AN ANALYSIS ON THE STUDENTS' COHESION AND COHERENCE IN THEIR DESCRIPTIVE PARAGRAPH

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ARTICLE INFO	ABSTRACT
	This research aimed to found what types of cohesion that commonly used by the English department students of University of Muhammadiyah Makassar in their descriptive text and to find out how is the students ability in making their text coherence. This research used descriptive research. Purposive sampling technique was applied to select the sample. The population of this sample was the third semester students of English department in Muhammdiyah University of Makassar. The number of sample was one class that is consists of 13 students. The data obtained by giving a writing test to the student. The research findings showed that the students used 82% reference in their descriptive text and followed by conjunction in 15.1% , while ellipsis and substitution only 1.21% used by the student. Thus, 41% students already in a good level of writing ability even there are still some mistakes and followed by 33% of student already got out standing level that means they already can make their text correctly coherence and there are 23% students still need to improved their skill so they can make their text coherence. *This is an open access article under the* <u>CC BY-SA</u> *license.*

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INTRODUCTION

Composing ability is one of the profitable abilities that ought to be dominated in utilizing a language. It is because composing expertise has meanings in improving an informative ability of learning the language (Cakrawati, 2012). The meanings of composing are differently expressed by certain specialists. As per Rivers (1981: 294), composing is passing on data or articulation of unique thoughts in a continuous manner in the new dialect.

Fachrurrazy (1990) devided writing into four types. They are narrative, description, exposition, and recount. Narrative text is a text which contains a story either written, and there is a series of connected events, and the social function is to entertain or amuse the

reader. Description tells how something looks or feels or sounds. Exposition is writing that explain something. Recount to tell past events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. Based on explanation above, Pratiwi (2018) concluded that writing competence is ability to write and master the components of writing such as grammar, style, mechanic, and judgment.

Cohesion has the significant job recorded as a hard copy. Cohesion is expected to make the connection between each sentence remain together. Cohesion is the connection between a component to another component in talk or text. As per Halliday and Hasan (1976:27), "Cohesion is a potential for relating one component in the content to another, any place they are and with no ramifications that everything in the content has some part in it". cohesion signifies "solidarity", it is solidarity of the talk or text. Halliday and Hasan (1976:1) state, "If a speaker of English hears or peruses a section of the language which is more than one sentence long, he can typically choose without trouble whether it frames a brought together entire or is only an assortment of inconsequential sentences". Cohesion the best approach to interface the thought each other in a passage or a book. Cohesion can assist the content with getting cognizant.

Coherence is the solidarity of the content wherein each sentence or each section in the content balances together to shape a talk that the perusers can see its importance (Tristasari, 2015). The solidarity of the content can be worked using cohesion gadgets that interface thoughts from one sentence to the next or from one passage to the next (Halliday and Hasan, 1976). Lepionka (2008:118) suggests that "coherence is the nature of successively and honesty, or harmony. Oshima and Hogue (2006) recommend four different ways to accomplish soundness. They are Repeating key things, utilize consistent pronoun, use transition signals to interface the thoughts and organize your thoughts byarrange the logical order in sensible request. It very well may be reasoned that soundness is utilized to cause the thoughts in the content to relate one another.

Based on the explaination above, the researcher would like to conduct a research under the title "An Analysis on The Students' Cohesion and Coherence in Their Descriptive Paragraphs (A Descripive Research at The Third Semester of English Department in Muhammadiyah University Makassar).

COHESION

The concept of the word 'cohesion' is related to a semantic (Halliday and Hassan, 1976). It means that it is related to the meaning within the text. It occurs where the interpretation of some elements in the discourse is dependent on that of another while according to Georgakopoulou and Goutsos (1997), cohesion is the study about how the words or sentences linked each other through cohesive ties. So through cohesive ties, the words or sentences can be kept together to get a meaning after a reordering words or sentences.

Cohesion is characterized with respect to the surface design of the content and the term cognizance to the ideas and relations basic its significance (Tristasari, 2015). Cohesion has now and again been applied to more modest units of language in the content, and intelligibility, to some broad in general interrelatedness in the content. Different scientists have characterized cohesion as progression in word and sentence construction, and cognizance as coherence in significance and setting (Louwerse and Graesser, 2005).

Cohesion alludes to the manners by which sentences are associated by strong gadgets through which perusers can see the semantic connection between the sentences. The association between sentences may assume a part in associated talk. To interface the sentences together, the researcher need it. "Cohesion is about the connection of significance in a content. It characterizes something as a book on the grounds that a content is a unit of importance, not a structure. It is the wellspring of the content that has a scope of implications identified with what is being spoken and kept in touch with its semantic climate". (Jabeen, et al. refered to in Kuncahya (2015:16).

