
AN ANALYSIS OF COHESION AND COHERENCE IN EXPOSITORY ESSAYS

Danang Hastomi, Ahmad Sofyan and Jumariati

Universitas Lambung Mangkurat

AIB214071@mhs.ulm.ac.id

First received:

Final Proof Received:

Abstract

Good writing has to be cohesive and coherent so that it is meaningful. This study aimed to analyze cohesion and coherence in expository essays written by Advanced Writing students of English Language Study Program. The subjects of this study were 62 expository essays written by Advanced Writing students from class A-1 and A-2. This study used mixed-method research to analyze and describe the cohesion and coherence in the essays. The instrument for cohesion analysis was adapted from Halliday and Hasan (1976) in Wachidah (2016). As for coherence, the instrument holistic scoring guide was adapted from Bamberg (1984) in Dueraman (2006). The results indicated that in terms of cohesion, there were 49 (79%) cohesive essays and 13 (21%) not cohesive essays based on criteria of the cohesion analysis. In terms of coherence, there were 4 (6.5%) essays on scale 4 (complete), 36 (58%) essays on scale 3 (extensive), and 22 (35.5%) essays on the scale 2 (moderate). The essays on scale 4 and 3 categorized as coherent essays, while those on scale 2 categorized as incoherent essays based on criteria of the coherence analysis. Furthermore, it is suggested for the students to appropriately enact the cohesion and coherence in their writings.

Keywords: writing, expository essay, cohesion, coherence

INTRODUCTION

Writing is an activity of delivering ideas into written form. Olshtain (2001) viewed writing as an act of communication suggesting an interactive process which takes place between the writer and the reader via the text. As in English, writing takes a major part for development and assessment. Ahmed (2010) stated that writing skill as a reflective activity that requires enough time to think about the specific topic to analyze and classify any background knowledge. In the same way, a writing should be well-constructed, cohesive and coherent so that it is meaningful. Halliday and Hasan (1989) explained that a good writing should accommodate cohesion and coherence. In consequence, cohesion and coherence are prominent in writing so they will complete sentences among paragraph and the paragraphs within text or essay, thus the writing will be meaningful and unified. As a result, writing process conveys the abilities to think, organize the idea, write, revise, and edit the written ideas into perfect writing. Thus, the writing abilities can be seen in the abilities to use language precisely, connect the sentences into paragraphs, and use grammatical rules and punctuation appropriately.

Among various products of writing, essays remain as the most popular type of writing which is done by scholars like students or academics. However, students are more likely have less attention toward the criteria of their essays. As Brown (2007) stated, writers must do three steps in writing. Those steps are deciding the topic, drafting, and revising. It is later explained on its generic structure such as (1) introductory paragraph which consists of thesis statement or topic, (2) body of essay, usually two or more paragraphs that explain the statement or the topic, and (3) conclusion of the entire statement or topic and explanation of the essay. Furthermore, essays written by the students must be cohesive and coherent to tell the whole statements or the topic being discussed.

There are several studies about cohesion and coherence in writing. First, a descriptive study conducted by Mubarak, Hamzah, and Desmawati (2013) analyzed the students' ability in building cohesion and coherence in an argumentative essay. The results concluded that the students' ability in building cohesion and coherence are at Low Average (LA) level. The second descriptive study is by Ayub, Seken, and Suarnajaya (2013) which analyzed the students' writings in terms of the types of cohesion devices used, the types of topical progressions, and the problems of coherence. The result of the study indicated that cohesion and coherence must be emphasized in teaching writing and the English teachers should be competent in evaluating the coherence of the students' writings. The last is the study conducted by Mawardi (2014) which analyzed the students' narrative writings and found out low criteria of cohesion and coherence in their narrative essays.

As in writing expository essays, the students need to investigate ideas, evaluate evidence, expound on the ideas, and set arguments concerning the ideas in a clear and concise manner. On account of that, Richards and Schmidt (2002) stated that expository essays focus on investigating a particular subject, evaluate evidence, expound on the particular subject and set forth information concerning that particular subject in a clear and concise manner. In similar, Dalman (2015) viewed that expository essays intend on giving information, analyze, explain or clarify something which requires a fact. In other words, expository essays have purpose to teach the students how to research, link facts, make statements, give opinions and persuade the readers to believe with their writings.

