

**STUDENT'S STRATEGIES IN BUILDING COHERENCE IN  
WRITING ENGLISH ESSAY**

**THESIS**

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



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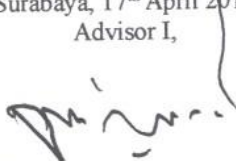


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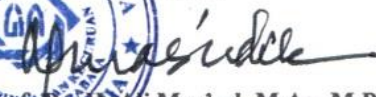
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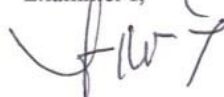


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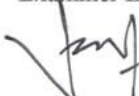
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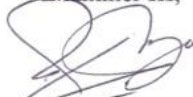
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## ABSTRACT

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Key words: *Student's Strategies, Writing Essay, Coherence in Writing*

Building coherence in writing English essay is not easy as what people imagined. The writer should maintain the ideas from the first paragraph to the end of paragraph. Coherence can be achieved to the use of appropriate transition signals to link the ideas, pronouns consistency, repetition of keyword, and logical order arrangement. In other words, all the sentences must be linked with the right use of transition signals as the conjunction, pronouns reference consistently, repeat keyword or repeat the idea as the sign for the writer and the reader when reading the text, and arrange the idea chronologically. This study aims to find out the student's strategies in building coherence for writing English essay and the student's reasons for selecting the strategies. This study uses descriptive qualitative design. Based on the findings, this research figured out that the use of transition signals was 59%, 25% consistent pronouns, 15% repetition of keywords, and 1 % logical order arrangement. Furthermore, the student's reasons for selecting the strategies is categorized to each strategy. The students used transition signals to connect the sentences, explain the topic, and organize the sentence. In using consistent pronouns all students argued that it used to replace the subjects, objects, names of people, things, and so on. The students used repetition of keyword to make the readers remember about the topics discussed in essay and maintain the topic from the beginning to the end. In arranging the ideas in logical order, the way students arrange is based on their experience and the lecture's outline.

## ABSTRAK

Kusumawardani, Melinda Ayu. (2018). *Student's Strategies in Building Coherence in Writing English Essay*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisor: Dr. Phil. Khoirun Niam and Rizka Safriyani M. Pd.

Key words: *Student's Strategies, Writing Essay, Coherence in Writing*

Membangun koherensi dalam menulis esai Bahasa Inggris tidaklah semudah seperti apa yang orang bayangkan. Penulis harus mempertahankan ide-ide mulai dari paragraf pertama hingga paragraf terakhir. Koherensi dapat dicapai dengan menggunakan transisi kata/kata penghubung untuk menghubungkan ide-ide dengan tepat, kata ganti yang konsisten, pengulangan kata kunci, dan penyusunan ide yang logis dan runtut. Dengan kata lain, semua kalimat harus dihubungkan dengan menggunakan pengalihan transisi kata yang tepat sebagai kata penghubung, kata ganti yang konsisten, pengulangan kata (pengulangan ide pokok) sebagai tanda bagi penulis dan pembaca ketika membaca teks, dan menyusun ide secara kronologis/runtut. Penelitian ini bertujuan untuk menemukan strategi-strategi yang digunakan mahasiswa dalam membangun koherensi untuk menulis esai Bahasa Inggris dan alasan mahasiswa dalam memilih/menggunakan strategi tersebut. Penelitian ini menggunakan deskripsi kualitatif. Berdasarkan hasil penelitian, ditemukan hasil bahwa penggunaan kata transisi sebanyak 59%, 25% penggunaan kata ganti secara konsisten, 15% pengulangan kata kunci, dan 1% penyusunan ide secara kronologis/runtut. Selanjutnya, alasan mahasiswa dalam memilih menggunakan strategi-strategi tersebut dikelompokkan pada masing-masing strategi. Mahasiswa memilih menggunakan kata transisi untuk menghubungkan kalimat-kalimat, menjelaskan topik, dan menyusun kalimat. Dalam penggunaan kata ganti secara konsisten dipilih oleh semua mahasiswa untuk mengganti subjek, objek, nama orang, nama benda, dan lain-lain. Mahasiswa memilih untuk menggunakan pengulangan kata kunci untuk membuat pembaca mengingat tentang topik yang di diskusikan dalam esai serta mempertahankan topik pembahasan dari awal hingga akhir. Dalam penyusunan ide-ide secara kronologis/runtut, mahasiswa menyusunnya berdasarkan pengalaman mereka dan outline dari dosen.

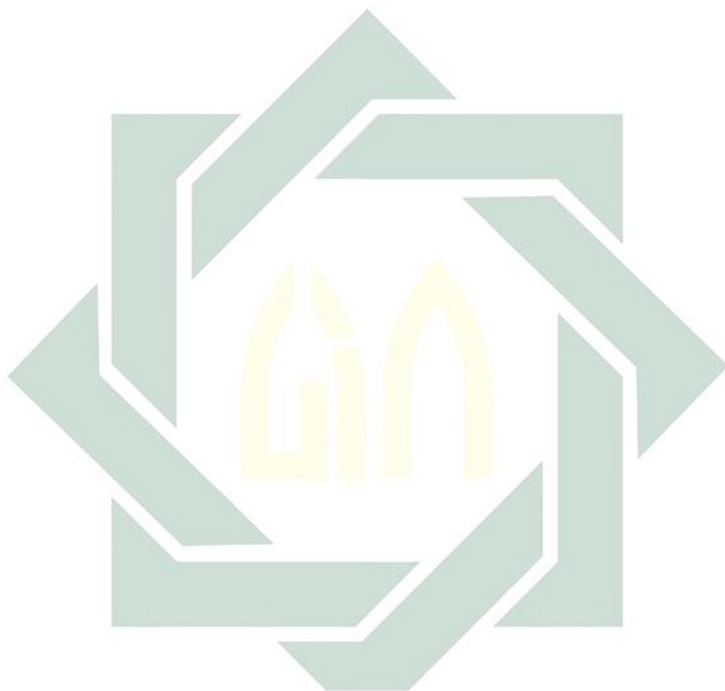
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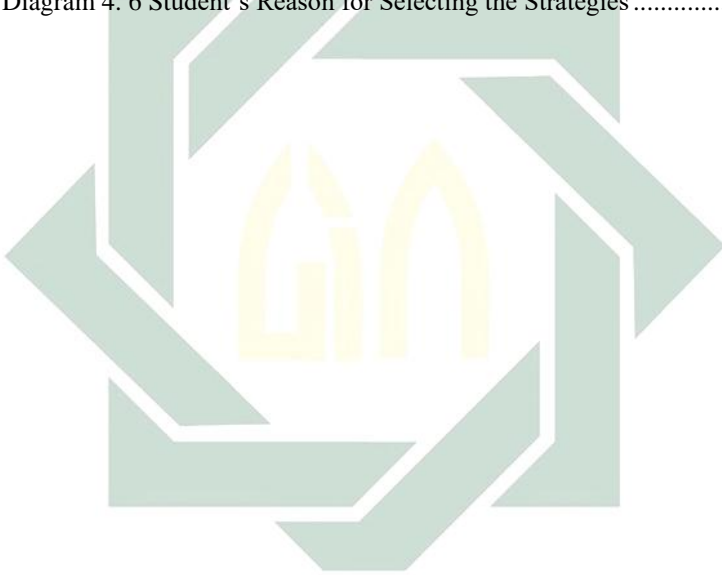


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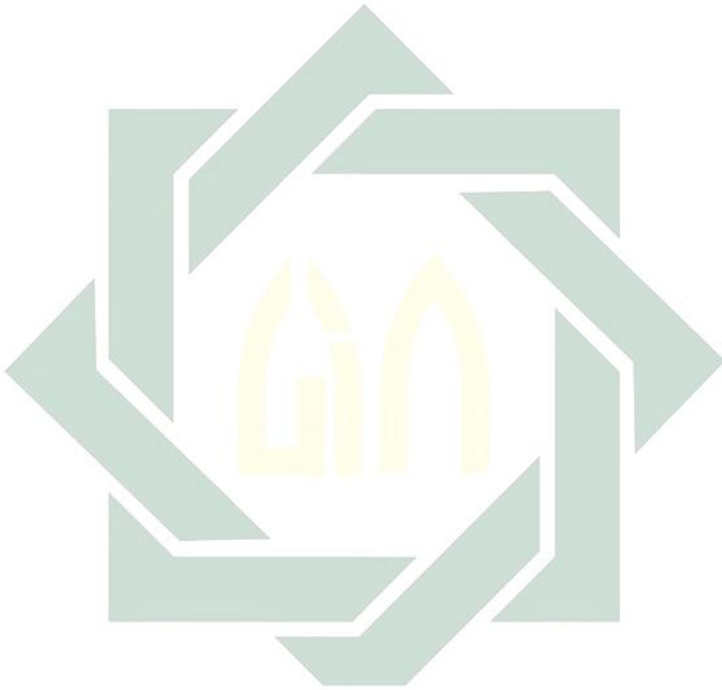
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## CHAPTER I INTRODUCTION

### A. Background of the Study

There are two basic language skills in English named productive skills and receptive skills. Productive skills consist of writing and speaking, while in receptive skills consist of listening and reading. Those are important skills in learning English. One of English language skills that is considered as the most difficult skill for second language (L2) learners to master is writing.<sup>1</sup> It is true because writing dealing with producing the language in the written form. Writing English is not easy for the learners because it is not their native language. It is also supported by Ahmed who stated that it is the most challenging skill among students and teachers.<sup>2</sup> Based on that statement, the difficulty in writing is not only on how to generate and organize the ideas, but also how to translate the ideas into the readable text. Here, the students should pay more attention in writing and on how to express the ideas, thoughts, and opinions in the written form.

The ability to write a text is a fundamental requirement for the university students since the pre-requisite of the university graduation is the submission of their final project report as a product of a research. In fact, writing as a final project report is not totally different from writing the other kinds of text as a mean of communicating ideas to the readers but a little bit difference can be noticed here. The differences come from the tone and the right level of formality especially in academic writing.

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<sup>1</sup> Jack C. Richards – W.A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press).

<sup>2</sup> Abdel Hamid Ahmed, "Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives," *Literacy Information and Computer Education Journal (LICEJ)* 1, no. 4 (2010): 211–221.

According to Oshima and Hogue in academic writing, the writer should pay attention to the readers who will read the writing, the tone of the writing and the purpose of the writing.<sup>3</sup> Academic writing is different with creative writing. One type of creative writing is writing stories. However, the writer cannot use slang or incomplete sentences in this type. Generally, the people who read the academic writing are the scholars, lecturers, students, or the researchers. Here, the tone and the purpose of writing must be different. It should be in formal way. Formal means that academic writing is written objectively without being influenced by personal feeling and must be based on the knowledge investigation to reinforce the arguments.

Oshima and Hogue stated that writing is a process not a product.<sup>4</sup> It means that writing is the process such as pre-writing, planning, writing/ drafting, revising drafts, and final writing. One disadvantages of getting students to concentrate on the process of writing is having to brainstorm ideas or collect them in some other way; to draft a piece of writing then; they may have time to review and edit their writing with the teacher's help; to change the focus; to generate more ideas; re-drafting; re-editing, and so on.<sup>5</sup> It cannot be done in fifteen minutes.

Oshima and Hogue emphasized a type of writing for college or university called an academic writing.<sup>6</sup> They argue that academic writing is different from other kinds of writing in several ways. For instance, personal writing, literary writing, journalistic writing, business writing, etc. Writing for college or university usually require the students to write academic writing such as essay, thesis, dissertation, and so on. Swales and Feak support that graduate student face a variety of writing task as they work toward their chosen degree.<sup>7</sup> It means that graduate students will face an academic writing as their graduation

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<sup>3</sup> Oshima, A & Hogue, A. *Writing Academic English*. California: Addison Wesley Publishing Company, 2006.

<sup>4</sup> Oshima, A & Hogue, A. *Writing Academic...*

<sup>5</sup> Jeremy Harmer. *The Practice of English Language teaching, Fourth edition*, (Longman: Pearson Longman), p.326.

<sup>6</sup> Oshima, A & Hogue, A. *Writing Academic...*

<sup>7</sup> John M. Swales – Christine B. Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills (Second Edition)* (Michigan: The University of Michigan Press, 2004), 7.

requirement. Li Fengjie stated that learners acquire the rules of language in a predictable order, some rules are acquired earlier, and others is later.<sup>8</sup> English is not Indonesian learner's native language and it can make the learners difficult to acquire English and the role of that language itself. Besides that, "writing combines many aspects or components, such as vocabulary, structure, or spelling".<sup>9</sup> In fact, to make meaningful writing, one important component that should be needed is coherence. It deals with the way of maintaining the content of the writing smoothly and stands in a line.

Additionally, writing is the difficult skill for the learners as a second language learner. It is supported by Richards's statement that "writing is the most difficult skill for second language learners to master".<sup>10</sup> As we know that, English is as the foreign language for the students in Indonesia. It makes challenging for the students to write in English. Meanwhile, writing in English and writing in Indonesia language has its own difference structures. In English the learners have to pay full attention in grammatical rules, content of the text, structures in a sentence, coherence, and so on. In fact, English is not their mother tongue (the first language). It is difficult for them to construct sentences or paragraphs into well-organized. Different with Indonesia, the learners do not have to pay attention in grammatical structures deeply. They will easily write everything in Indonesia rather than in English.

As stated above, coherence is needed in writing because the writer has to convey the message of their writing to the readers. Coherence means clear and reasonable connection to each part in a sentence and it should be connected in smooth and logical order.<sup>11</sup> In conveying the meaning, the writer should maintain a fair balance between content and meaning inside the text. Furthermore, the purpose of writing, "in principle, is the

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<sup>8</sup> Li Fengjie, "Analysis of the Problems on Coherence in College English Writing," *International Journal of Language and Linguistics* 2, no. 6 (2014): 387.

<sup>9</sup> Yosi Founisce Putri. "Students' Errors in Using Simple Present Tense in Writing Descriptive Texts".

<sup>10</sup> Jack C. Richards – W.A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press).

<sup>11</sup> Fengjie, "Analysis of the Problems on Coherence in College English Writing."



expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of writing".<sup>12</sup> The writer should be aware in maintaining the text coherently in order to the message of the text can be delivered to the readers.

In English, academic writing is a major challenge for the students. It is not easy for the students to write an academic writing because they should have lots of vocabulary, knowledge, and good in grammar, many information and also critical thinking. They need lots of vocabulary in order to make the readers to gather the information inside the text. They should have much information in order to put out their ideas, argument, suggestion, etc. Then, making the readers understand the information inside the text is the best way to build good writing.

In academic writing, one kind of English text is essay. Essay writing is at the heart of education because whatever people study English, at some point they will probably ask to write an essay. "Some students fail to achieve their potential simply because they don't understand the basic principles of essay writing".<sup>13</sup> The basic principle of essay is the basic role in writing essay. One of them is the language features used and the structures in essay. The language features should be in formal language, while for the structures must be completed.

