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Indeed, the analysis of the coherence aspect in composition made by student 3 shows that the subject is introduced effectively in the beginning section, all of the ideas are relevant to the topic, points of view of the writer are presented clearly, and the conclusion is given powerfully. However, she presents unwell-related ideas to one another. There are some ideas which are not well-related with other ideas. For example: student 6 explains that her family has ten people, *“my family has ten people”* then she continues with the next sentence *“my father, my mother, five young brothers, five old sisters and me”*. Those two sentences are not well-related to one another. The first sentence clarifies six people in the family but the explanation on the next sentence describes thirteen people.

#### **Student 7 (ST 7)**

The result of cohesion and coherence analysis shows that student 7 uses junction words accurately, introduces new information appropriately and presents no repeated vocabularies on the whole paragraph. There is only a lack of the way she uses appropriate punctuation. There are some sentences that are presented with no punctuation to separate the ideas and sentences. For example: *“my mother has three sisters and one brothers, All my uncles and aunts... ..”*.























































*old, and my mother is 44 years old. My father is a teacher at Ban Sipu School. She is good-looking kind, and clever*". Further, students also explain about their sisters and brothers; the profession, the old, and the characteristic of each of them. It can be seen from the sentences *"my first sister is a student. She is tall, friendly, good-looking. She is 17 years old. My second sister is a student. She is beautiful, tall, and kind"*. And most of them conclude their composition by presenting the sentence *"I love my family"*. It is valued as a clear conclusion representing all of ideas of the whole paragraph which relevant with the topic sentence.

Yet, there are few students which present unclear ideas on their writing. For instance: in the beginning of the paragraph student 10 introduce ideas that her family consists of five people, *"My family has five people"*. But she continue the next sentence by explaining six people in her family, *"My father, mother, two young sister, one young brothers, and me"*. Those two sentences reveal that the ideas are not related one to another. Then, in the whole of the writing only describes physically about her mother and father. She does not describe about her sister and brother however in the first ideas she mentions them. Those findings give information that student 10 does not present points of view of the writer clearly.

The other example occurs on student 4 composition. There are some ideas which are not well-related with other ideas of that composition, event those ideas are relevant to the topic. For example: student 4 explains that her family has three people, *"my family has three people"* then she continued with the next sentence *"my father,*