Based on that, the researcher intends to investigate further about cohesion and coherence in writing expository essays. The researcher assumes that writing cohesive and coherent expository essays provides significance for the students to write better in academic writing, particularly in writing research proposals based on the purpose of expository essays that teach the students how to research. Thus, this study investigates the cohesion and coherence in the expository essays written by the fourth semester students who take Advanced Writing Classes of English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University.

METHOD

Research Design

This research applied a mix method research. Mix method research applies both qualitative and quantitative in a single study to provide complete understanding (Fraenkel and Wallen , 2009). It helps to clarify and explain relationships found to exist between variables, allow exploring relationships between variables in depth, and confirming or cross-validating relationships discovered. Thus, mix method research is not meant to replace qualitative or quantitative approaches but, rather, to combine both approaches in creative ways that utilize the strengths of each within a single study (Ary, Jacobs, Sorensen, and Razavieh, 2010).

Furthermore, mix method research provides a better understanding of the problem or question than either method by itself (Creswell, 2014).

Respondents

Population and Sample

Population of study is a group of subjects who have been decided to be observed by researchers (Ary, et al., 2010). Hence, the population of this study refers to the essays written by the Advanced Writing students of English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University. As to get sample, the researcher used his experience and knowledge in selecting samples which he believed can provide relevant information about the topic of the study (Ary, et al., 2010). Thus, the sample of this study refers to the expository essays written by the Advanced Writing students in A-1 class, A-2 class, and Final Test from both classes of English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University.

Instruments

The instruments of this research are writing prompt tasks, Cohesive Ties/Devices (Halliday and Hasan, 1976) and Holistic Scoring Guide (Bamberg, 1984). As to get relevant data, the researcher administered expert judgement validations for the writing prompt task. It helped the researcher to measure the data accurately (Ary, et al., 2010). On the other hand, the researcher hired inter-rater reliability to get reliable scores of the data being measured. Thus, this research had reliable measurement and observation (Creswell, 2012).

Procedures

Data Collection

The data were collected by asking the students to write an expository essay. Then, the researcher arranged the data structurally based on their types and frequencies. Next, he asked the raters who expertise in writing to rate the essays based on the Holistic Scoring Guide (Bamberg, 1984). After that, the researcher analyzed the data by using Cohesive Ties/Devices (Halliday and Hasan, 1976). The findings of the rating and analysis were arranged structurally to review the cohesion, scoring the coherence and to describe the extent of the cohesion and coherence. Finally, the researcher presented the results of the analysis structurally in form of quantitative and qualitative frame work.

Data Analysis

Cohesion Analysis

Concerning quantitative technique in analysis of the cohesion, the researcher adapted cohesion analysis from Halliday and Hasan (1976) to identify the cohesive ties/devices in the students' expository essays.

First, the researcher separated paragraphs and sentences of the students' expository essays. Next, the researcher used the cohesion analysis to identify the cohesive ties/devices of each sentence. Then, the researcher arranged the findings of the cohesive ties/devices structurally in the form of tables that consisted

with details of types and number of frequencies. Finally, the researcher summed up the total of cohesive ties/devices that were found in the students' expository essays. The design of the analysis can be seen in following table below:

Table 3.1
 Cohesive Ties/Devices

Sentence numbers	Number of cohesive ties	Cohesive items	Types	Presupposed items
1	1			
2	2			
Σ				

Source: Wachidah (2016)

Furthermore, the researcher analyzed relation or connectivity of ideas and the use of cohesive ties/devices in the students' expository essays. Therefore, the researcher analyzed the relation or connectivity of the ideas and the use of cohesive ties/devices to describe the cohesiveness of the students' expository essays. Then, the researcher categorized the findings of the analysis in terms of cohesiveness of the essays into good quality essays, intermediate quality essays, and poor-quality essays. The categorization meant to explain the cohesiveness of the essays and to describe the extent of the cohesiveness of the essays.