Writing an English essay is not easy because the writer should have a lot of knowledge and information.<sup>14</sup> Additionally, the writer is required to maintain general structure of essay, the content of what essay talks about. Maintaining the general structure of essay is written to a basic structure without change every part of the essay itself: introduction, the body paragraph and followed by the conclusion to end the paragraph. To compose an essay accurately, it is necessary to keep in mind the main hints concerning the content of the essay.

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<sup>12</sup> Penny Ur, *A course in language teaching*, (Cambridge: Cambridge University Press, 1996), 163.

<sup>13</sup> Nigel Warburton, *The Basics of Essay Writing* (London: Routledge, 2006), 7.

<sup>14</sup> Mimid Anggi Apriliya, A Degree of Strata 1 Thesis: "*The Students' Ability of Building Coherence and Unity in Argumentative Writing at English Education Department of UIN Sunan Ampel Surabaya*" (Surabaya: UIN Sunan Ampel Surabaya, 2016).

Essay and paragraph are different. A paragraph is a group of sentences discussing similar or related ideas of a topic. An essay is a connected group of paragraphs.<sup>15</sup> An essay is longer. Additionally, both essay and paragraph must have unity and coherence to make it logic and well presented. Through the essay, the writer can write several types of essay to draw the phenomenon or topic that they want to discuss. An essay consists of a group of paragraphs focuss on that subject.<sup>16</sup> The precision of language and grammar in sentences and the logical linking of the sentences to form coherent and unified paragraph should be connected appropriately. Types of essay commonly used is expositions text (analytical and hortatory), discussions text, debates, interpretations, evaluations, and so on.<sup>17</sup> Moreover, the writer can choose what types of essay that they need to write.

The first previous study was “*The Students’ Ability of Building Coherence and Unity in Argumentative Writing at English Education Department of UIN Sunan Ampel Surabaya*” written by Mimid Anggi Apriliya.<sup>18</sup> This research analyzed students’ ability of building coherence and unity in argumentative writing. The researcher used descriptive quantitative method as the research methodology. The result showed that the students’ ability of building unity and coherence in argumentative writing was in fair grade. In building coherence, there were only 10% of students who can build coherence in scale. However, the highest percentage (73%) was gained by the fair grade. In building unity, there were 10% who can build unity very good. In the other hand, researcher found that there were 25% were in good and 27% students were in bad. Therefore there were 37% of students who can build unity in fair.

The second previous study was “*An Analysis of Students’ Ability in Building Cohesion and Coherence in Argumentative Essays Written by the Fourth Year Students of*

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<sup>15</sup> Stephen E. Dew, *Practical Academic Essay Writing Skills: An International ESL Students Essay Writing Handbook* (Cambridge: Cambridge University Press, 1989), 18.

<sup>16</sup> Winifred Belmont and Michael Sharkey, *The Easy Writer: Formal Writing for Academic Purposes* (Frenchs Forest, N.S.W.: Pearson Longman, 2011), 263.

<sup>17</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: UNSW Press, 2005), 187.

<sup>18</sup> Mimid Anggi Apriliya, A Degree of Strata 1 Thesis: “*The Students’ Ability.....2016.*

*English Department at University of Bengkulu*” written by Zia Hisni Mubarak, Hamzah and Desmawati Radjab.<sup>19</sup> This research focused on the analysis of the students’ ability in building cohesion and coherence in argumentative essays. The researchers used descriptive quantitative method as the research methodology. The result showed that the students’ ability in building cohesion was Low Average (LA) and the students’ ability in building coherence was Low Average (LA). It showed from the scores in which the average score was 3 – 3.5 that means that they had low understanding towards cohesion and coherence.

In order to write English text appropriately, the students have to realize the components of good writing text. They have to make it clear, understandable, meaningful, and readable for the readers. They are also have to consider the grammatical rules and English structures when they start writing. As we know that English and Indonesia has difference structures. It cannot be separated from the language itself. This research can be meaningful for the teacher, the students, and also the writer itself. From this result, they can learn good paragraph coherently. They can organize and generate their ideas in good way that can make their writing understandable and meaningful for the readers.

## **B. Research Question**

This study attempts to find answer to the research questions as follow:

1. What are the students’ strategies in building coherence in writing English essay for the third semester students of English Teacher Education Department?
2. Why the third semester students of Written English class of English Teacher Education Department choose the strategies to build coherence for their writing English essay?

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<sup>19</sup> Mubarak, Radjab, and others, “An Analysis of Students’ Ability in Building Cohesion and Coherence in Argumentative Essays written by the Fourth Year Students of English Department at University of Bengkulu.”

### **C. Objectives of the Study**

Considering the research question mentioned above, this study is intended to:

1. To find out the students' strategies in building coherence in writing essay for the third semester students of English Teacher Education Department.
2. To identify the reasons of students in choosing the strategy to build coherence in writing essay for the third semester students of English Teacher Education Department.

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

Particularly, the results of this study is expected to give contributions to:

#### **a. The Students**

It can give the information about student's strategies in writing essay coherently and well-organized. In addition, they can choose which strategy as the easiest strategy or their preference in writing essay. Moreover, they can make the improvement for their writing essay in a better way.

#### **b. The Teachers**

It can be the ideas for the teachers in writing coherently. Furthermore, this study hopefully can make their writing well-organized and easy to understand for the readers. In short, they can read this study as their references or additional information about writing coherently. In this research, the teachers can implement the ways to achieve coherence in writing English essay especially in academic essay.

### **E. Scope and Limitation of this Study**

The scope of this study is student's strategies in building coherence in writing English essay. Specifically, the data are taken from the students who wrote English essay in Written English class to examine the strategies used

in building coherence for their writing English essay. Purposely, there will be 13 essays collected from the students especially in B class of Written English class. The data will be analyzed with the theory of Oshima and Hogue about the ways to achieve coherence in writing English.

Furthermore, this study is limited to 3<sup>rd</sup> semester students of English Teacher Education Department in Sunan Ampel State Islamic University of Surabaya. The students enroll the Written English class in Academic year 2017/2018. There are 5 (five) Written English classes with 5 (five) different lectures, but the data are taken from the B class because the students did the middle test directly in the classroom in individually.

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

To avoid any mistake in interpreting the title of this research, the writer needs to explain the key terms relating of it. The terms are explained as follow:

### **1. Strategy**

Strategy is concerned with how you will achieve your aims, not with what those aims are or ought to be, or how they are established.<sup>20</sup> In this research, strategy means the way students achieve coherence in their writing English essay.

### **2. Student's Strategies**

The student's strategy means the techniques and skills that an individual elect to use in order to accomplish a specific learning task.<sup>21</sup> Such strategies vary by individual and by learning objectives.

Furthermore, in this research the student's strategies means the strategies that used by the students in building coherence in writing English essay. Thus, those 4 ways by Oshima and Hogue are using transition signals, using consistent pronouns, using repeat of keyword, and arranging the ideas in logical order.

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<sup>20</sup> Michel Robert – McGraw Hill, *Strategy: Pure and Simple* (Washington DC: Government Printing Office,1993).

<sup>21</sup> Fellenz R. – Conti, G. J, *Self-Knowledge Inventory of Lifelong Learning Strategies (SKILLS): Manual*. (Bozeman, MT: Center for Adult Learning Research, 1993) p.1.

Additionally, from those ways, which strategy is used by the students in building coherence to write the English essay.

### 3. Writing Essay

Writing is a complex skill in which the writer should make sure whether or not the topic, the structure and the content are appropriate. Whether or not the sentences in a paragraph are related one to another or each paragraph follows logically on from the previous one.<sup>22</sup> It means that writing is a productive skill which the students have to produce the language through written form.

In this research, writing essay means writing the current topic or issue in a group of paragraphs (essay) wrote by the students in the Written English class specifically in the B class. Based on the lecture's recommendation, the essays are taken from the student's middle test which has been done in the class directly. The lecture asked the students to write Argumentative essay individually.

### 4. Building Coherence in Writing

According to Dorothy E Zemach and Lisa A. Rumisek, coherence is related to unity.<sup>23</sup> The ideas that are arranged in a clear and logic way are coherent. When a text is unified and coherent, the readers will easily follow and understand the main point.<sup>24</sup> It means that coherence is about how the text fit together to make a sense or meaningful.

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 appropriate transition signals. According to Oshima and Hogue

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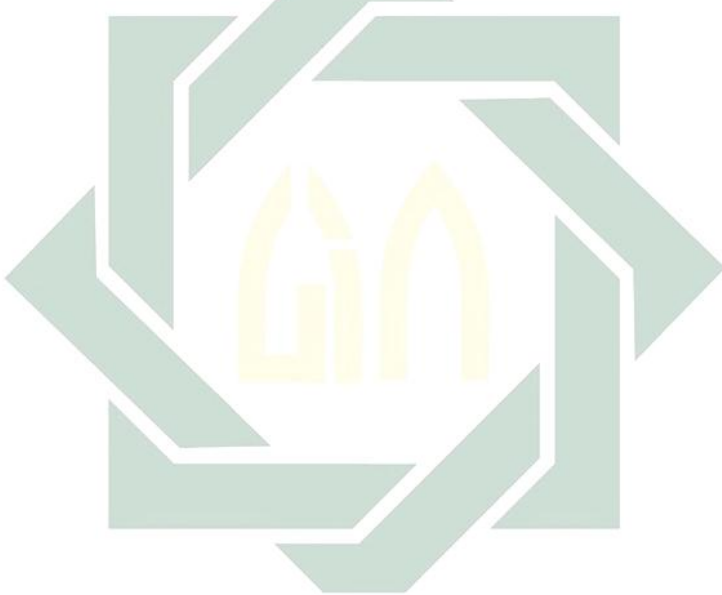
<sup>22</sup> Suwandi Suwandi, "Coherence and Cohesion: An Analysis of the Final Project Abstracts of the Undergraduate Students of PGRI Semarang," *Indonesian Journal of Applied Linguistics* 5, no. 2 (January 30, 2016): 254.

<sup>23</sup> Dorothy E Zemach - Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (MCMillan: MCMillan Education, 2005), 86.

<sup>24</sup> Dorothy E Zemach and Lisa A Rumisek, *Academic...*

state that there are 4 ways to achieve coherence such as repeat of key nouns, use consistent pronouns, use transition signals to link ideas, arrange the ideas in logical order.<sup>25</sup>

In this research, building coherence in writing means how the sentences or paragraphs in the text really connect one to another by using appropriate transition signals, consistent pronouns, repeat of keyword, and arrange the ideas in logical order.



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<sup>25</sup> Alice Oshima - Ann Hogue. *Writing Academic English*. (California: Addison Wesley Publishing Company, 2006), 22.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Review of Related Literature

In this chapter, the researcher explicates several theories through reviewing some literature related to this study. This theoretical construct deals with:

#### 1. Writing

##### a. The Nature of Writing

Writing is the most important skill that the students need to develop and to master. Writing is considered as the most difficult skill for the second language (L2) learners to master.<sup>26</sup> As we know that, writing is a productive skill in which the students have to produce the language through written form. Writing is more difficult skill than speaking because in writing contains the process and different phase in each process.<sup>27</sup> In writing, the writers need more time in determine the ideas, planning to write, drafting, and also editing or revising draft.

Additionally, writing need more time to produce because writing is “communicating into space”, means that the writers have to think first before they write or produce the language. The product of writing is not instant like speaking. The writer has to make it understandable and coherent for the readers because it is not only we put the ideas into a paper.

Then in writing, the writers should consider some aspects of writing itself to make their writing as good as possible, such as topic or theme, word choices, dictions, organization of the text, structure of the text, purpose, clarity, coherence and unity, cohesion, and other aspects.

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<sup>26</sup> Jack C. Richards – W.A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press).

<sup>27</sup> Ibid.



## b. Paragraph in Writing

### 1) Definition of Paragraph

A paragraph is a group of related sentences that develops the main idea, which is the topic sentence of a paragraph.<sup>28</sup> In a paragraph is only have one or single topic sentence and its support with supporting sentences to develop the topic sentence. In academic writing, a paragraph has a topic sentence that directly tells the reader the main idea.<sup>29</sup> A paragraph has three parts: a topic sentence, several supporting sentences, and a concluding sentence.

In short, a paragraph is a group of related statements that a writer develops about a subject.<sup>30</sup> The first is *topic sentence*. This part contains with a problem or issue that will be discussed in the paragraph, states the specific point, idea, of the topic. In other word, the topic sentence tells what topic the paragraph is going to discuss. Next, the second part is *supporting sentences or body*. It is used to develop and support the topic sentence which has a function to support and to give details information about the topic. Usually, supporting sentences contain with reasons, facts, examples or statistics in explaining the topic. The last part is *concluding sentence* which gives the sign to the readers about the end of the paragraph or giving the conclusion about the text is about. In addition, it summarizes the main points or restate the topic sentence in other words.

A paragraph is like a sandwich. The topic sentence and concluding sentences are the two pieces of “bread” enclosing the “meat” – the

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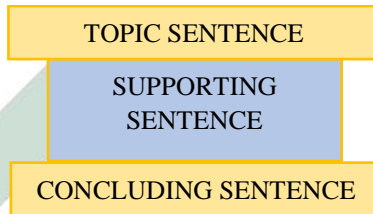
<sup>28</sup> Alice Oshima, Ann Hogue, and Alice Oshima, *Introduction to Academic English*, 3rd ed., Longman academic writing series (White Plains, NY: Pearson/Longman, 2007), 3.

<sup>29</sup> Dorothy E Zemach - Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (MCMillan: MCMillan Education, 2005), 86.

<sup>30</sup> Oshima, Hogue, and Oshima, *Introduction to Academic English*.

supporting sentences. A diagram of a paragraph looks like this:

**Diagram 2. 1 A Diagram of Paragraph**



From the diagram above, topic sentence has the function to give the topic or information what the paragraph will tell about. Then, it will support with the supporting sentence as the controlling idea of the topic in that paragraph. Last, it will summarize all with the concluding sentence which restate the topic in the paragraph but in different words.

## 2) Elements of Paragraph

A paragraph can be short as one sentence or as long as ten sentences. The number of paragraphs is not really important; however, the paragraph should be long enough to develop main idea clearly. A paragraph may also be one part of a longer pieces of writing such as an essay or a book. All paragraphs have a topic sentence followed by supporting sentences, and some paragraph also have a concluding sentence. All the element of paragraph will be defined as follow:

### a) Topic Sentence

Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph. As state above, according to Oshima and Hogue state that topic sentence explains the specific point or idea of the main idea in

paragraph.<sup>31</sup> It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it.

