conjunction, while reference is the second cohesive tool that most the students used in their writing text. Which means, all of the students are so familiar with these two cohesive tools in writing than other types of cohesive tools. In conjunction, the total number reached 169 items. The types of conjunctions that were found in the students' writing are additive conjunction (*and* and *or*) with 20 items, adversative conjunction (*but* and *however*) with 17 items and causal conjunction (*but* and *however*) with 10 items.

Furthermore, the second type of cohesive tool also found in the students' writing text that is reference. Almost all of the students used this kind of cohesive tool in their writing. The total reached 163 items, and the types of reference most used by the students are subjective pronouns (*they* and *it*) with 17 items, possessive adjective (*their*, *our* and *his*) with 14 items, objective pronouns (*them* and *it*) with 13 items and the last is demonstrative pronouns (*this* and *these*) with 8 items.

For the second result, the study showed that most students used coherence tools specifically transition words and pronouns in their writing. The highest number of these coherence tools is transition words, while pronoun is the second coherence tool that most the students used in their writing text. Which means, all of the students are so familiar with these two coherence tools in writing than other types of coherence tools. In transition word, the total number reached 62 items. The types of transition words found in the students' writing are consisting of giving examples (*for example, such as* and *for instance*) 5 items, giving a conclusion (*in conclusion, to sum up* and *in summary*) 7 items and the last one is introducing an opposite ideas (*however, in contrast* and *although*) 8 items.

In conclusion, the students have good understanding in the use of cohesive tools exactly in conjunction and reference. Almost all of the participants put these two types of cohesive tools in their writing except another type of cohesive tools that was intended to be analyzed. In addition, the students also have good understanding in the use of coherence tools especially in transition words and pronouns. Almost all of the participants included these two types of coherence tools in their writing except another types of coherence tools that was intended to be analyzed. Therefore, the students are only competent in certain

cohesive and coherence tools and still not so familiar with another types of cohesive and coherence tools in writing.

B. Recommendation

Based on the results above, it can be concluded that the students have good understanding in cohesive tools especially in conjunction and reference and they also have understood well in the use of coherence tools exactly in transition words and pronoun. Furthermore, here are some recommendations that probably will be beneficial to Universities, Lecturers and further researchers. As follows:

1. Universities

Through the result of this study, the writer hoped that it can add more information to Universities and to gain more insights especially to lecturers and students about the importance of coherence and cohesive tools in academic writing.

2. Lecturers

It is hoped that this study can assist lecturers at Universities to encourage students in understanding the use of coherence and cohesive tools properly in academic writing.

3. Further Researchers

From the findings of the study, next researchers can investigate more about the problem in the use of coherence and cohesive tools in writing.



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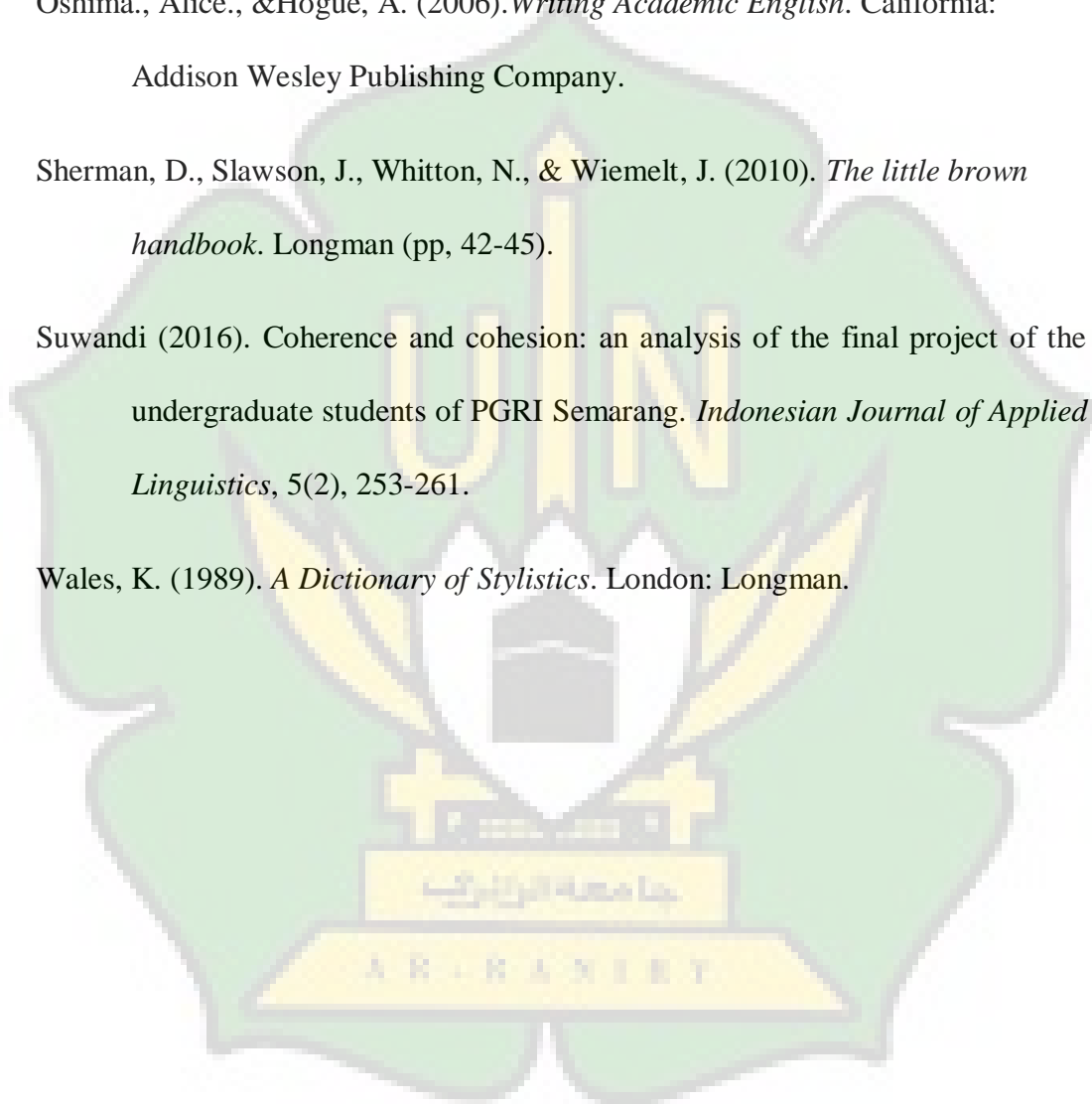
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Nomor : B-2106/UN.08/FTK/KP.07.6/02/2020