Coherence Analysis

Regarding with analysis of the coherence, the researcher adapted the holistic scoring guide proposed by Bamberg (1984) which can be seen in the following table:

- 0 ___ 1 ___ 2 ___ 3 ___ 4
 0: Zero or very poor ability
 1: Limited
 2: Moderate
 3: Extensive
 4: Complete

Table 3.2
 Holistic Scoring Guide

Scale	Criteria
0	Incomprehensible with no evidence of coherence.
1	The topic can't be identified. Use very few cohesive ties such as lexical cohesion, conjunction, reference, etc. And sentences do not seem connected or linked together.
	Discourse flow is very rough or irregular due to omitting of structure words, inflectional endings, and/or makes numerous grammatical errors that continuously interrupt the reading process.
2	The topic can't be identified clearly and would be unlikely to infer or guess the topic from the details provided.
	Use few cohesive ties such as lexical cohesion, conjunction, reference, etc. to link sentences and paragraphs together. Discourse flow is irregular and rough because of frequent interruption in the reading process as a result of mechanical or grammatical errors.

3	The topic does not explicitly identify, but there are enough details so that readers can probably identify the specific subject.
	Use some cohesive ties such as lexical cohesion, conjunction, reference, etc., to link sentences or paragraphs together.
	Discourse flows smoothly although occasional grammatical or mechanical errors may interrupt the reading process.
4	The topic is clear.
	Use cohesive ties such as lexical cohesion, conjunction, reference, etc. to link sentences and paragraphs together.
	Discourse flows smoothly; no grammatical and/or mechanical errors interpret the reading process.

Source: Bamberg (1984) in Dueraman (2006)

After getting the result of coherence scale, the researcher counted the percentage of the data by using formula:

$$P = f/N \times 100\%$$

P: Percentage of the coherence scale in the students' expository essays

N: Number of the scales

T: Total of the scales

The researcher used the Holistic Scoring Guide (Bamberg, 1984) to analyze and describe the extent of the coherence of the essays. First, the researcher analyzed the coherence of the students' expository essays by rating them based on criteria of each scale in the instrument. Then, the researcher arranged the essays that had been scored and presented various scales of essays that were analyzed by using the holistic scoring guide. As a result, the researcher summed up the number of the essays and structurally arranged them based on the score of their scales. For example, which and how many of the essays that were on the scale 4 (complete), 3 (extensive), and/or 2 (moderate).

Furthermore, the researcher described the movement of the ideas, logical arrangement of the ideas and coherence features in the students' expository essays. Then, the researcher categorized the findings of the analysis in terms of coherence of the essays into good quality essays, intermediate quality essays, and poor-quality essays. In this part, the researcher found that the criteria on the holistic scoring guide for the scale 4 (complete) and 3 (extensive) accommodated the criteria of coherent essay. On the other hand, the criteria on the holistic scoring guide for the scale 2 (moderate) did not accommodate the criteria of coherent essay, thus making the criteria on the scale 2 (moderated) considered as the criteria for incoherent essay.

FINDINGS AND DISCUSSION

Research Findings in Cohesion

The findings in cohesion indicated that 49 of 62 expository essays were cohesive essays, while 13 of 62 essays were not cohesive essays. In other words, 79% of the students' expository essays were cohesive, while 21% were not. To be specific, the cohesive essays in this study were 22 cohesive essays while the not cohesive essays were 7 from A-1 Advanced Writing Class, 18 cohesive essays and 6 not cohesive essays from A-2 Advanced Writing Class and flawless 9 cohesive essays with 0 not cohesive essays from Final Test of Advanced Writing Class. The summary of the findings of cohesion in the students' expository essays can be seen in the following table below.

Table 4.1
The Findings of Cohesion

Participants	Cohesive	Percentage (%)	Not cohesive	Percentage (%)
Class A-1	22	76%	7	24%
Class A-2	18	75%	6	25%
Final Test	9	100%	0	0%
Σ	49	79%	13	21%

Furthermore, the students' expository essay utilized many cohesive ties/devices within it. It can be seen from the analysis in the findings of the cohesion in the essays. As for the most frequent cohesive ties/devices in the essays were references. Then, it was followed by conjunctions and reiterations. At the same time, it was also found some substitutions, ellipses, and collocations in the essays. The summary of cohesive ties/devices in the students' expository essays can be seen in the following table below.