A good topic sentence should include one clear topic and an opinion or idea about the topic.<sup>32</sup> The topic is the foundation for the paragraph. It can be at the beginning, in the middle, or at the end of the paragraph. The topic sentence helps the reader understand what the paragraph is about. All of the sentences in a paragraph are about one topic. They are connected to one sentence. There are no unrelated or extra sentences.

A good topic sentence should guide the whole paragraph. It is not a general fact that everyone can accept as true, and be specific but not too specific. A good topic sentence has controlling ideas – words or phrases that help guide the flow of ideas in the paragraph.

#### **b) Supporting Sentences**

Supporting sentences explain or prove the topic sentence. One of the biggest problems in student writing is that student writers often fail to support their ideas adequately. They need to use specific details to be thorough and convincing. Lopez and Dequilla define that a paragraph has unity when every sentence in the paragraph works toward developing a single idea.

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<sup>31</sup> Oshima, Hogue, and Oshima, *Introduction to Academic English*, 3.

<sup>32</sup> Dorothy E Zemach - Carlos Islam, *Paragraph Writing*, (Oxford: MacMillan, 2005), 14.

Supporting ideas develop the paragraph by adding more information.<sup>33</sup> In other words, if the paragraph connects the sentences each other to discuss only one topic, it will create and appear the unity naturally in the paragraph. So, the writers should make the appropriate supporting details to support the topic sentence in order to appear and get the unity in the paragraph.

Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. Good supporting sentence are related to the topic sentence and its controlling ideas. Supporting sentences are like the interior walls of a house. If a house does not have interior support, it will collapse. Likewise, if a paragraph does not have good supporting sentences, its meaning will collapse, and readers will not be able to follow the ideas. The paragraph may be confusing or illogical. Good supporting sentence give information that supports and explains the topic of the paragraph. They can answer the interview questions (5W + 1H) which is giving detail information about the topic.

### c) **Concluding Sentence**

A paragraph does not always need a concluding sentence. For single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it is a reminder of the important points. However, a concluding sentence is not needed for every paragraph in a multi paragraph essay. A good concluding sentence signals the end of the paragraph and summarizes the

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<sup>33</sup>Dorothy E Zemach - Carlos Islam, *Paragraph Writing*, (Oxford: MacMillan, 2005), 21.

important points briefly or restates the topic sentence in different words.

## 2. Coherence

### a. 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.<sup>34</sup> Writers often use time or order of importance to present the supporting information in a paragraph coherently.

In composing a good paragraph, coherence is one part that should be there inside it. Coherence means that all of the sentences connected each other in a paragraph. It can be connected to transition (words and phrases), reference of pronouns, and repetition of keywords and phrases. Transitional words and phrases are also called as signal words that leads the reader through the sentences and paragraph. The use of pronouns is useful but the writers must know how to use pronouns appropriately to avoid confusion and ensure coherence.<sup>35</sup> Pronouns can be used to replace nouns that have previously been mentioned once or several times. The repetition of keywords is used in such a way that the keywords that are related to the central idea in order to establish coherence. To build coherences in a paragraph, it must be arranged in logical order. Logical order means that each point should be linked to the previous and the following points in a paragraph.

Coherence means clear and reasonable connection between parts and all the parts in a sentence is connected in smooth and logical order.<sup>36</sup> A coherent sentence is easy to understand and does not contain any ambiguity with its conformity to grammar

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<sup>34</sup> Alice Savage – Masoud Shaf, *Effective Academic Writing 1 (The Paragraph)*, (New York: Oxford University Press, 2007), 16.

<sup>35</sup> Sarah Andersen. “*Pronouns: Cohesion within Paragraph*”, (<http://www.sjsu.edu/writingcenter>, accessed on September 24, 2017

<sup>36</sup> Fengjie, “Analysis of the Problems on Coherence in College English Writing.”

rules and usage. It is important in writing because to avoid misunderstanding and ambiguous meaning in paragraph.

From the definition stated above, coherence is the logical transition that allows the readers to move easily and clearly from one idea to another idea. If the sentence is coherence, it means that the sentence is logic and understandable in which consists of single topic sentence in a paragraph.

#### **b. General Concept of Coherence**

In order to understand the concept of coherence, the important point is to provide the definition of coherence as stated above. Coherence refers to how the parts of a piece of writing are linked together to form a whole – the extent to which it is perceived to “hang or link together” to form an integrated whole rather than being a set of unrelated sentences.

Bain first examined the concept of coherence in consonance with the notion of paragraph. He defines paragraph as a “collection or series of sentences with unity of purpose or with comparative closeness of relationship”.<sup>37</sup> McCrimmon supports Bain’s idea about coherence and states that a coherent paragraph has sentences that are woven together or flow into each other. He argues that “if a paragraph is coherent, the reader moves easily from one sentence into the next without feeling that there are gaps in thought, puzzling gaps, or point out made.”<sup>38</sup> By those definition, it can be concluded that coherence leads the reader understand what the text about and it makes them continue their reading since they do not have any confusing feeling in understanding the text.

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<sup>37</sup> A. Bain *English Composition and Rhetoric: A Manual* (London: UK: Longman, 1866).

<sup>38</sup> *Ibid.*,

### c. The Ways to Achieve Coherence in Writing

According to Oshima and Hogue there are 4 ways to achieve coherence such as using transition signals, using consistent pronouns, using repeat of keywords, and arrange the ideas in logical order in which those elements should be there to achieve coherencies.<sup>39</sup> Those elements will be explained as follow:

#### 1) Using Transition Signals

##### a) Definition of Transition Signals

Transition is the words or phrases used to connect one idea to the next in paragraphs. It is used to help the readers understand the significant of main idea to the next idea. Transition words give a paragraph coherence to demonstrate the writing skills. Transitions show the relationship within a paragraph (or within a sentence) between the main idea and the supporting ideas.<sup>40</sup>

Transition signals are usually placed at the start of sentences; however, it may also appear in the middle or end of sentences. It is always separated from the rest of the sentence by commas. Furthermore, it does not need to use transition words in every sentence in a paragraph; however, good use of transition words will help to make the relationship between the ideas in writing clear and logical.

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<sup>39</sup> Alice Oshima - Ann Hogue. *Writing Academic English*. (California: Addison Wesley Publishing Company, 2006), 22.

<sup>40</sup>Aprilliya, Mimid Anggi, A Degree of Strata 1 Thesis: “*The Students’ Ability of Building Coherence and Unity in Argumentative Writing in English Education Department of UIN Sunan Ampel Surabaya*” (Surabaya: UIN Sunan Ampel Surabaya, 2016), 8.

## b) Types of Transition Signals

Here are the types of transition signals for general use provided by the function of its transition signals, present as follow:

**Table 2. 1 Kinds of Transition Signals for General Use**

<b>TRANSITION SIGNALS FOR GENERAL USE</b>	
To show addition	and, also, besides, further, furthermore, in addition, moreover, afterwards, next, too, first, second, above all, etc.
To give example	for example, for instance, to illustrate, in fact, specifically, occasionally, usually, frequently, mainly, significantly, indeed, first of all, etc.
To compare	also, in the same manner, similarly, likewise, at the same time, like, in the same way, etc.
To contrast	but, however, on the other hand, in contrast, nevertheless, still, unfortunately, even though, on the contrary, although, yet, conversely, nonetheless, notwithstanding etc.
To summarize or conclude	in other words, in short, in summary, in conclusion, to sum up, that is, therefore, etc.
To show time	after, as, before, next, during, later, finally, meanwhile, then, when, while, afterwards, simultaneously, immediately, earlier, presently, formally, now, after a while, in the past, last, etc.
To show place or directions	above, below, beyond, farther on, nearby, opposite, close, between, to the left, among, here, there,



	underneath, on top of, next to, behind, etc.
To indicate logical relationship	if, so, therefore, consequently, thus, as a result, for this reason, since, etc.
To show cause or reason	because, since, for, etc.
To indicate result	Therefore, for that reason, consequently, as a result, as a consequence, then, thus, so, hence, etc.
To show concession	No doubt, doubtless, doubtlessly, surely, granted that, certainly, I admit, naturally, after all, admittedly, I concede, one must concede, etc.
To show repetition	Again, as has pointed out, as I have, as I have pointed out, mentioned, to repeat, recapitulate, in other words, once again, in fact, indeed, etc.

The transition signals above used to show how one idea is related to the next idea. In using the transition signals, the writer should pay attention which transition signal that will be used to link the idea because it has different functions. For example, if the writer wants to show the contrast opinion, they may use on the other hand, on contrary, or what else. They do not allow to use in the same manner or at the same time, because it indicates to show the comparison. In short, it should be used in the right way and in the right function in order to fit from one idea to another idea.

## 2) Using Consistent Pronouns

### a) Definition of Pronoun

A pronoun is a word that takes place of a noun in a sentence. In short, pronoun is a word that rename nouns and noun phrase which can connect one sentence to the next in order to guide the reader through a paragraph.<sup>41</sup> Common pronoun in the English language include he, she, it, they, we, I, you, that, this, who, and which. Using pronoun adds some variety to a sentence. It means that the writer does not need to repeat the same noun over and over. In addition, using pronouns properly means making clear to what the pronoun refers to.

### b) The Way to use Pronoun in Writing

Pronouns are useful in several ways, but writer must know how to use pronoun appropriately to avoid confusion and ensure coherence. Pronoun can help the writer avoid repeating a noun monotonously that can be used to replace nouns that have previously been mentioned once or several times. Pronoun can also help the readers track essential sentence elements. If the readers have verbal cues to follow-pronoun and transition- they can forge connections between information in the paragraph to trace a unified sequence of ideas. When using pronouns in writing, keep in mind exactly who or what it is referring to.

## 3) Using Repetition of Keywords

### a) Definition of Repetition of Keywords

Repeating keywords or phrases helps connect and focus ideas throughout the

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<sup>41</sup> Sarah Andersen. "Pronouns: Cohesion within Paragraph", (<http://www.sjsu.edu/writingcenter>), accessed on September 24, 2017

essay.<sup>42</sup> Repetition of keyword is known as repeating an idea. Repeating an idea can help the writer to develop coherent in writing and also help the reader to stay focused by reminding them (the idea) of the main idea.

**b) They ways to use Repetition of Keywords**

In this point, the writer can also use synonyms, expressions, or other terms to add some variety in writing but it should be still in the same or nearly meaning.<sup>43</sup> In short, it is allowed as long as it does not change the meaning of paragraph and also the topic. Repetition also helps the reader remain focused and headed in the right direction. In this part, there is no fixed rule about how often to repeat key nouns (keywords) or when it substitutes the pronouns.<sup>44</sup> It should repeat of key nouns instead of using a pronoun when the meaning is not clear.

**4) Using the Logical Order**

In addition to use transition signals and repeat to key nouns and pronouns, a fourth way to achieve coherence is to arrange the sentences in some kinds of logical order. The important point to remember is to arrange the ideas in some kind of order that is logical to a reader accustomed to the English style of writing.

Some common kinds of logical order in English are *chronological order*, *logical division of ideas*, and *comparison/contrast*. Those kinds of

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<sup>42</sup> Jayetta Slawson – Natasha Whitton – Jeff Wiemelt. “Coherence” Adapted from *The Little Brown Handbook 11<sup>th</sup> Edition Contributors Dayne*, ([http://www.southeastern.edu/acad\\_research/programs/writing\\_center/handouts/pdf\\_hando uts/coherence.pdf](http://www.southeastern.edu/acad_research/programs/writing_center/handouts/pdf_hando uts/coherence.pdf), accessed on September 24, 2017)

<sup>43</sup> Jayetta Slawson – Natasha Whitton – Jeff Wiemelt. “Coherence” Adapted from *The Little Brown Handbook 11<sup>th</sup> Edition Contributors Dayne*, ([http://www.southeastern.edu/acad\\_research/programs/writing\\_center/handouts/pdf\\_hando uts/coherence.pdf](http://www.southeastern.edu/acad_research/programs/writing_center/handouts/pdf_hando uts/coherence.pdf), accessed on September 24, 2017)

<sup>44</sup> Alice Oshima – Ann Hogue. *Writing Academic English*. (California: Addison Wesley Publishing Company, 2006), 22.

logical order in English will be explained as follow:

- a) *Chronological order* is order by time-a sequence of events or steps in a process. For example: *after the car broke, while we wanted to continue toward town, it was at that moment, etc.*
- b) *Logical division of ideas*, a topic is divided into parts, and each part is discussed separately.
- c) *A comparison/contrast paragraph*, the similarities and/or differences between two or more items are discussed.

Making paragraph more chronologically is important for the writer because it can make the writer easy in arrange the ideas. It is also needed to reduce the ambiguity of the text.

#### **d. Coherence in Writing**

Coherence is the quality of sequence paragraphs as important features of well-written text that should be considered in writing a text. It determines that the sentences connect in a logical order and they work together to develop the main idea is the paragraph. Thus, the researcher concludes that coherence is a logical arrangement of the sentences in making a paragraph. The sentences must be connected each other to build the coherence in the paragraph. Each sentence should flow smoothly into the next one.<sup>45</sup> It shows that the connection of the sentences in a paragraph should be connected logically in order to avoid the jumping of ideas.

Meanwhile, coherence is to bring several related ideas together around a central theme and in an organized manner. It means that a coherence in a paragraph or text only develop the topic by

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<sup>45</sup> Alice Oshima - Ann Hogue, *Writing Academic English Second Edition* (New York: AddisonWesley Publishing Company, 1991), 39.

connecting the sentences each other. The writers should make the idea related to the topic by making relations in the sentences logically in the paragraph. So, the coherence can be achieved in the paragraph or text.

#### e. Cohesion in Writing

“Cohesion refer to the ways in which the sentences are connected by cohesive devices through which readers can perceive the semantic relationship between the sentences”.<sup>46</sup> Thus, with cohesive devices, a writer is able to show how parts of a text, sentences, or paragraph, relate to one another. According to Halliday and Hassan states that cohesion gives a sequence of sentences a coherent texture. Cohesion shows how semantic relationships are set up by lexical and syntactical features. They also stated that there are two types of cohesion, namely *grammatical cohesion* (in relationship between and within a text is signalled by means of grammatical elements. This includes, references, substitution, ellipsis, and conjunction.). Meanwhile, *lexical cohesion* is signalled by means of lexical elements or vocabularies. It consists of *reiteration* and *collocation*.

#### f. Unity in Writing

Unity means that writer discuss only one main (central) topic area in paragraph. Shewan et.al, explains that all elements of a paragraph must be relevant to the central though if unity is to be achieved.<sup>47</sup> They point out that to make a paragraph unity, the writers definitely should think one central

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<sup>46</sup> Alice Oshima - Ann Hogue, *Writing Academic English Second Edition* (New York: AddisonWesley Publishing Company, 1991), 39.