Grammatical cohesion is a linguistic connection inside components in the talk. Halliday and Hasan (1976) characterize the classes of linguistic cohesion into four sorts: reference, replacement, ellipsis and combination. From the past point, it is depict about the four kinds of linguistic attachment, next is about lexical cohesion. Halliday and Hasan (1976) states that this strong gadget is accomplished by the choice of the jargon. It could say that it covers any occasion where the utilization of a lexical thing reviews the feeling of a previous one. There are two classes of lexical cohesion, which is emphasis and collocation.

COHERENCE

The Latin action word *cohere* signifies "stick together". Intelligibility implies staying together coherently. Oshima and Hogue (2006:21) proposed, "Coherence accomplished when the sentences and thoughts are associated and stream together easily. Each sentence should move starting with one sentence then onto the next one sensibly and easily. There should be no unexpected hops".

Coherence alludes to the working of the content as a brought together entirety. Besides, "soundness alludes to the connections of thoughts and the capacity of those plans to work together to pass on the signifying" (Mclinn, 1998:15, as referred to in Maghfiroh, 2013:20). Indeed, any piece of composing has intelligence in the event that it addresses its contention in a reasonable, conceivable, persuading and understandable request. This piece of composing ought to have no legitimate holes in its line of thinking and it maintains a strategic distance from superfluous straying.

There is a strong connection between the text and the readers concerning coherence. According to Kies (1995) cited in Abusharkh (2012:15) quoted by Maghfiroh (2013:20), "any

piece of writing can be coherent if the authors: 1. Know their subject well and 2. Have an eye on their audience and tailor their writing to what their readers probably know and are able to understand". It is meant that to create coherence, the researchers should cut what is irrelevant or unintelligible for the readers.

Oshima & Hogue (2006:22) clarified that here are four ways to achieve coherence in writing: Repeated key nouns, utilize consistent pronoun, use transition signals to interface the thoughts and organize your thoughts by arrange the logical order in sensible request.

RESEARCH METHOD

This research belongs to descriptive research because it just collects and analysis the data and after that conclusion base of the data. Then the researcher used the quantitative research because the researcher wants to get accurate data. Since the exploration, questions get some information about the kinds of attachment and the understudy's skill in making lucidness on composing text utilized by the 3th semester understudy of English Department in Muhammadiyah University of Makassar.

According to Ayub, et al as cited in Nilopa (2017), in cohesion analysis, the English writing produces by the students analyzed as follows: Students' writing were divided into paragraphs. Then the clauses or the sentences within the paragraphs were numbered in order to find out the type of cohesive devices within the clauses or sentences. All types of cohesive devices were classified based on their types and then it was provide in the table. Number of cohesive devices is count the form of percentage.The result of the identification of cohesive devices interpreted based on the use of cohesive devices in each paragraphs and percetage of each type of cohesive devices.

While in coherence analysis, the English writing produced bye the students is analyze as follows: The thesis statement identified in order to find out the coherence used by the students. Classified the types of coherence that the students used in their descriptive text. In this case, this research focused on Repeated key nouns and The consistent pronoun. Determining the level of writing ability in using coherence based on the assessment rubric of Faradhibah et.al (2017)

RESULT AND DISCUSSION
Types of cohesion that commonly used by the students

According on the student is writing test in their descriptive text, it can be seen that most of all the students were highly used reference in their writing text. It was proved in the calculation of the percentage of reference that shows 82 % of the student used reference and followed by Conjunction in the second place with 15 %. One of the cohesive devices that grammatically create surface links between sentences is reference. Halliday and Hassan (1976) points out that reference features cannot be semantically interpreted without referring to some other features in the text.

The Students' coherence in their descriptive paragraph

Based on the findings above, the coherence of the student is writing text in their descriptive text was already good. In other hand, the student already used repeated key nouns and consistent pronoun in their descriptive text even though not all of the students used it in the right place. They were still need to improve their writing skill so their level of writing skill will be excellent.

The student's level of writing in average was in a good work level, but there were some of them still needed to improve their writing skills in using a better coherence. There were 41% students was already in a goodwork level, 33% students was in out standing level and 23% students was still need to improved. As we know that, coherence refers to the functioning of the text as a unified whole. The students work at using coherence was already make the text almost coherence, they still needed to improve their skill to get out standing level.

CONCLUSION

Based on the result in the findings, it can be proved that the cohesion types which most commonly used was the rreference. As evidence by the mean score of percentage, there were 82% students used rreference in their descriptive text and followed by conjunction with 15.1%. Meanwhile, the student's least used were ellipsis and ssubstitution in their descriptive text, as evidence by the mean score of percentage, there were 1.21 % used. I can be proved by the total sum of the students that there are 136 students used reference, followed by 25 students used conjunction , 2 students used ellipsis and the last subtitution used by 2 students.

Based on the result in the findings, in the average of the students ability in making a descriptive text and make it coherence. It can be proved by the findings that their level of writing ability already in the good level. It can be proved by 41% students already in the good work level with total sum 16 students and followed by 33% students already in the out standing level with total sum 13 students and in the least, there were 23% students still in the need to improved level with 3 students.

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