Table 4.2
The Findings of Cohesive Ties/Devices

Class	Cohesive Ties/Devices						Σ
	R	S	E	C	Re	Co	
Class A-1	1784	138	2	947	463	139	3473
Class A-2	1249	91	3	649	380	119	2491
Final Test	552	26	2	278	95	30	983
Σ	3585	255	7	1874	938	288	6947
%	51.6%	3.67%	0.11%	26.97%	13.5%	4.15%	

Note:

R: Reference C: Conjunction
S: Substitution Re: Reiteration
E: Ellipsis Co: Collocation

In addition, the researcher arranged the students' expository essays based on the quality of cohesiveness to describe the cohesion in the essays. There were three quality essays in terms of cohesiveness; they are good quality, intermediate quality and poor quality. Each category of the essays consisted with criteria that represents variables of cohesive essays. On account for this, the connectivity of ideas and the use of cohesive ties/devices indicate the quality of the cohesive essays.

Good Quality Essays

In good quality essays, contribution of the connectivity of ideas and the use of appropriate cohesive ties/devices were done appropriately, thus make the essays were considered as cohesive essays.

First, the connectivity of ideas was maintained carefully so that it related with the topic being discussed. The maintenance of the connectivity of the ideas consequently developed discussions about the topic, thus make it cohesive. The discussions could take the form of explanation, process, comparison-contrast, cause effect and/or problem-solution.

Next, good quality essays or cohesive essays able to maintained connections among ideas that depend or support onto each other, thus created cohesiveness in it. The essay relied on paragraphs, the paragraphs relied on sentences and the sentences relied on phrases. Good connections of the phrases, sentences and paragraphs significantly built the cohesion within the essay, thus made it cohesive.

Finally, the appropriate use of cohesive ties/devices have a significant role in development of the cohesion in the good quality essays. Cohesive ties/devices were used as discourse markers that link the ideas of the essay appropriately. They maintained and connected the ideas being discussed to be relatable with the topic of the essay.

Intermediate Quality Essays

In intermediate quality essays, contribution of the connectivity of ideas and the use of appropriate cohesive ties/devices were mostly done appropriately, however there were some minor lack of ideas or inappropriate cohesive ties/devices.

First, the connectivity of the ideas within the essay. Overall, the intermediate quality essays were able to maintain the connectivity of the ideas that consequently develop discussions about the topic. However, there was a weak connectivity of ideas that created a lack of connection of the ideas. Therefore, the essays were still considered as cohesive essays.

Next, the connection of sentences and paragraphs were quite good and had dependency on each other. Nevertheless, there was a lack of connection between sentences and paragraphs, thus making the discussions of the ideas have a weak connection with the topic.

Finally, the distribution of cohesive ties/devices in intermediate quality essays was still significantly good, but there few of them that stood inappropriately. For instance, a paragraph may consist with cohesive ties/devices that linked the topic being discussed with the ideas explained, but some of the cohesive ties/devices may not necessarily connect the topic and the ideas due to inappropriate choosing.

Poor Quality Essays

In poor quality essays, connectivity of ideas and the use of cohesive ties/devices were done inappropriately. Some of the cohesive ties/devices were missing, thus make the connectivity of the ideas irrelevant with the topic being discussed.

First, the connectivity of ideas within the essay. Poor quality essays had lots of ideas that did not connect well with the topic of the essay. Most of the discussions of the ideas did not have connections with the topic of the essay, thus making them irrelevant. However, there were very few of the ideas that were related to the topic of the essay, but they were not sufficient to build the connectivity of the ideas, thus making the essay not cohesive.

Next, the connection among ideas was not collectively well-elaborated. The sentences in the paragraphs were lack of connectivity and dependency to each other, thus making the paragraph irrelevant and not connected with the main topic of the discussion.

Finally, the uses of cohesive ties/devices in the poor-quality essays stood inappropriately. Some of them were missing and made the connectivity of ideas weak and irrelevant.

Research Findings in Coherence

The findings in coherence presented that there were 4 essays of students' expository essays on the scale 4 (complete) of the instrument for scoring coherence. Then, there were 36 students' expository essays on the scale 3 (extensive) of coherence. And last, there were 22 students' expository essays on the scale 2 (moderate) of coherence. On the contrary, there were no students' expository essays on the scale 1 (limited) and 0 (zero or very poor ability). The summary of the findings in coherence can be seen in the following table below.