<sup>47</sup> Shewan et al. *Applications of Grammar, Book 4: Analysis for Communicating Effectively*. (New York: Christian Liberty Press, 2003). p. 21.

idea or topic. Then, the supporting sentences of the paragraph should support the topic sentence directly. It is important because a good paragraph must have good connection between sentences and naturally it can appear the unity at the end.

According to Oshima and Hogue, every good paragraph has unity, which means that in each paragraph only one main topic is discussed.<sup>48</sup> Furthermore, to achieve unity in writing, the writers should be discussed only one idea in a paragraph and always staying on the topic in supporting sentences.

To sum up, coherence means all of the sentences have connected each other in the paragraph. They are connected by the writer by using some parts of it, such as transition signals, pronouns, repetition of keyword, and logical order arrangement of ideas. Furthermore, unity means the paragraph has one topic to be discussed and then it is developed by good supporting details. It means that, unity in a paragraph will be shown when the paragraph only talks about one single idea. Additionally, the cohesion means

### 3. Essay

#### a. Definition of Essay

As stated above, the Macquarie Dictionary defines an essay as a short literary composition on a particular subject.<sup>49</sup> In writing an essay, it should consider the point of view, respond to an argument, give clear evidence and so on. Hence, the formal essay is needed all of those requirements. The essay is the written record of the writer's effort in order to persuade the readers of the logical ideas. In short, through the essay the writer must be able to persuade the

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<sup>48</sup> Oshima, Alice & Hogue Ann. *Writing Academic English*. (2nd Edition). (New York: Addison-Wesley Publishing Company, 1991), p.29.

<sup>49</sup> Belmont and Sharkey, *The Easy Writer*, 263.

readers through the writer's argument to make the readers believe about what writer says.

**b. Structure for Essay**

According to Hoey the problem solution pattern which is a common text structure for essay texts has the following organizations:<sup>50</sup>

1) INTRODUCTION

In this section, the writer has to make the introduction of the paragraph related to the topic that will be discussed in the essay. It is necessary because it can grab the reader's attention to make them curious with the essay and also to introduce the topic that is going to discuss.

In this part contains of two stages which are the general statements and the thesis statements. The general statement in introduction of essay stimulates the reader's interest and tells what the essay is about. It has functions to give the readers background information about the topic of the essay. It starts from the very general idea of the topic into a very specific idea.

The last stage in introduction is thesis statement. Like the topic sentence of a paragraph, a thesis statement names the specific topic of the essay. It is normally the last sentence in an introductory paragraph. It has three purposes:

- a) It states the specific topic of the essay.
- b) It may list the subtopics of the main topic.
- c) It may also mention the method of organization.

In this part, the writer may start writing from the very general common issue, problems, or topic that is needed to discuss. It can start with:

- a) Direct the reader's attention to the subject or problem.

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<sup>50</sup> Hoey, M. P. *Signaling in Discourse*. Birmingham, (UK: English Language Research: University of Birmingham, 1983).

- b) Explain your experience with the subject – the reasons why you can write with your authority.
- c) Establish bridges with the readers by pointing out shared beliefs, attitudes, and experiences.

## 2) BODY

In this section, the writer gives the important issue or problem that is going to discuss in the essay. There are three stages in this part, they are topic sentence, supporting sentence (at least 3 supporting sentences), and concluding sentences. Each body paragraph supports the thesis statements. Commonly, it is consisting of at least 3 important issue/topic or problem which is separated by each paragraph in the body. In each topic sentence, the writer is also given the supporting sentence to support the topic sentences in each paragraph in the body. It is necessary because the writer should provide the evidence or experience to support the idea in the topic sentences. Concluding sentence is not necessary in the body paragraph especially when the ideas are closely related. It can start from:

- a) Explain the nature of the problem, its history, and causes.
- b) Explain its relevance to the reader's problems, desires, and interests – the reasons why the problem is important to the reader.

## 3) CONCLUSION

In this section, there are two stages that should be completed to end the essay. These two stages are re-statement topic sentences and the summary of the essay. In the re-statement topic sentences, the writer should re-state in other words in the same sense. The writer gives the concluding sentence or summarize all the essay that has been discussed in the text. The concluding paragraph is the last paragraph of



essay which has function as the signals of the end in the essay, reminds the reader of the main point, and leaves the reader with the final thoughts on the topic. It can start from:

- a) Explain the implications of the thesis statements but in different words.
- b) Summarize all the text is about. In this part, the writer can give the comment, suggestion, opinion, judgment, recommendation about what it has already discussed. Remember, it is not allowed to add new ideas in the concluding paragraph.

## B. Previous Study

There are several previous studies that had done related to this topic. Even though it is not almost same but it can be the reference to distinguish between the previous studies with the present study.

The first previous study was conducted by Ayub, Seken, K Suarnajaya W about “*An Analysis of the Cohesion and Coherence of Students’ English Writings at the Second Grade of SMAN 1 Labuapi West Lombok*”.<sup>51</sup> This previous study aimed to analyzing students` writings in terms of: (1) the types of cohesive devices used; (2) the types of topical progressions; and (3) the problems of coherence. The results of this study 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 was used 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 18.25%; (3) some problems in coherence of students` writings were reference, conjunction, lexical cohesion, tenses, auxiliary

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<sup>51</sup> K. Seken, W. Suarnajaya, and others, “An Analysis of the Cohesion and Coherence of Students English Writings at the Second Grade of SMAN 1 Labuapi West Lombok,” *Jurnal Pendidikan Bahasa Inggris* 1 (2013), accessed October 1, 2017, <http://pasca.undiksha.ac.id/e-journal/index.php/jpbi/article/view/735>.

`to be`, passive voice, infinitive, gerund, subject-verb agreement, noun, preposition, and text structure.

The second previous study was conducted by Suwandi about “Coherence and Cohesion: An Analysis of the Final Project Abstracts of the Undergraduate Students of PGRI Semarang”.<sup>52</sup> This previous study aimed to reveal the micro-level coherence, how each sentence is connected to the other to make logical relations, and to discover the macro-level coherence, the right use of cohesive devices like conjunction, reference, substitution or ellipsis. This research used qualitative research since the data took from the undergraduate students of the English Department of PGRI University Semarang. The result showed that the abstract analyzed have not satisfactorily achieved coherence through some cohesive devices like reference, conjunction, ellipsis which used to link one sentence to the other. Some grammatical mistakes were also found such as plural form, active-passive voice.

The third previous study was conducted by Li Fengjie, Yuan Xiuying, Zhang Chuanze about “Analysis of the Problems on Coherence in College English Writing”.<sup>53</sup> This study aimed to focus on analysis of the syntactical problems on coherence in college English writing, then explore the main reasons for the problems in students’ writing to help them improve their English writing. This research used descriptive qualitative approach as the research methodology. In this research, the researcher asked the students wrote 8 compositions with different topics based on seven different ways of developing a paragraph. The result showed that most of students can express their ideas correctively in English without serious grammar mistakes. However, when it comes to the effectiveness of sentences, the students were susceptible to coherence issues in writing. The problems on coherence showed that the use of separate words that are closely related which unnecessary, use a pronoun with ambiguous reference,

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<sup>52</sup> Suwandi Suwandi, “Coherence and Cohesion: An Analysis of the Final Project Abstracts of the Undergraduate Students of PGRI Semarang.” *Indonesian Journal of Applied Linguistics* 5, no. 2 (January 30, 2016): 253.

<sup>53</sup> Fengjie, “Analysis of the Problems on Coherence in College English Writing.”

put a modifier far from the word it modifies, made unnecessary and confusing persons or numbers, made the mistakes in changing the tense and verbs, use different forms to express parallel ideas.

The fourth previous study was conducted by Diah Dwi Kurniyati about “Analisis Kesalahan Kohesi dan Koherensi Paragraph pada Karangan Siswa Kelas X SMA Negeri 3 Temanggung”.<sup>54</sup> This study aimed to (1) describe the errors of using cohesion, (2) describe the errors of using coherence, (3) describe the cause and effect of using cohesion, and (4) describe the cause and effect of using coherence. The researcher used descriptive qualitative as the research methodology. In collecting the data, the researcher used students’ writing task with random sampling. The result showed that there were 89 mistakes found in the students’ writing tasks. There were 49 mistakes in using cohesion such as 29 conjunction mistakes, 3 repetition mistakes, 6 ellipsis mistakes, 2 substitution mistakes, 1 synonym mistake, and 7 reference mistakes. In addition, there were 8 mistakes in using coherence such as 1 parallel structures mistake, 1 comparison mistake, 5 link ideas into logical order mistakes, and 1 structure mistake. Additionally, cause – effect mistakes in using cohesion were 35, while cause – effect mistakes in using coherence were 10.

From all the previous studies, this research focused on analyzing and describing the students’ strategies in building coherence in writing English essay written by the students of English Teacher Education Department in Written English class. In this study, the researcher intended to answer the questions: what the student’s strategies are to build coherence in writing English essay written by the third semester students of Written English class and also why the strategy is chosen by them.

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<sup>54</sup> Diah Dwi Kurniyati, A Degree of Strata 1 Thesis: “Analisis Kesalahan Kohesi dan Koherensi Paragraph pada Karangan Sisswa Kelas X SMA Negeri 3 Temanggung”. (Yogyakarta: Universitas Negeri Yogyakarta, 2012).

## CHAPTER III RESEARCH METHODOLOGY

This chapter deals with research methodology which is designed as technique to collect and analyze the data:

### A. Approach and Research Design

The major purpose of this study is to describe the students' strategies in building coherence in writing essay written by the third semester students in Written English class in English Teacher Education Department of Sunan Ampel State Islamic University of Surabaya. Considering the objective of this research, the writer decided to use descriptive qualitative to find out the research questions since the data are in the form of words, phrase, or sentences. Qualitative research is a research for describing and analyzing phenomenon, event, social activity, attitude and individual perception and group perception.<sup>55</sup>

Therefore, the research design of this study is descriptive design in order to describe the students' strategies in building coherence in writing English essay written by the students and why the strategy is chosen. Descriptive design is used because there is no treatment given to the students.<sup>56</sup> It means that the use of coherence in students' writings is only described as what they were, without giving any treatments.

### B. Research Presence

In this research, the role of the researcher is as the data collector and interviewer. The researcher collected the data by using two instruments. The instruments used are documentation and interview guidelines.

In this research, the researcher used documentation from the students' writing essay to answer the research questions. Furthermore, the researcher did interview the students who has been studied in Written English class in English Teacher

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<sup>55</sup> Sutopo - Arief, *Penelitian Kualitatif: Aplikasi Pada Penelitian Ilmu Kesehatan*. 2010.

<sup>56</sup> Seken, Suarnajaya, and others, "An Analysis of the Cohesion and Coherence of Students English Writings at the Second Grade of SMAN 1 Labuapi West Lombok."

Education Department. In this case, the researcher's role is as the interviewer.

### **C. Research Location and Subject**

This research conducted in third semester students of English Teacher Education Department of Sunan Ampel State Islamic University of Surabaya in Academic Year 2017/2018.

The subject of this research was the students in third semester of Written English class in English Teacher Education Department of UIN Sunan Ampel Surabaya academic year 2017/2018. The students are from B class in Written English course.

In this research, the researcher took B class of Written English class in which in that class the lecture gave individual middle test directly in the classroom. In B class of Written English course is chosen by the researcher to obtain the data.

### **D. Data and Source of Data**

Data is the most important thing in conducting the research. It is contained of many information which is necessary. In conducting research about the students' strategies in building coherence in writing essay produced by students in the third semester of Written English class, it means that the data of this research are the students' strategies in building coherence in writing English essay and the reasons for the selection of that strategy. The strategies mean transition signals to link the ideas, consistent pronouns, repeat of keyword, and logical order arrangement of ideas. The researcher got the data by document (essay) and interview to the students.

Furthermore, in conducting the research, it is strengthened by open interview to gain deeply information about students' strategies in building coherence in writing English essay and the student's reasons for selecting the strategy. The source of data in this research came from the students who has been learned in Written English class in the third semester, then it is shown by the researcher in percentage form and description.

In this research took the students of Written English B class who has done individual middle test directly in the classroom. Moreover, the students in that class had to give their best in doing the test. In short, the students have experience

about writing English essay in the class before the middle test because the lecture has been explained in the class before.

#### **E. Data Collection Technique**

Data collection technique has function to gather the information used by the researcher in conducting this research. In this research, the researcher used documentation and interview as the data collection techniques. In documentation, the researcher used document essay from the subjects, and for interview used open interview guidelines to answer the research questions. The researcher provided several questions which is going to ask to the subject of this research.

In this research, the data were collected from students' essay document and students' answer in the open interview. The document is taken from the lecture, while the student's answer related to the second research question is taken from result of interview with the subject research.

#### **F. Research Instrument**

In this research, the researcher used two instruments such as fieldnotes and open interview guidelines. In fieldnotes the researcher analyzed the content of student's essay related to the strategies in building coherence. Next, it continued to use open interview guidelines. In the interview, the researcher used open interview guidelines to gain more deeply about the student's reasons for selecting the strategy. In the open interview guidelines, the researcher provided several questions to get the data about the research questions.

#### **G. Data Analysis Technique**

In this research, the researcher analyzed the collected data using descriptive qualitative design. The data obtained through documentation and interview. After collecting the data, the researcher analyzed it. In analyzing the data, the researcher started from the document first then interview. In analyzing the document it started from:

1. Read the essay first to get the information in general.
2. Identify the strategy related to achieve coherence in the essay.

3. Category the strategies (using transition signals to link ideas, using consistent pronouns, using repetition of key word, and using the logical order in arrange the ideas).
4. Divide the strategies based on the usage appropriately.

After analyzing the data from document, the researcher continued to analyse the data from interview as follows:

1. Collect the same theme reasons of choosing the strategies.
2. Category it based on the most reasons chosed by the respondents in using the strategy.
3. Summarize it all.

#### **H. Checking Validity of Findings**

After analyzing the data, the researcher needed to check the accuracy of the research. Hence, validating the findings is an important step in this research to prove that the findings is accurate. According to Creswell, there are three primary techniques that are typically used in qualitative research: triangulation, member checking, and auditing.<sup>57</sup> In this research, the researcher used triangulation in checking validity of findings. Triangulation is the process of corroborating evidence from different individuals (e.g. a principal and a student), types of data (e.g. observational fieldnotes and interviews), or method of data collection (e.g. documents and interviews) in descriptions and themes in qualitative research.<sup>58</sup> The researcher obtained the data from document analysis and interview. Additionally, the researcher asked for help from advisor and lecture that are expert in in related issue (student's strategies in building coherence in writing English essay). The theories of strategies in building coherence in writing English essay is Oshima and Hogue: *Writing Academic English*. By using triangulation technique, the findings of this research were more accurate.

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<sup>57</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edition (Boston: Pearson Education, Inc., 2012), p. 259.

<sup>58</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edition (Boston: Pearson Education, Inc., 2012), p. 259.