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PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

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- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Analysis of Coherence and Cohesion in Students' Writing Text

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2021/2022

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh

Pada Tanggal: 15 Februari 2021

Ag. Rektor

Dekan

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UIN Ar-Raniry Banda Aceh

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15 Februari 2021

Muhammad Ruzidi

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3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan,
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Semester/Jurusan : XV / Pendidikan Bahasa Inggris
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Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Analysis Coherence and Cohesion In The Student's Writing Text*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 11 Juni 2021
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 20 Agustus
2021

Dr. M. Chalis, M.Ag.

QUESTIONNAIRE

This questionnaire is used as the instrument in gathering the data for my research entitled “Analysis of Coherence and Cohesion in The Students’ Writing Text”. Your answer will be kept confidential, so please answer the questionnaire honestly. Put a tick (√) to the degree of agreement which corresponds to the statements. Thank you for your cooperation and willingness to answer this questionnaire.

SD: Strongly Disagree

SA: Strongly Agree

D: Disagree

A: Agree

Name:

Student Number:

SOCIAL MEDIA

Social media is a tool that is becoming quite popular these days because of its user-friendly features. Social media platforms like Facebook, Instagram, Twitter and more are giving people a chance to connect with each other across distances. In other words, the whole world is at our fingertips all thanks to social media. The youth is especially one of the most dominant users of social media. All this makes you wonder that something so powerful and with such a massive reach cannot be all good. Like how there are always two sides to a coin, the same goes for social media. Subsequently, different people have different opinions on this debatable topic. So, in this essay on Social Media, we will see the advantages and disadvantages of social media.

When we look at the positive aspect of social media, we find numerous advantages. The most important being a great device for education. All the information one requires is just a click away. Students can educate themselves on various topics using social media.

Moreover, live lectures are now possible because of social media. You can attend a lecture happening in America while sitting in India.

Furthermore, as more and more people are distancing themselves from newspapers, they are depending on social media for news. You are always updated on the latest happenings of the world through it. A person becomes more socially aware of the issues of the world.

In addition, it strengthens bonds with your loved ones. Distance is not a barrier anymore because of social media. For instance, you can easily communicate with your friends and relatives overseas.

Most importantly, it also provides a great platform for young budding artists to showcase their talent for free. You can get great opportunities for employment through social media too. Despite having such unique advantages, social media is considered to be one of the most harmful elements of society. If the use of social media is not monitored, it can lead to grave consequences.

***After reading the essay above, please answer the following statements based on the information you have obtained from the essay. Honestly, based on your understanding!**

No	Statements	Degree of Agreement			
		SD	D	A	SA
A. Coherence					
1	The beginning section is effective in introducing the reader to the subject				
2	The ideas each paragraph in the essay are all very relevant to the topic by using the conjunction.				
3	Different ideas are effectively compared/contrasted in the essay				
4	The transition between paragraphs is smooth				

5	The ending gives the reader a definite sense of closure by using conjunction at the end.				
B. Cohesion					
6	The exact same vocabulary/ expressions/ structures are repeated consistently				
7	Pronouns of reference are used appropriately and accurately				
8	Ellipsis is used where needed				
9	Where no junction words are used, transition between sentences is smooth				
10	Punctuation is employed appropriately to separate ideas and sentences				