Table 4.3
 The Findings of Coherence

Participants	Scale						Total essays
	4	%	3	%	2	%	
Class A-1	2	7%	18	62%	9	31%	29
Class A-2	1	4.17%	14	58.33%	9	37.5%	24
Final Test	1	11.11%	4	44.44%	4	44.44%	9
Σ	4	6.5%	36	58%	22	35.5%	62

Henceforth, the researcher arranged the students' expository essays based on the quality of coherence to describe the quality of coherent essays. There were 62 expository essays arranged into three quality essays; they are good quality, intermediate quality and poor quality. Each description of quality consisted with criteria that represents variables of coherence in the essays. On account for this, movement of ideas, logical arrangement of ideas and coherence features within the essays indicate the quality of coherent essays.

Good Quality Essays

In good quality essays, the movement of the ideas, logical connectivity of the ideas and coherence features are the criteria about coherent essays.

First, the movement of the ideas in the good quality essays. The good quality essays were able to maintain smooth movement of the ideas from one sentence to another sentences. Then, they also have smooth movement of the ideas from one paragraph to the next paragraph.

Next, the good quality essays have proper logical arrangement of the ideas. Logical arrangement of the ideas means to arrange the sentences or paragraphs in line with the topic of the essay.

Finally, the appropriate uses of coherence features have a significant role in the development of coherence in the good quality essay. In the good quality essays, coherence features stood appropriately as discourse markers that link the ideas. The repetition of key nouns, the use of consistent pronouns, transition signals and logical order were contributed to the development of coherence by indicating the ideas and linking them appropriately.

Intermediate Quality Essays

In intermediate quality essays, the movement of the ideas, logical connectivity of the ideas and coherence features were stood mostly appropriate, however some minor inappropriate use of them were also indicated.

First, the movement of the ideas in the intermediate quality essays. The intermediate quality essays had smooth movement of the ideas from one paragraph to next paragraphs. However, there was a lack of movement of the ideas from one sentence to next sentences.

Next, the intermediate quality essays have logical arrangement of the ideas that are generally well-arranged. It stood appropriately, thus making the essay understandable. However, there was a lack in a part of the essay, as consequence made it imperfect and categorized as the intermediate quality essay.

Finally, the appropriate uses of coherence feature also have contribution in the development of coherence criteria in the intermediate quality essay. In the intermediate quality essays, coherence features stood mostly appropriate as discourse markers that link the ideas. However, there some of the coherence features that were missing or being used inappropriately.

Poor Quality Essays

In poor quality essays, the movement of the ideas, logical connectivity of the ideas and coherence features were not stood appropriately, thus make the essays incoherent.

First, the movement of the ideas within the poor quality essays did not move smoothly. The ideas did not stand for connectivity to each other. Furthermore, the sentences and the paragraphs stood by themselves in the essay, thus making it an incoherent essay.

Next, the poor quality essays have illogical arrangement of the ideas. The illogical arrangement of the ideas occurred due to inappropriate arrangement of sentences and/or paragraphs of the essay.

Finally, the use of coherence features stood inappropriately. Firstly, the repetition of key nouns was not significantly used. Secondly, the use of consistent pronouns was not applied clearly, thus making it illogical. Then, some of the transition signals were missing or not used appropriately. Finally, the logical arrangement of the ideas became inconsistent and irrelevant. Arising out of these reasons, this essay was categorized as incoherent essays.

Discussions

Cohesion

This study confirmed theory from Halliday and Hasan (1976) about role of cohesive ties/devices in development of cohesion that needed in writing a cohesive text. It can be seen from the significant differences of good quality essays, intermediate quality essays and poor-quality essays. Furthermore, the result indicated that the good quality essays rather successfully maintained good connectivity of the ideas and accommodated the appropriate use of cohesive ties/devices, than the poor ones. In similar, the intermediate quality essays also indicated the good connectivity of the ideas, but there were few lack of them that did not significantly disrupt the overall connectivity of the ideas. As a result, the good quality

essays and the intermediate quality essays were significantly cohesive, while the poor quality essays were considered to be not cohesive essays.

Then, this study confirmed results of a study from Wahyu Dyah Nur Anis Wachidah (2016) which concludes that all types of cohesion were utilized in the essay, but there was a difference in a feature of ellipsis. As can be seen on the previous table 4.2, all types of cohesion that are also known as cohesive ties/devices are available in the expository essays. In significant ways, the students were able to utilize all types of cohesive ties/devices that are necessarily needed for developing cohesion in their essays.