## I. Research Stages

The process of this study has been done as these following stages:

### 1. Decide the research design

The researcher wrote the title of this study and research questions first before go ahead to the research design. After determining the focus of the research that is discussed, the researcher decided the research design of this research along with the outline.

### 2. Conduct the research:

#### a. Collecting data

As the data are about the strategies in building coherence including the use of transition signals to link ideas, use consistent pronouns, use repetition of key word, and use logical order to arrange the ideas and the reasons for selecting that strategy, the researcher obtained the data from the document essay to the respondents to seek the strategy to build coherence and student's answers in interview to find out the student's reasons for selection the strategy.

#### b. Analyzing the data of documentation

After all the papers have been collected, the researcher analyzed the data using fieldnotes. It started from:

1. Read the essay first to get the information in general.
2. Identify the strategy related to achieve coherence in the essay.
3. Category the strategies (using transition signals to link ideas, using consistent pronouns, using repetition of key word, and using the logical order in arrange the ideas).
4. Divide the strategies based on the usage appropriately.

#### c. Doing open interview

The researcher directly asked particular information to complete the data and to support the



result of the first research question but the researcher focussed on student's reasons in selecting the strategy. In addition, it can reinforce the possibilities that occur during the two processes before. In this part, it started from:

1. Collect the same theme reasons of choosing the strategies.
  2. Category it based on the most reasons chosed by the respondents in using the strategy.
  3. Summarize it all.
- d. Combining all the data

The researcher combined the result of content analysis and open interview result. After that, the researcher summarized the result then explained it the research findings in the discussion section.

- e. Concluding the result of the research

After all the data has been collected, the result has been analyzed, the researcher drew the conclusion of the research based on whole sections of this research that have been discussed.

## **J. Research Framework**

In this study, research framework gave the information related to the research. The research framework presented as follow:

**Table 3. 1 Research Framework**

<b>Research Question</b>	<b>Data Collection Technique</b>	<b>Instruments</b>	<b>Data Analysis Technique</b>
RQ 1	Document	Fieldnotes	Analyze with Oshima and Hogue theory of the ways in achieving coherence
RQ 2	Interview	Open interview guidelines	Analyze by providing the percentage of the frequently strategy is used by the students

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion about the students' strategies in building coherence in writing English essay. It is intended to answer the research questions of the study. The data of this study was dealing with the strategies that used by the students in building coherence in their writing English essay and also what the student's reasons in choosing the strategies. Furthermore, the analysed data is categorized based on the theory of the ways to achieve coherence in writing.

#### **A. Research Findings**

This sub chapter contains the data as the findings of these following research questions: 1) Student's strategies in building coherence in writing English essay in Written English class, and 2) Student's reasons for choosing the strategy in building coherence for writing English essay. The data are taken from English Teacher Education Department of UIN Sunan Ampel Surabaya in academic year 2017/2018, especially in Written English class. The researcher conducted the research and started to collect the data from all the research instruments including document and interview guide. This research was conducted from December 4<sup>th</sup> – December 11<sup>th</sup>, 2017.

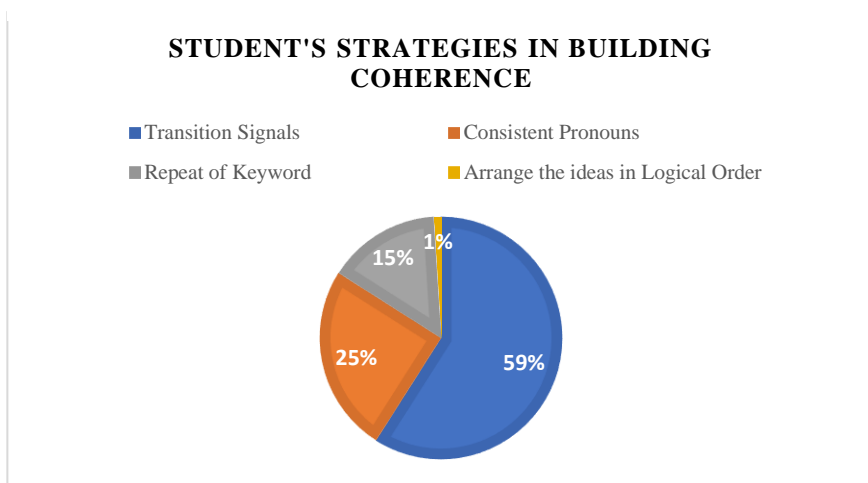
Among all five available classes of Written English class in English Teacher Education Department of UIN Sunan Ampel Surabaya, only one class is chosen for this study because in that class, the students are given the middle test by the lectures to write individual English essay in the class directly. As in that moment, the students have prepared it well. The data was taken in the moment after the lecture has finished checked and scored the tests. The lecture provided the writing rubric assessment for scoring the essay. It is provided to make the students understand which point they had to improve and which point they had to maintain their writing skill. The lecture provided the topic in student's middle test for writing English essay.

The data is gained from B class of Written English class. There are 13 essays from that class. Theories related to the strategies in building coherence in writing English essay are used as the guidance in examining the student's strategies used in building coherence in writing English essay when they were given the middle test by the lectures to write English essay. The data for student's strategies in building coherence in writing English essay is taken from the documentation of their middle test (essay), while the data of student's reasons in choosing the strategy in building coherence to write English essay is taken from interview guide.

### **1. The Student's Strategies in Building Coherence in Writing English Essay in Written English Class**

In this part the researcher presents the result of answering the first research question. The researcher analysed the strategies used by the students in building coherence for writing English essay. From the essay collected by the researcher through student's middle test.

Among 13 students with 13 total essays that has been collected by the researcher and the kinds of English essay in this research is Argumentative essay. The findings showed that the use of strategies in building coherence are transition signals 59%, consistent pronouns 25%, repeat of keyword 15%, and arrange the ideas in logical order 1%. There were 205 transition signals, 88 pronouns consistently, 55 repetitions of keywords, and 2 types of student's arrangement styles. The researcher provided the analysis result in each essay about the student's strategies in building coherence for writing English essay (*See Appendix I*). All the student's strategies in building coherence in writing English essay are presented as follow:

**Diagram 4. 1 Student's Strategies in Building Coherence**

From the diagram, it can be seen the frequency of strategies in building coherence are 59% transition signals, 25% consistent pronouns, 15% repetition of keyword and 1% logical order arrangement. In logical order arrangement, the students have 2 types of arrangement styles. First, it arranges based on student's experiences. Second, it arranges based on the lecture's outline. Below are the detail data about the strategies in building coherence used by the students in writing English essay:

**a. Transition Signals**

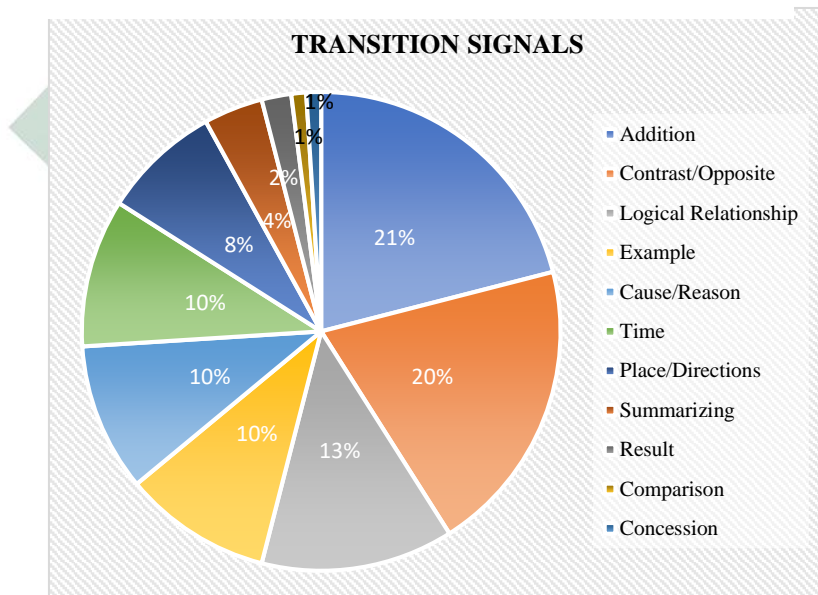
In this study, there were 205 transition signals that has been analysed. Among 13 essays collected by the researcher from the student's essays, all of its used the transition signals in the essays. There are several kinds of transition signals divided into the usage of its. The function of transition signals could be classified into:

- 1) Showing Addition
- 2) Giving Example
- 3) Showing Contrast/Opposite

- 4) Showing Comparison
- 5) Showing Summarizing/Concluding
- 6) Showing Time
- 7) Showing Place/Directions
- 8) Indicating Logical Relationship
- 9) Showing Cause/Reason
- 10) Indicating the Result
- 11) Showing Concession

The researcher analysed and divided the transition signals which belongs to each classification. The result could be seen as follow:

**Diagram 4. 2 Transition Signals**



From the diagram above, the use of transition signals of showing addition is the most as the students used. There are 21% of showing addition. On the other hand, the minimum percentage of using transition signals is showing concession

in which there are 1% of it. Below is the detail description of the transition signals use:

a) **To show addition**

In using transition signals to show addition, 21% students used it. Below are the detail data about using transition signal to show addition:

**Table 4. 1 Transition Signals to Show Addition**

Showing Addition	Total	Text
a. It shows that	1	1
b. Moreover	9	1, 2 <sup>2</sup> , 3, 5, 8, 10, 11, and 13
c. Furthermore	5	3, 4, 6, 10, and 13
d. In addition	7	3, 6, 8, 9, 11, and 13 <sup>2</sup>
e. In case	2	3 and 7
f. Beside	4	5 <sup>2</sup> , 10, and 12
g. In some cases	1	7
h. And	8	8, 10 <sup>3</sup> , 11 <sup>2</sup> , and 13 <sup>2</sup>
i. Additionally	1	9
j. In another	2	11 <sup>2</sup>
k. Afterwards	1	12
l. And then	1	13
m. In fact	1	1
<b>Total</b>	<b>43</b>	<b>13</b>

From the table, it can be seen that all of 13 essays which use transition signals to show addition. In using transition signals, there are two (2) texts which used “moreover” twice and using “*in addition*” twice. For example, in text 2 used “*moreover*” twice and text 13 which used “*in addition*” twice.

**b) To contrast**

In using transition signals to contrast/opposite, 20% students use it. Below is the detail data about transition signals to contrast/opposite:

**Table 4. 2 Transition Signals to Contrast**

To Contrast	Total	Text
a. Unfortunately	2	1 and 11
b. But	13	1, 5 <sup>3</sup> , 6 <sup>2</sup> , 7 <sup>2</sup> , 10 <sup>2</sup> , 11 <sup>2</sup> , and 13
c. Eventhough	1	2
d. On the other hand	4	2, 6, 8, and 13
e. However	3	3, 8, and 13
f. Nevertheless	2	3 and 13
g. Whereas	2	3 <sup>2</sup>
h. Yet	4	3, 4, 9, and 12
i. Although	4	3, 5, 7, and 11
j. Though	1	3
k. On the other side	1	6
l. Otherwise	1	8
m. In my judgement	1	11
<b>Total</b>	<b>39</b>	<b>13</b>

From the table, it can be seen that all of 13 essays which used transition signals to show contrast argument. Many of essay are frequently used “*but*” in showing contrast. There are fourth (4) essays which used “*but*” twice in the essay. These essays are text 6, text 7, text 10, and text 11. Moreover, in text 5 used “*but*” three times.

**c) To indicate logical relationship**

In using transition signals to indicate logical relationship, 13% students use it. In the following table are the detail data about transition signals to indicate logical relationship:



**Table 4. 3 Transition Signals to indicate Logical Relationship**

To indicate Logical Relationship	Total	Text
a. Therefore	4	1, 8, 12, and 13
b. Thus	1	1
c. So	19	1, 2 <sup>3</sup> , 3, 4 <sup>2</sup> , 5, 6, 9 <sup>2</sup> , 10 <sup>3</sup> , 12 <sup>2</sup> , and 13 <sup>2</sup>
d. If	3	3, 7, and 5
<b>Total</b>	<b>27</b>	<b>12</b>

From the table, it can be seen that the students are often used “So” to indicate the logical relationship. In the student’s essay, the word “So” is used to give short conclusion about the idea. Regarding of the result about transition signals to indicate logical relationship, the students use it to indicate the end of the idea in a paragraph and to give a short summarize of paragraph.

**d) To give example**

In using transition signals to give example, 10% students use it. In the following table are the detail about transition signals to give example:

**Table 4. 4 Transition Signals to Give Example**

Giving Example	Total	Text
a. For example	15	1, 2 <sup>2</sup> , 6 <sup>2</sup> , 7, 8, 9 <sup>2</sup> , 10, 11 <sup>3</sup> , 12 and 13
b. For instance	3	2, 3, and 12
c. Some examples	1	3
d. In my experience	1	9
e. Like my mom’s experience	1	9

<b>Total</b>	<b>21</b>	<b>11</b>
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From the table, it can be seen that all of 11 essays are used transition signals to give the examples. The use of “*for example*” is frequently happened in the student’s essay which was 15 times. In text 9, the student used other terms to give the example by using “*in my experience* and *like my mom’s experience*”. In this case, the student better use “*for example* or *for instance*” to give the example in order to make the essay better. In another case, text 3 used “*some examples*” to give more than one example in one idea.

e) **To show cause/reason**

In using transition signals to show cause/reason, 10% students use it. The *following* table are the detail data about this part:

**Table 4. 5 Transition Signals to show Cause/Reason**

To show Cause/reason	Total	Text
a. Because of	1	2
b. Because	16	3, 5, 6, 7, 8 <sup>2</sup> , 9 <sup>4</sup> , 10, 11 <sup>4</sup> , and 12 <sup>2</sup>
c. Since	1	3
d. For	2	10 <sup>2</sup>
<b>Total</b>	<b>20</b>	<b>10</b>

From the table, it can be seen that the students are frequently used “*because*” to show the reasons/cause about the topic. In fact, the texts which use it are showing the reasons about the topic that they discussed. In fact, text 9 and text 11 are used “*because*” fourth times to show their reasons about the beneficial of using Social Media.

f) **To show time**

In using transition signals to show time, 10% students use it. Below are the detail data about transition signals to show time:

**Table 4. 6 Table of Transition Signals to show Time**

Showing Time	Total	Text
a. Nowadays	5	2, 3, 4, 5, and 7
b. Meanwhile	1	3
c. Lately	1	3
d. As long as	3	3 and 7 <sup>2</sup>
e. In this era	2	4 and 13
f. After that	2	4 and 7
g. Sometimes	2	6 and 8
h. In this modern era	2	8 and 9
i. Whenever	1	8
j. In past	1	11
<b>Total</b>	<b>20</b>	<b>10</b>

From the table, it can be seen that the students used various terms to show time. A very common word in transition signals to show time used by the students in the essay are “*Nowadays*”.

**g) To show place/directions**

In using transition signals to show place/directions, 8% students use it. Below are the detail data about transition signals to show place/directions:

**Table 4. 7 Transition Signals to show Place/Directions**

Showing Place/directions	Total	Text
a. Here	3	1, 3 and 8
b. Firstly	5	2, 4, 8, 9, and 13
c. Secondly	5	2, 4, 8, 9, and 11
d. First	2	6 and 11
e. Second	1	6
f. At the first time	1	13
<b>Total</b>	<b>17</b>	<b>9</b>

From the table, it can be seen that the use of “*Firstly* and *Secondly*” are often used to show direction of ideas. There is only three essay which used “*Here*” to show the place.

#### h) To summarize/conclude

In using transition signals to summarize/conclude, 4% students use it. Below are the detail data about transition signals to summarize/conclude:

**Table 4. 8 Transition Signals to Summarize/Conclude**

To Summarize/conclude	Total	Text
a. In conclusion	3	4, 5, and 13
b. Overall	1	6
c. In a short	1	8
d. In short	3	9, 10, and 11
e. In other words	1	13
<b>Total</b>	<b>9</b>	<b>8</b>

From the table, it can be seen that the use of “*in conclusion* and *in short*” are frequently used to summarize the text. In other essays, they used other terms to summarize the ideas, but it is not appropriate enough. For example, in text 2 used “*as a result*” to summarize the ideas but “*as a result*” belongs to transition signals to indicate the result not to summarize/conclude the ideas.

#### i) To indicate result

In using transition signals to indicate the result, there are 2% students use it. Below are the table of transition signals to indicate the result:

**Table 4. 9 Transition Signals to indicate Result**

To indicate Result	Total	Text
a. As a result	2	2 and 13
b. Therefore	3	2, 12 and 13

c. In fact	1	1
<b>Total</b>	<b>6</b>	<b>4</b>

From the table, it can be seen that only four (4) texts which used transition signals to indicate the result. In fact, text 12 used “*Therefore*” at the end of paragraph to make a summary/conclude the ideas. It is not appropriate enough because transition signals to make a summary/conclude the ideas can use “*In conclusion, overall, in short, etc*”. the differences between “*Therefore*” to indicate logical relationship and “*Therefore*” to indicate a result is the context. If that word to indicate logical relationship, “*Therefore*” is closely related with the same ideas, while to indicate the result its used to show the result about something or data.

**j) To compare**

In using transition signals to compare, 1% students use it. Below are the detail data about transition signals to compare argument:

**Table 4. 10 Transition Signals to Compare**

To Compare	Total	Text
a. As like	1	12
b. Likewise	1	13
<b>Total</b>	<b>2</b>	<b>2</b>

From the table, it can be seen that only two (2) essays which used transition signals to compare argument. Text 12 and text 13 are used it to compare the argument.

**k) To show concession**

In using transition signals to show concession, 1% student use it. The following table is the detail data about this part:

**Table 4. 11 Transition Signals to show Concession**

To show Concession	Total	Text
a. Surely	1	6
<b>Total</b>	<b>1</b>	<b>1</b>

From the table, it can be seen that there was only one (1) text which used transition signals to show concession. It was text 6. It is used to show that the discussion topic is very common in the world. The student argued that everybody in the world has been knowing about the topic. In short, the student uses it to show its concession about the topic is discussed.

From the detail data presented above, it shows that among the students used transition signals in their essay to build coherence. Among all the students frequently did the transition signals to link the ideas. They used at least 10 transition signals to link the ideas in a sentence to others and the maximums was 26 transition signals used.

The following sentences below are the example among transition signals used that occurred by the students in their essay:

**Example 1 (sample 6)**

*“Furthermore, social media can use for socializing to maintain relationship.”*

In this case, the writer used “*Furthermore*” to add that social media can be *the* tool to maintain the relationship and socialize. This sentence supported the second ideas of the essay which told about the second function of social media is to socialize with the other people. The word “*Furthermore*” here, is used to show the additional ideas.

### Example 2 (sample 2)

*“In this digital era, social media actually has become an important thing for human life even in educational world”*

In this example, the writer used “*In this digital era*” to show the case that **happened** in this time/era. The writer wanted to talk that social media is important for education in this era. So, the writer used that phrase to show the time.

### Example 3 (sample 8)

*“On the other hand, either people often think if using social media for their business it will make people more complicated or it is just waste their time”*

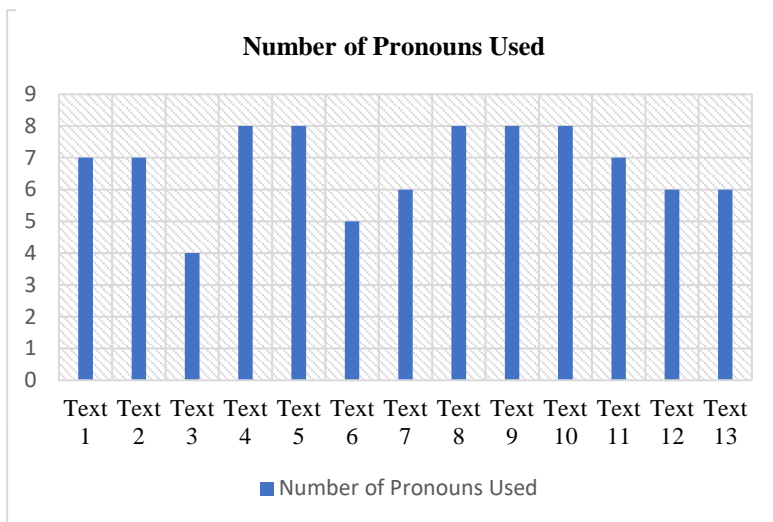
The third example, the writer used “*On the other hand*” to rebut the argument of social media can **engage** the business for many people. In this case, the writer wanted to show the others argument who still think that social media has not advantages. That phrase showed the contrast argument or to rebut something.

#### b. Consistent Pronouns

Consistent pronoun means the pronouns that used by the students to change the subject or object to others word in their essay. For example, I, me, they, we, our, us, you, he, she, it, which, etc. The occurrences of Consistent Pronoun were not as much as the transition signals. In this case, the students did the consistent pronoun for at least 4 consistent pronouns in some paragraphs.

Overall, in using consistent pronouns, there were 88 pronouns used in the essay. Below is the diagram of consistent pronouns used by the students in their essay:

**Diagram 4. 3 Number of Consistent Pronouns in all Essays**



From the diagram above, it shows that the frequency of consistent pronouns used is 8 (eight) times, while the minimum is 4 (four) times. It means that, the students preferred to choose pronouns as the easiest way to replace the subjects, objects, names of people, or things. The types of pronouns which used by the students in their essay are presented below:

#### 1) Personal Pronouns

Personal pronouns can be the subject of a clause or sentences. They are: *I, he, she, it, they, we, and you*. Personal pronouns can also be objective, where they are the object of a verb, preposition, or infinitive phrase. They are: *me, her, him, it, you, them, and us*. For example, in text 1:



*“Here, social media has a self-proportion in economic communication. It is an effective means that can help **the users** do everything. For example, **they** can share and get various job, offer services, trade everything, and other activities related to the improvement of economic value via online”.*

The example above, the student used “they” to replace “the users”. The word “they” is the subject pronoun of sentences.

Another example is text 9 as follow:

*“For example, **I** usually go shopping in online shop, because it is very simple. In addition, almost all of people establish online shop because as a part time job. Like my sister’s experience, she has online shop and she ever say to **me** that online shop to earn much money and it is very enjoyable to spend her free time”.*

From the example above, the student used “me” to replace “I”. The word “me” is object pronouns of sentences.

## 2) Subject Pronouns

Subject pronouns are often (but not always) found at the beginning of a sentence. The subject pronouns are *I, he, she, it, they, we, and you*.

## 3) Object Pronouns

By contrast, objects and object pronouns indicate the recipient of an action or motion. They come after verbs and preposition (to, with, for, at, on, besides, under, around, etc). the object pronouns are *me, her, him, it, you, them, and us*.

## 4) Possessive Pronouns

Possessive pronouns show ownership. They are: *my, mine, your, yours, our, ours, their, theirs, his, her, hers, and its*. For example, in text 11 below:

*“Some **people** think that social media is not important and even social media is depredator. Unfortunately, **their** opinion is different with my mind.”*

From the example, it can be seen that the student used “their” in order to replace “some people”. The word “their” is the possessive pronoun showing an ownership of “some people”.

#### 5) Indefinite Pronouns

Indefinite pronouns do not point to any particular nouns but refer to things or people in general. They are: *few, everyone, all, some, anything, and nobody*. For example, in text 1 below:

*“Actually, everyone can get the benefits of **social media** suspended how they use it well.”*

From the example, it can be seen that the student did not point to any particular noun, but the student refers to people in general.

#### 6) Intensive Pronouns

Intensive pronouns are used to emphasized a noun or pronoun. These are: *myself, himself, herself, themselves, itself, yourself, yourselves, and ourselves*. For example, in text 5 below:

*“You just need to record **yourself** and upload it on YouTube or other social media apps.”*

From the example, it can be seen that the word “yourself” is used to emphasized a noun “you” at the previous words.

Based on the types of pronouns, it means that the students used various types of pronouns in their essay. In the following part is the example of consistent pronouns in the student’s essay. All of 13 essays are used pronouns consistently.

**Example 1 (sample 4, first paragraph)**

*“Nowadays, many students use social media in their daily activities. They use it as a necessity in communication. Yet, they don’t know the bad effects of it. Social media gives bad effects for the student’s learning, why? It is because of two main reasons that can be felt by the students. Two main reason that I will explain here are because social media can make the students lazy and the social media can occur plagiarism in the school.”*

Have a look on that paragraph, the writer used consistent pronoun to change the word “Many students” and “Social Media”. The word “Many students” has changed into *their, they, and the students*, while the word “Social media” has changed into *it and social media* consistently. That was called as the consistent pronoun.

**Example 2 (sample 7, fourth paragraph)**

*“Some people say that social media makes people addicted and forget their surroundings, making them introvert or something like that. But in my opinion, it can be a good thing, because it less dangerous than addicted to drugs.”*

The second example shows that the pronoun used in that essay is *consistently*. The words “*their, them, and people*” referred to “*some people*”, while the words “*it*” referred to “*social media*”.

**Example 3 (sample 12, third paragraph)**

*“Beside in education, social media is also used to know about the new information in the world. We can know about information out of our country, such as the mosque at Mesir. There is a terror over there.*

*Afterwards, it can be used to give news to the family or friend away. For instance, our parents or other (our family) are going to out of country, and we are missing them. So, we use it (social media) to call them.”*

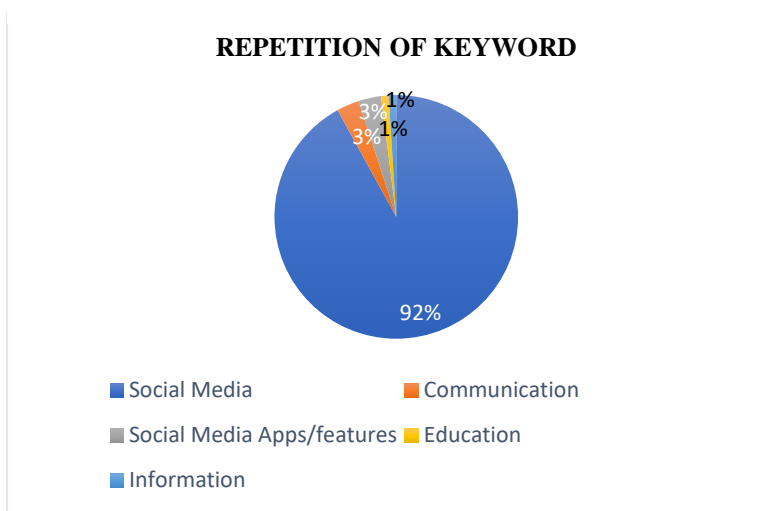
Through the third example, the writer used consistent pronouns in referring some words. As the example above, the word “social media” has changed into “it” twice. Another word is “them” referred to “family or friend and our parents or other (our family)”. The word “them” has repeated twice consistently. In that essay, there was also “We” but it was not belonging to consistent pronoun because it has not the pronoun reference in that paragraph. So, the consistent pronouns of that paragraph were “it” and “them”.

From those examples above, the students used pronoun consistently in their essay. They used it for some paragraphs as much as they need. In short, not every paragraph has the consistent pronouns, but at least the students used this strategy in their essay. It means that, the third strategy happened on the students essay in building coherence.

### c. **Repeat of Keyword**

Repeat of keyword is the third strategy that used by the students to build coherence for writing English essay. Keyword here means the repetition of a key of the ideas or it can be called as repeating the idea. In this research, the researcher got ease in finding the keyword because the theme that used to write essay was same that was about “Social Media”.

The main keyword for all essays were social media. But, the researcher provided some keywords related to the main keyword in each essay as presented below:

**Diagram 4. 4 Repetition of Keywords**

From the diagram, it could be seen that social media is used the most as the keyword. Social media has 92% repetition in the essays. The others keyword such as communication has 3%, social media apps/features has 3%, education has 1%, and information has 1%. Those keywords are mostly repeated among all the essays.

Here, the researcher analysed it one by one to find out the repetition of keyword in each paragraph and for all the paragraphs. The following paragraphs presented the repetition of keyword that occurred in students' essays as follow:

**Example 1 (sample 5, first paragraph)**

*“Almost people around the world need **social media**. The main function of **social media** is communication. Every kind of information can be find and received faster than old time. The second function of **social media** is earning money. We have to be grateful to*

*live in this era, because we can get an income by just making us to be famous in **social media**.*”

In this example, the writer repeated the word “*social media*” four times. In that paragraph, the keyword was social media. The main idea of that paragraph was talking about the function of social media.