Next, this study found that most of the student's expository essays were cohesive. There were 49 cohesive expository essays and 13 not cohesive expository essays. The results showed that 79% of the students' expository essays were cohesive, while 21% were not. It confirmed the similarity of findings from a study that was conducted by Agus Ari Irawan (2019).

Finally, this study found that cohesion in the students' expository essays were predominantly composed of references with a total frequency of 3.585 items, conjunctions with 1.874 items, and reiterations with a total of 938 items. Then, it was followed by some minor composition of collocations with a total frequency of 288 items, substitutions with 255 items and ellipses with 7 items.

Coherence

This study found that the students' expository essays were denoted various scales in terms of coherence. They were arranged from scale 4 (complete), scale 3 (extensive) and scale 2 (moderate). More than half of the expository essays were on the scale 3 (extensive) with total of 62 (58%) essays, then 22 (35.5%) essays on the scale 2 (moderate) and 4 (6.5%) essays on the scale 4 (complete). Each scale accounted quality of coherence in the students' expository essays. This ascertains significant results from the previous study conducted by Ina Nur Hasanah (2017).

Firstly, the findings indicated that the expository essays on the scale 4 (complete) and 3 (moderate) had better arrangement of logical order than the expository essays that were on the scale 2 (moderate). Then, the expository essays that were on the scale 4 (complete) and the scale 3 (extensive) categorized into good quality essays and intermediate quality essays. They were also considered as coherent essays. On the other hand, the essays that were on the scale 2 (moderate) categorized as poor quality essays and also incoherent essays.

Secondly, the good quality essays and the intermediate quality essays have a smoother movement of ideas than the poor ones. Then, the good quality essays and the intermediate quality essays also applied the use of consistent pronouns than the poor ones. Thus, the good quality essays and the intermediate quality essays have more appropriate repetition of key nouns that maintain discussion of the topic of the essay. On the other hand, the poor quality essays lacked repetition of key nouns, which are prominent as the coherence criteria. As a result, the good quality essays and the intermediate quality essays were considered as coherent essays, while the poor quality essays were considered as incoherent essays.

Finally, this study confirmed the theory from Oshima and Hogue (2006) about coherence. On account of this, the good quality essays and the intermediate quality essays were verified to have appropriate coherence than the poor-quality essays. In addition, this study also confirmed the theory from Lee (2002)

that defined coherence as the relationship of the ideas in a text that link together and thus create a meaningful discourse.

CONCLUSION AND SUGGESTIONS

Conclusion

This study found that in terms of cohesion, the students' expository essays are mostly cohesive. The essays denoted various types of cohesive ties/devices in developed within. Those cohesive ties/devices are referenced with 3.585 items, conjunction with 1.874 items, reiteration with 938 items, collocation with 288 items, substitution with 255 items and ellipses with 7 items. In addition, appropriate use of cohesive ties/devices rather successfully enacts connectivity of ideas. Thus, it creates cohesive expository essays that are meaningful and comprehensible. On contrary, inappropriate use of cohesive ties/devices yields weak connectivity of ideas that produce not cohesive expository essays.

In terms of coherence, this study found that the students' expository essays were on various scales of coherence. The students' expository essays on the scale 4 (complete) or good quality essays simultaneously maintained logical connection between sentences and ideas that make discourse flows smoothly, thus create meaningful and understandable essays. Then, the students' expository essays on the scale 3 (extensive) or intermediate quality essays have similarity with the good quality essays, but there are few lack of coherence criteria that make the discourse rather flow a little bit rough. Finally, the students' expository essays on the scale 2 (moderate) or poor quality essays have lack of logical order, inappropriate use of transition signals, inconsistent pronouns and missing of some key nouns. Consequently, create logical connections of ideas and irrelevant discussions of the ideas, and thus make the essays incoherent.

Suggestions

This study suggests the students who produced cohesive and coherent essays to maintain their writing performance. As for those who could not produce cohesive essays, to improve their writing performance by using cohesive ties/devices and develop connectivity of ideas properly.

Furthermore, the students who produced incoherent essays, it is suggested to improve their writing performance by using repetition key nouns, consistent pronouns, transition signals and logical order. In addition, it is suggested to conduct study about cohesion and coherence separately, as a consequence for comprehensive study of each criterion.

REFERENCES

- Ahmed, A. 2010. Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives. *Literacy Information and Computer Education Journal*, Vol. 1.
- Ary, D., Jacobs, L., Sorensen, C., and Razavieh, A. 2010. *Introduction to Research in Education*. Canada: Integra.
- Astuti, F.Y., Suryani, B.F., & Kurniati, D. 2010. *The Analysis of Coherence in the Background of Skripsi Written by English Education Department Students of Teacher Training and Education Faculty of Muria*

Kudus University. Kudus: Department of English Education of Teacher Training and Education Faculty of Muria Kudus University.

Ayub, Seken, K. and Suarnajaya, W. 2013. An Analysis of the Cohesion and Coherence of Students' English Writings at the Second Grade of SMAN 1 LABUAPI West Lombok. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Bahasa Inggris*, Vol. 1.

Bamberg, B. 1984. Assessing coherence: A reanalysis of essays written for the National Assessment of Education Progress. *Research in the Teaching of English*, Vol. 18.

Brown, H. D. 2003. *Language Assessment 'Principles and Classroom Practices'*. New York: Longman.

—, ed. 2007. *Teaching by Principles, An Oteractive Approach to Language Pedagogy*. USA: Person/Longman.

Creswell, J. W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition*. Boston: Person Education, Inc.

—, ed. 2014. *Research Design: Qualitative, Quantitative and Mixed Methods Approach*. California: SAGE Publication, Inc.

Fraenkel, J. R. and Wallen, N. E. 2009. *How to Design and Evaluate Research in Education*. New York: McGraw Hill.

Geyte, Van Els. 2013. *Writing: Learn to Write Better Academic Essay*. London: Herper Collins Publishers.

Hasanah, I. N. 2017. *Cohesion and Coherence on Students' Exposition Writing*. Jakarta: Department of English Education Syarif Hidayatullah State Islamic University.

Halliday, M.A.K and Hasan, R. 1976. *Cohesion in English*. London: Longman Group, Ltd.

—, ed. 1989. *Language, Context, & Text: Aspect of Language in a Social-Semiotic Perspective*. Oxford: Oxford University Press.

Halliday, M.A.K. 1985. *An Introduction to Functional Grammar*. Sydney: Edward Arnold, Ltd.

—, ed. 1994. *An Introduction to Functional Grammar. 2nd Edition*. London: Edward Arnold, Ltd.

Harmer, J. 2001. *The Practice of English Language Teaching*. New York: Longman Group Ltd.

Irawan, Agus Ari. 2019. *Cohesion and Coherence of Essays which are Written by Fourth Semester English Department Students in Advanced Writing Classes*. Banjarmasin: English Department Faculty of Teacher Training and Education Lambung Mangkurat University.

Kuncahya, O. A. 2015. *Cohesion in Narrative Text Presented in the Electronic Textbook of Senior High School Grade X Entitled "Developing English Competence"*.

Lee, I. 2002a. Helping students develop coherence in writing. *English Teaching Forum*, Vol. 10.

—. Teaching coherence to ESL students: A classroom inquiry. *Journal of Second Language Writing*, Vol. 11.

Mawardi. 2014. An Analysis of the Cohesion and Coherence of the Students' Narrative Writings in the English Language Education Department of Nahdlatul Wathan Mataram University. *GaneÇSwara*. Vol. 8, No.1.

Mubarak, Zia, H. Hamzah and Desmawati, R. 2013. 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. *Journal English Language Teaching (ELT)*. Vol. 1.

Olshtain, Elite. 2001. Functional Tasks for Mastering the Mechanics of Writing and Going Just Beyond. *Teaching English as a Second or Foreign Language*. Vol. 1.

Oshima, Alice. & Hogue, Ann. 2006. *Writing Academic English. 4th Edition*. White Plains, NY: Pearson/Longman.

Richards, J. C., & Schmidt, R. 2002. *Longman dictionary of applied linguistics and language teaching*. Harlow: Longman.

Robert, H, William. 1985. *The Researcher's Companion*. Canada: Library of Congress Cataloging in Publication Data.

Wachidah, W. D. N. A. 2016. *An Analysis of Cohesion and Coherence in the Students' Writing Text. A Descriptive Qualitative Study of the Fourth Semester Students of English Department of IAIN Salatiga*.

Weaver, C. A., & Kintsch, W. 1991. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 230-245). Mahwah, NJ: Lawrence Erlbaum.