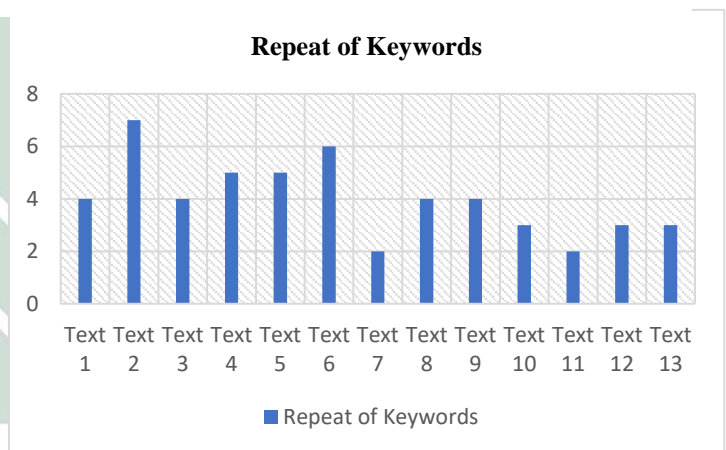
### **Example 2 (sample 1, second paragraph)**

*“**Social media** is avowed by people in this world as an important and **effective means of communication**. **It** is a label which given to digital technology. **It** also has an **important part of communication**, interaction, manufacture, and get information, about everything like education, social, culture, politics, and surely economy information. Here, **social media** has a self-proportion in **economic communication**. **It** is an effective means that can help the users do everything. For example, they can share and get various jobs, offer services, trade everything, and other activities related to the improvement of economic value via online. They don't need to spend much time, money, and energy to do that. They can do activities in a time easily. Therefore, **social media** becomes an effective choice for the users to have a business via online.”*

In the third example is another example of repeating the keyword. It is different from the two examples before. In that example, there was *social media* as the main keyword and *effective means of communication* as the additional keyword. Here, *social media* was not replaced by another pronoun (*it*), while the *effective means of communication* was replaced by pronoun (*it*) and other terms which has the nearly meaning like *important part of communication* and *economic communication*.

As the examples provided above, repeating keywords strategy happened on student's essay. Overall, the main keyword of the student's essays was "Social Media" as it mention previously, while the other keywords were communication, social media apps/features, education, and information. In repeating keyword, it is not only used the same word or replaced by pronouns, but also it can use with the synonyms, expressions, other terms which has the same or nearly meaning with the keyword to add some variety in writing. In short, there is no fixed rule about how often repeating the keywords.

**Diagram 4. 5 Repetition of Keywords**



At the end of this part, it can be seen the diagram of repetition of keyword in each essay presented as follow:

From the diagram above, it could be seen that each essay used at least two (2) repetition of keywords. Overall, each essay has variety of keywords repeated.

**d. Arrange the Ideas in Logical Order**

Making paragraph coherent must be good in arranging the ideas in logical order. It can be arranged by chronological order (ordered by time-a-sequence of events

or steps in a process), logical division of ideas (a topic is divided into parts, and each part is discussed separately), or a comparison/contrast (ordered by the similarities and/or differences between two or more items are discussed).

In this research, the students did the fourth strategy (arrange the ideas in logical order). Every student has different writing style in arranging the ideas, but they used logical division of ideas as the kinds to arrange their ideas.

Among the strategies in building coherence for writing essay especially English essay, the fourth strategy is quite difficult to build for the students. As the result of analysis, the students difficult to maintain the idea from beginning to end. The idea here is dealing with the topic which should same from the first to the end without changing or adding another idea or topic even though it is only one. But, first of all, the students have to make clear the topic that is going to discuss at the beginning of paragraph. This point is really important because the students had to build the reader's curiosity about the topic that will discuss in the essay. Furthermore, the readers can build their imagination about the topic.

In analysing the data, the researcher founds the essay which did not state the topic clearly. As a result, the reader might confuse about the topic that is discussed. As the following examples bellow:

**Example 1 (sample 11, first paragraph)**

*“Social media is an online media that is used to share, search, and create information or other easily. Do you know that social media in modern era cannot be separated in our daily life? You should believe it because as we know social media like snapchat, FB, twitter, Instagram, and etc often used by milinium people to communicate with other. Speaking about social media, some people think that social media is not important and even social media is depredator. Unfortunately, their opinion is different with my mind. In my judgement, social media is important in our life because it has many advantages and it is useful thing in our daily life.”*



On that example, the writer did not state the topic clearly. At the beginning, the writer good in attract the reader's attention by giving the opinion, but unfortunately the writer did not state the topic clearly. In the last line of sentence, the writer wrote that "*social media is important in our life because it has many advantages and it is useful thing in our daily life*". The sentence was not clear enough because the writer makes the readers confused about the advantages of social media and the use of social media in daily life. What advantages that are going to be discussed and in what way the use of social media useful for daily life. The word "*advantages*" is wider to discuss in terms of social media. Here, the writer better to state the topic clearly without making the readers confused about the discussing topic. Even though the writer states the topic in the following paragraph in essay.

#### **Example 2 (sample 6, first paragraph)**

*"Who does not know about social media? Surely, everybody in the world knows what social media is. It is very popular in this country cause its functions are very useful, such as: **getting some information or knowledge and socializing with other people.**"*

The second example, the writer states the topic at the beginning clear enough. In that example, the writer less to attract the reader's attention and curiosity. The important point is, the writer had to pay attention in attracting the reader's attention to read his/her essay and making the reader curious about the essay beside stating the topic. Both are important in essay because it will make the readers want to read and curious about the essay that the writer wrote.

In arrange the ideas in logical order, beside of stating the topic clearly and attracting the reader's attention or curiosity, the writer was also maintaining the ideas in order. In student's essay, most of them used

logical division of ideas in which the topic is divided into parts and each part is discussed separately. It is related to the text used by them. As the researcher mentioned above, the lecture of Written English B class asked the students to write Argumentative essay as their middle test. It means that, each idea is discussed separately to each part of paragraph.

The following example bellow present the essay in which the topic is separated into two parts ideas and discussed separately. It is representative of Logical division of ideas type.

### **Example 1 (sample 2)**

*“Have you ever seen a professor who brought social media in the classroom to teach student? It looks like a great new teaching method, isn't it? In this digital era, social media actually has become an important thing for human life even in educational world. Nowadays, social media can be brought in classroom because it has many benefits for education, especially for teachers. For instance, through **social media teachers can easily build connection** each other. Moreover, **social media can help teachers to find new teaching method**. This paper will present about the benefit of social media to help teachers in classroom teaching.*

*Firstly, **through social media, teachers can build a good connection**. By accessing social media, such as facebook, twitter, or even Instagram, teachers can create a better connection and share information quickly, which can make their work be more effective. Moreover, teachers can communicate and interact each other in huge community with no limit. Even though, they have never met before, it means that they can have connection among the teachers, students, and parents in the whole world. For example, teachers can create a group on facebook that consists of all students in*

*classroom. That group allows them to connect each other, ask questions, and collaborate.*

*Secondly, social media also can be a source for teaching in new method. For example, teachers use youtube to show some videos related to their subject, or they make some quizzes through facebook, Instagram, twitter, and others. This kind of teaching method will be more interesting for students, so it will increase student's motivation in learning."*

On that example, the topic discussed is social media for educational world. By the topic above, the writer divided into 2 parts ideas: through social media teachers can build a good connection, social media also can be a source for teaching in new method. Each part is discussed separately in each paragraph. second paragraph was talking about the first idea, while the third paragraph was talking about the second idea.

## **2. The Student's Reasons in Choosing the Strategies to Write English Essay**

In this part, the researcher presented the result of second research question in which it deals with the student's reasons for choosing the strategies in terms of writing essay especially English essay. The student's reasons in choosing the strategies in building coherence to write English essay are vary. It can be categorized into several themes (*See Appendix 3*). But, most of students answered the same theme in choosing the strategies.

Most of the students said that they need transition signals to build a good connection between a sentence to other sentences, to start writing paragraph, to explain the topic in each paragraph, to organize the ideas. They said that they need to use pronouns consistently to replace the subjects, objects, names of people, or things shortly without retype the same words over and over. Furthermore, they said that they need to use repeat of keywords in order to recall the writer or the reader about the topic. They added that repeating keyword needs to make their essay easy to understand and simply. Whereas they need to arrange the ideas in logical order to make their essay readable and understandable

for the readers. Even though they had different writing style in arrange the ideas. Many of the students arrange the ideas based on the lecture's outline when they learned about making essay outline.

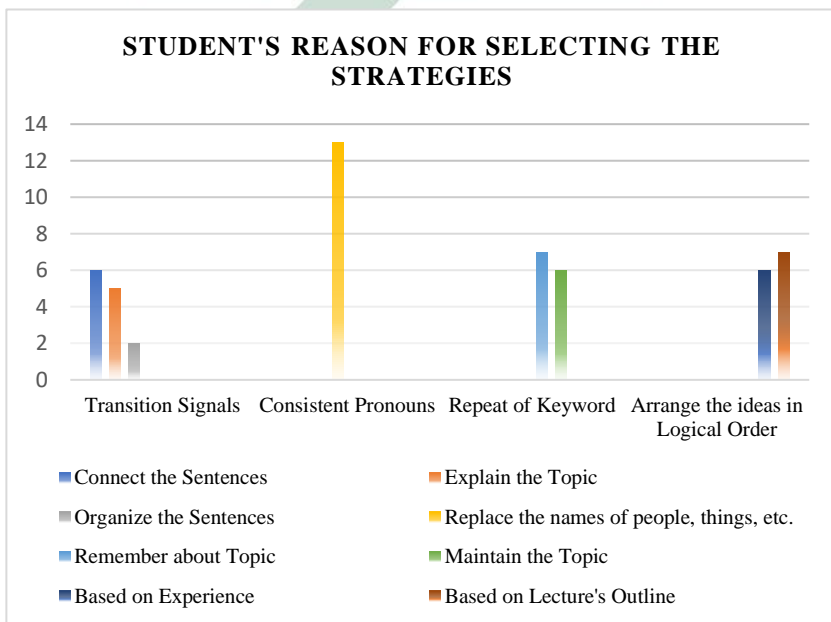
In finding the result of this second research question, the researcher used interview to the students. In interview result, the researcher collected the students answer and made several notes to categorize into the same themes. The reasons as the researcher mentioned above is the various themes answered by the students that has been categorized by the researcher into the big themes. The interview questions used by the researcher to gain the second research question as follow:

**Table 4. 12 Questions in Interview**

<b>Research Question</b>	<b>Strategies to Build Coherence</b>	<b>Questions</b>
Why the Strategy is chosen by the students of Written English class?	Transition Signals	Why do you choose (e.g.: Moreover, In short, On the other hand, etc.) in your essay?
	Consistent Pronouns	Why do you choose (e.g.: It, They, Them, Her, He, It, etc.) in your essay?
	Repetition of Keywords	Why do you choose to repeat the same word in your essay? For example: Social Media, Communication, etc.
	Arrange the Ideas in Logical Order	How do you arrange the ideas in your essay? Why the ideas in this essay is arranged like this?

Those interview questions have various answered by the students, but in consistent pronoun strategies, all of the students answered that they used it to replace the subjects, objects, name of people, things, etc without retype it again and again. For the detail information related to the student's reasons in selecting the strategies to build coherence for their writing English essay could be seen as the diagram below:

**Diagram 4. 6 Student's Reason for Selecting the Strategies**



The following section was the detail result about the reasons of selecting the strategies answered by the students to build coherence for their writing English essay:

#### **a. Transition Signals**

The students believed that using transition signals is very helpful for their essay especially in organizing the ideas. They believed that good to put transition signals made

their essay understandable and better. In addition, they want the readers to easily follow their ideas in their essay by using the transition signals. In this section, the researcher provided the big themes about the student's reasons in choosing the transition signals as follow:

**1) Connect the Sentences**

Student 1, student 6, student 8, student 9, student 10, and student 13 believe that the transition signals can help them in connecting sentences in paragraph. They would easy to put the ideas or supporting details by using the transition signals. For example, at the beginning of paragraph they use "*In this digital era*" to illustrate the time of essay that they would write. Here, the students used the transition signals to show the time in order the readers got the imagination about that time. Then, the students could easily attract the reader's attention by providing the supporting details to support the time as it has mentioned before. To sum up, writing text in English especially in writing essay, the transition signals are very helpful for the students to link a sentence to other sentences easily.

**2) Explain the Topic**

Explaining the topic by using the transition signals first, is easy for the student 2, student 3, student 5, student 7, student 12. They felt easy to start writing the topic by using transition signals first at the beginning of sentence. For example, "*Nowadays, people do not need to work to earn money in office, company or other instance, but we can earn money by social media.*" In that example, the student used the word "*Nowadays*" to start the sentence in explaining the topic "*Earn money by using social media*". This way is easy for them because they could explain the topic in a simply way. So, the transition signals are their

necessity to explain the topic in the beginning of paragraph in their essay easily.

### 3) **Organize the Sentences**

Student 4 and student 11 answered that by using the transition signals they would easy to organize the sentences in paragraph. Organize the sentence here means the students used transition signals to link the ideas and supporting details in a paragraph. For example:

*“**Firstly**, the students can be lazy because of the social media. Social media that has so many features can help everyone to access anything quickly, even in the school. The students that have already known with the technology can access the internet with those features than adult people. They usually use their gadgets anytime and also access everything if they are not under cautions of their parents or adult people. **So**, with that statement, I think they can use their gadgets wisely if their parents can control them. **Furthermore**, the social media can also change the student’s priority of something. They will be often forgetting about their own obligations and be passive in their school or house. It is because most of the students are like to communicate and waste their time with their friends in their gadgets than in real life.”*

In this example, the student used 3 (Three) transition signals in order to organize the idea and supporting details. The students felt that organize their ideas by using transition signals as the example above help them to link the sentences. Additionally, they believed that the readers would easy to follow their ideas in essay. In short, transition signals are needed for them in writing English essay.

#### b. **Consistent Pronouns**

Consistent pronouns in writing essay was chosen by the students in order to replace the subjects, objects, names of

people, things, and so on. All of the students believed that consistent pronouns can help them to replace the same subjects, objects, names of people, and things without retype the same words again and again. This way is very easy and simply for the students to change those in a short term. Furthermore, the students believed that by choosing the consistent pronouns the readers would not bored about the words which type over and over in essay. It is very easy for them because the students were also can minimize the use of the same words.

**c. Repeat of Keyword**

In repeating the keyword, the student 1, student 2, student 5, student 6, student 10, student 11, and student 12 believed that repeating keyword is important to make the readers remember about the topics that was discussed in the essay from the beginning to the end. Keyword here means the words which became the stressed point or issue discussed in the essay.

Student 3, student 4, student 7, student 8, student 9, and student 13 believed that repeating the keyword is needed to make the topic in writing keep in line. Keep in line here means that the topic still in the same meaning without adding, replacing, or reducing with others. They used the repetition of keyword to maintain the topic in each paragraph. Furthermore, it was helpful for the students to connect the topic in each sentence and in each paragraph smoothly. So, both students as the writer and the readers could easily understand the topic of essay.

**d. Arrange the Ideas in Logical Order**

The students chosen the fourth strategy in order to make their essay readable for the readers in following the topic. The way the students arrange the ideas in logical order were vary. There were 2 ways used by the students about how to arrange their ideas as what they wrote in the middle test.

Some of them arrange the ideas based on the experiences and lecture's outline. The description of each presented as follow:



### 1) **Based on Experience**

“*Experience is the best teacher*”, this proverb is true because experience can teach so many lessons in life. Through experiences lead the students to learn from it especially when they had to write English essay like their middle test. By agreeing that proverb, the students convince that writing essay will be more easily if they use their experiences. Furthermore, they have good imagination in writing essay related to the recently issues happened in their life. Having so many experiences in life can help them to write English essay well. Additionally, they felt not difficult to build the ideas and arrange the ideas chronologically. In here, the way the students arrange the ideas for writing English essay started from their experiences.

Student 1, student 2, student 5, student 6, student 7, and student 9 answered that the way they arrange their ideas in writing English essay comes from their experience. They will easy to organize the ideas by using their experiences. Moreover, they were also easy to give the examples related to the issues that they are discussed on.

### 2) **Based on Lecture’s Outline**

The rest of the students answered that the way they organize the ideas chronologically is based on the lecture’s outline. At the previous meeting in Written English course, the students taught by the lecture to make the outline of essay. The lecture gave them the examples and the assignments in writing English essay for several times. The students using the lecture’s outline when they did the middle test. For the students, the lecture’s outline can help them in organize the ideas in logical order. By using the lecture’s outline can easily follow the essay organization

related to their test given by the lecture in middle test.

Additionally, there are some reasons why the students arrange the ideas as like in their essay in the middle test such as:

- 1) The students would not difficult to organize the ideas because almost of them had experiences about the recently issue around them.
- 2) The idea is arranged to make everyone can read their essay well and they can easy to understand the purpose of their essay.
- 3) Arrange the ideas in chronological order can make the students easy to determine the general issue to specific issue for their essay.
- 4) The students were only following the lecture's outline because they were confused to start writing.
- 5) The students were like to make the strongest statements in each paragraph of their essay in order to convince the readers about their own judgement related topic in essay.

To sum up, writing English essay could be readable for all the readers by using a good arrangement of ideas. The essay would interest the readers if the writer has good ability in organizing the ideas. As what the students answered, they believed that by good arranging the ideas more chronologically made their essay easy to follow the ideas. Furthermore, both the writer and the reader will get the value through that essay.

## **B. Discussion**

In conducting this research, the students had to learn more about coherence in writing English essay. As a result, the students got difficulties in arrange their ideas into logical order in which it was important to make their essay more readable for

the readers in following the ideas. Studying about student's strategies in building coherence and knowing about the student's reasons in choosing the strategies to build coherence in writing English essay could not be underestimate. In fact, the students had already good in using transition signals, consistent pronouns, and repeat the keywords, but in the last strategy (arrange the ideas in logical order), they still difficult to maintain the topic from the beginning to the end.

For the teachers or lectures, they had to explain more about the coherence in writing English essay in which categorized as the academic writing style. The language used should be formal. Furthermore, the student's reasons for choosing the strategies were vary. Most of them said that writing essay is quite difficult and they had to read many researches if they wanted to write English essay as well. Even though using strategies in building coherence were quite easy but if it is implemented in writing essay, the result was not same.

To have the same interpretation between the readers and the researcher toward the findings above, this part discussed those findings by reflecting on some theories related for each following research questions:

### **1. The Student's Strategies in Building Coherence in Writing English Essay in Written English Class**

There are 4 (four) strategies in building coherence in writing Academic English especially essay which are used by the students in writing English essay. Based on the findings, the students did at least 10 transition signals, 4 consistent pronouns, the same keywords as the same topic given by the lectures, and the logical order arrangement in their essay. The following sections presented the detail results from the findings:

#### **a. Transition Signals**

Transition signals used by the students such as showing addition, giving examples, showing contrast/opposite, showing comparison, showing summarizing/concluding, showing time, showing place/directions, indicating logical

relationship, showing cause/reasons, indicating result, and showing concessions. According to Oshima and Hogue, in showing addition could use “in addition, furthermore, moreover, besides, also, too, and, etc”. Based on the result of analysis, the students did it good enough. They used the transition signals as its mentioned on the findings above is based on each function.

Furthermore, the researcher finds some errors when the students used the transition signals is difference from the function. In sample 2, the student used “For instance” to give the example. Unfortunately, the student has error. The student wrote “*For instance, through social media teachers can easily build connection each other*”. The word “*For instance*” is showed to give the example, but the student used it to add new idea in that paragraph. It means that, the student was error in using the transition signals.

In similarity to another sample is sample 9. The student used “*In my experience and Like my mom’s experience*” to give the examples. It was error because in writing academic English, the writer should use formal language. According to Oshima and Hogue who stated that in giving the examples, it is used “*For example and For Instance*”.<sup>59</sup> It means that the students was not appropriate to use those phrases in giving the example because it less formal. The student reason in selecting those phrases is because the word “for example and for instance” were more general to use and the student wanted to use another word to give the example. So, the

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<sup>59</sup> Alice Oshima - Ann Hogue. *Writing Academic English*. (California: Addison Wesley Publishing Company, 2006), 27.

student decided to use “In my experience and Like my mom’s experience” to give the example.

In conclusion, transition signals are like traffic signs: they tell the reader when to forward, turn around, slow down, and stop.<sup>60</sup> In other words, they tell the readers when the writer is giving a similar idea (*similarly, and, in addition*), an opposite idea (*on the other hand, but, in contrast*), an example (*for example, for instance*), a result (*as a result, therefore*), or a conclusion (*in conclusion*), and so on.

**b. Consistent Pronouns**

In using consistent pronouns, each student used the pronouns in their essay at least 4 consistent pronouns. It means that the students used pronouns consistently. For example, when the students used the same subjects and the pronouns used is appropriate with the pronouns. According to Oshima and Hogue, the writer had to make sure to use the same person and number throughout the paragraph.<sup>61</sup> It is not allowed to change from *you* to *he* or *she* (change of person) or from *he* to *they* (change of number). In short, the writer had to notice the pronouns used in the essay in order to make ambiguity for the readers.

**c. Repeat of Keyword**

Based on the result, there are two ways that the students used to repeat the keyword. The first, they repeat the keyword by repeat the same word. The second, they repeat the keyword by using the synonyms of keyword. By both ways, the second way is

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<sup>60</sup> Alice Oshima - Ann Hogue. *Writing Academic English*. (California: Addison Wesley Publishing Company, 2006), 25.

<sup>61</sup> Alice Oshima - Ann Hogue. *Writing Academic English*. (California: Addison Wesley Publishing Company, 2006), 24.

similar with Oshima and Hogue theory. Oshima and Hogue stated that to repeat the keyword, the writer can use the synonyms of keywords, or using expressions which has similar meaning or nearly meaning, or using the pronouns appropriately.<sup>62</sup> Then, for the first way, this is not including in the Oshima and Hogue theory.

**d. Arrange the Ideas in Logical Order**

Based on the student's essay, all of the students used the logical order to arrange the ideas. As the student's essay, which used by the researcher is Argumentative Essay, it means that the students have to state their ideas into some paragraphs. So, this is appropriate with the theory of Oshima and Hogue. In Oshima and Hogue theory, the writers should use logical order to arrange the ideas in order to build coherence. So, it can be seen that the students tried to make their writing coherence.

Furthermore, in writing Argumentative Essay the writer should separate the ideas in some paragraphs. It means that the students used logical division of ideas in arrange their ideas. Moreover, the logical division of ideas is belonging to kinds of logical order. It is same with Oshima and Hogue theory which stated that logical division of ideas is a topic which divided into parts, and each part is discussed separately. In writing, Argumentative Essay, the students divided some ideas in some paragraphs in their essay. In short, the students used logical order

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<sup>62</sup> Alice Oshima - Ann Hogue. *Writing Academic English*. (California: Addison Wesley Publishing Company, 2006), 22.

to arrange the ideas for writing English essay and made their essay coherence.

## **2. Student's Reasons in Choosing the Strategies in Building Coherence in Writing English Essay**

There are some reasons about the student's reasons in choosing the strategies to build coherence in writing English essay. As its mention in the findings above stated that the student's reasons were vary. Here, the researcher discussed the findings about the second research question as follow:

### **a. Transition Signals**

As the student's answer about why they used transition signals in their essay were because the transition signals to connect the sentences, explain the topic, and organize the sentences. In the following part, the researcher discussed separately as follow:

#### **1) Connect the Sentences**

The students believed that they used transition signals to connect the sentences. They felt easy to connect the sentences by using the transition signals in writing essay. It is suitable with Oshima and Hogue stated that the use of transition signals in order to connect the supporting sentences smoothly.<sup>63</sup>

#### **2) Explain the Topic**

Another reason about the student's reasons in choosing the transition signals for their essay was to explain the topic. The students felt easy to start writing the topic by using the transition signals first. It is suitable with Oshima and Hogue theory which stated that by using transition signals it is suggested for each

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<sup>63</sup> Alice Oshima - Ann Hogue. *Writing Academic English*. (California: Addison Wesley Publishing Company, 2006), 32.

topic in order to explain the topic completely.

### 3) **Organize the Sentences**

The last reason related to the student's reasons in choosing the transition signals was organizing the sentences. The students believed that the transition signals help them in organize the sentences. They felt that transition signals can make their essay easy to follow. As what Oshima and Hogue stated that transition signals can guide the readers to follow your sentences or ideas in the essay. Furthermore, the use of transition signals shows the relationships between the ideas in paragraphs. They are not used between every sentence but are often used enough to make the order clear.<sup>64</sup>

To sum up all, the use of transition signals was helpful for the students in writing English essay to build coherence. Selecting the transition signals appropriately in the essay can make the readers easy to follow and understand what the writer is discussed through the essay.

#### **b. Consistent Pronouns**

Replacing the subjects, objects, names of people, or things by using the pronouns is a simply way for the students. The students believed that choosing pronouns to replace those can be the good way rather that retype it over and over. As what Zemach and Rumisek theory stated that two sentences can be connected by the use of pronouns.<sup>65</sup> A

<sup>64</sup> Dorothy E Zemach - Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (MCMillan: MCMillan Education, 2005), 30.

<sup>65</sup> Dorothy E Zemach - Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (MCMillan: MCMillan Education, 2005), 83.



pronoun (*He, She, They, It, etc.*) takes the place of nouns (a person, place, thing, or idea). For example, on the student's essay looks like:

**c. Repeat of Keyword**

In repeating the keyword, the students said that it is needed. They believed that by repeating the keyword can make the writer (the students) and the reader remember about the topic discussed in the essay. Furthermore, by repeating the keyword the students believed that it can help them to make a stressed point or issue about the topic. It is suitable with what Zemach and Rumisek theory which stated that another way to connect the ideas in an essay is by repeating the important words or phrases.<sup>66</sup> This will help the reader remember the main ideas in the text.

**d. Arrange the Ideas in Logical Order**

Arrange the ideas in logical order is the last strategy to build coherence chosen by the students in writing English essay. Based on the findings above, the students said that they arranged the ideas based on their experiences and lecture's outline. Six (6) students said that they wrote based on their experience related to the current issue, while the rest of them said that they wrote based on the lecture's outline. In this following part, it discussed as follow:

**1) Based on Experience**

The students felt easy in arrange their ideas by using their experience. They believed that experience is helpful to write English essay about the current

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<sup>66</sup> Dorothy E Zemach - Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (MCMillan: MCMillan Education, 2005), 85.

issue that they would discuss. Through the experience the students could learn the lesson about the issue which related to the topic of their essay and they put it on their essay as the example (sample 9).

## 2) Based on Lecture's Outline

Lecture's outline could help the students to arrange their ideas in logical order. The students just followed the outline as the lecture given. The lecture's outline might look like this:

- I. Title
- II. Introduction of Paragraph
- III. Body paragraph 1
- IV. Body Paragraph 2
- V. Counter Argument/Opinion
- VI. Rebuttal
- VII. Conclusion

The students believed that making the outline before writing the essay is helpful in organizing the ideas chronologically. According to Zemach and Rumisek stated that writing an outline can be a very useful way of organizing the ideas and seeing how they will work together.<sup>67</sup> Moreover, outline in writing can be the tool to check the structures of text and the organization of ideas.

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<sup>67</sup> Dorothy E Zemach - Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (MCMillan: MCMillan Education, 2005), 64.

## **CHAPTER V CONCLUSION AND SUGGESTION**

This chapter discusses about the conclusion of the research questions regarding of the student's strategies in building coherence to write English. Alongside of the conclusion, this chapter also contain the suggestions regarding the research for students, teachers, and further researchers.

### **A. Conclusion**

In regarding of the research findings, the researcher drew the conclusions about the research questions in this study:

#### **1. The Student's Strategies in Building Coherence in Writing English Essay**

The findings of the first research question has shown that the strategies in building coherence are transition signals, consistent pronouns, repeat of keyword, and logical order arrangement. Overall, the strategies commonly used by the students are transition signals have 59%, consistent pronouns have 25%, repetition of keywords have 15%, and 1% arrange the ideas in logical order.

#### **2. Student's Reasons in Choosing the Strategies to Build Coherence in Writing English Essay**

The findings of second research question have shown that the student's reasons in choosing the strategies to build coherence in writing English essay were vary. The students choose the transition signals to connect the sentences, explained the topic, and organized the sentences. The reason in choosing the consistent pronouns is to replace or reduce the subjects, objects, names of people, things and so on. The reasons in choosing repetition of keywords is to remember about the topic/issue that they are discussed in the essay. Additionally, the repetition of keyword helps the students to maintain the topic/ideas to keep in line without changing anything. Furthermore, they need it to connect the topic in each paragraph to the whole paragraph (essay).

In arrange the ideas in logical order, the students arrange it as their experiences related to the recently issue happened around them. Additionally, many of them used the lecture's outline to arrange their ideas in logical order.

## **B. Suggestions**

By this study, it is expected to be beneficial for the sake of quality improvement of the language teaching and learning. Based on the result of this study, the researcher proposes some suggestions that may be considered.

### **1. For the Students**

Although the strategies in building coherence for writing English essay happened in student's essay, it cannot indicate that the essay was coherence enough. The student's essays were lack of coherence because there were some ideas unlogic. Some of the essay, has a paragraph which contain double ideas. It made the readers little bit confuse about the topic that was discussed in the essay. In another case, the students used pronoun inconsistently. In the next, the students need to learn and read more about how to build coherence for writing essay.

### **2. For the Teachers**

This study gives the detailed descriptions about the student's strategies in building coherence for writing English essay and the student's reasons for selecting the strategies. Based on the findings of this research presented above, the researcher believed that coherence is needed for the students to make their essay better. The students need coherence in order to build their ability in writing essay especially English essay. Essay is belonging to the academic writing style. So, through this study the teachers can help the students produce a good writing English essay coherently. Furthermore, the teachers have to explain more about the importance coherence is for writing English essay.

### **3. For Further Researchers**

This study is also intended to give suggestions for further researchers who are going to discuss the similar topic. Based on the findings, the researcher found many grammar mistakes. In the findings, the researcher finds

that the students have built coherence appropriately. For further researchers, they can take how the students build coherence in writing academic research. Furthermore, how the students write the background of research in writing academic research coherently. The researcher also suggests to the next other researcher to develop a research to improvement of student's essay writing coherently.



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