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ICLIQE 2020

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1. Science and Technology Education
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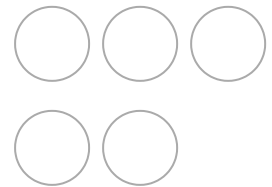PAMPHLET (https://drive.google.com/file/d/19r9v6-WC5grQuR7lQoQeM

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Analysis of Cohesion and Coherence Paragraph and its Effect on Student Writing Ability

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ABSTRACT

The importance of conducting research about analysis cohesion and coherence of paragraphs in a paper is a particular concern in efforts to improve students' writing ability. The problem that arises is there are still many student papers that are not good in terms of the cohesion and coherence of the paragraph. This case is caused by the lack of student understanding in terms of fusing sentences with other sentences and there is no logic in preparing paragraphs. Of course, this has an impact on the poor quality of his writings. The purpose of this study is to analyze the cohesion and coherence of paragraphs and their effect on students' writing ability. The subjects of this study were high school (SMA) students in Kediri, East Java, Indonesia. The research sample was conducted by a purposing sampling of 120 students. This study was analyzed by a qualitative descriptive analysis method, where the data obtained were interpreted by examining the data, checking the validity of the data, and describing the data. Data collection methods used in this study are documentary and non-test studies. The data analysis technique used in this descriptive qualitative research is an interactive data analysis technique. The results showed that the level of cohesion and coherence of paragraphs made by students through a paper was less than optimal. A review of students' papers shows that paragraphs are not cohesive and incoherent at 4.5%, cohesive but incoherent at 27%, and cohesive and coherent paragraphs at 68.5%. Referring to the data, it can be conclude that there is an influence between cohesion analysis and paragraph coherence by students on their writing ability.

CCS CONCEPTS

• General and reference~Document types~General conference proceedings

KEYWORDS

Coherence, Cohesive, Writing, Ability

1. Introduction

The implementation of Indonesian language learning in the 2013 Curriculum refers to the scientific approach. This approach actually emphasizes the process of observing, asking, gathering information, reasoning, and communicating (Sahyar & Hastini, 2017; Syafura & Bunawan, 2017). The concept indirectly requires teachers always have a variety of learning innovations, so that learning Indonesian is not tedious Developing effective learning models with creative structured assignments to make students enjoy the learning process given (Wahyudin & Sukyyadi, 2015). In addition, learning Indonesia language is directed at the formation of students' skills in listening, speaking, reading, and writing languages.

Writing skills are the most complex language skills, because they involve many abilities, including the accuracy of expressing concepts, ideas, thoughts, and feelings with these skills that can be mastered through intensive training and systematic guidance. With intensive training, a person will have good writing skills (Megaiab, 2014). Someone is said to have high writing skills if in presenting their writing is able to apply the rules that apply in the discourse (Widiati & Cahyono, 2016).

The main problem in this research is the low level of students' writing ability. The results of the analysis through the project assignments for students' writing activities showed less than optimal results. For example in composing tasks. Through these essays, students can learn to communicate ideas and concepts. In this writing, students can also learn to assemble word for word into a sentence, paragraph, and finally into a discourse that can be understood. However, many students experienced problems in writing the essay. Still visible in the results of student essays, these students still have difficulty in expressing their ideas or concepts and do not yet understand the good writing rules, and the lack of vocabulary. The limited vocabulary makes the reader feel bored to read it because the essay uses only the same words and is monotonous. Essays that have not been good can be seen from the ideas that are poured out not coherently in connecting words into sentences, then sentences into paragraphs are still not appropriate or can be said to not have good cohesion and coherence of paragraphs (Anjarsari, Suwandi, & Mulyono, 2013; Ariningsih, Sumarwati, & Saddhono, 2012).

A paragraph is said to have unity if all of the sentences in the paragraph are focused on the topic sentence and prevent the entry of things that are not relevant. So, in the paragraphs there is only one main idea / main stated in a sentence. The sentence that

contains the main idea of the paragraph is called the topic sentence. Topic sentences are supported by several explanatory sentences whose function is to clarify the ideas set forth in the topic sentence. A paragraph is said to meet the conditions of cohesiveness if the interrelationship between the sentences that constitute the paragraph is good, reasonable, and easy to understand. Readers easily follow the writer's way of thinking, and do not feel the bounding of mind boggles. The inter-sentence unity in the paragraph includes the cohesiveness of meaning and cohesiveness of form. The combination of meaning is the cohesion of information called coherence, and cohesion in the field of the form is called cohesion. Cohesion and coherence are elements of the nature of discourse, elements that also determine the integrity of the discourse. Both determine the level of readability and comprehension of discourse (Nurfitriani, Bahry, & Azwardi, 2018; Qudus, 2013)

Cohesion is divided into two types, namely grammatical cohesion, and lexical cohesion. Grammatical cohesion is a grammatical attachment between parts of a discourse. Grammatical cohesion is broken down into (1) reference, (2) substitution, (3) ellipsis, and (4) conjunction. Lexical cohesion is the attachment to lect between the parts in the discourse. Lexical cohesion can be broken down into: (1) repetition, (2) synonyms (word equivalent), (3) antonym (opposite), (4) hyponym (top-down relationship), (5) collocation (word sanding) (6) Equivalence, whereas coherence is the semantic connection between parts of the discourse. Coherence can be stated explicitly or implicitly, if in a paragraph there are inter-climatic conjunctions that can describe the type of inter-logical relationship information, coherence in the paragraph means explicitly stated. If in a paragraph there are no conjunctions, the coherence of the paragraph is implicitly stated, that is, it does not use markers (Lestari, 2019; Mandia, 2017).

Based on these problems, the need for in-depth analysis to determine the ability of students in writing so that appropriate follow-up can be done. The topics which are the focus of this research are issues related to cohesion and coherence paragraph.

2. Research Methods

This research includes linguistic research that emphasizes paragraph formation in high school students' essays. The subjects of this study were high school (SMA) students in Kediri, East Java, Indonesia. The research sample was conducted by the purposing sampling of 120 students.

This research takes the type of document as the object of research using qualitative descriptive methods. Qualitative methods are namely observations, interviews, or document reviewers (Moleong, 2016). This qualitative method is used because of several considerations. First, adjusting qualitative methods is easier when dealing with plural realities. Second, this method presents directly the nature of the relationship between researchers and respondents. Third, this method is more sensitive and more adaptable to the many sharpening of the mutual influence on the patterns of values

encountered. The approach in this study uses a descriptive approach to the document analysis method (content analysis).

Data collection methods used in this study are documentary and non-test studies. The validity of data validity is a test technique according to Moleong (2016) explains that triangulation is a data validity checking technique that uses something else. As an inspection technique, there are four types of triangulation, namely: (1) utilization using data sources, (2) methods, (3) investigation, and (4) theory. The data analysis technique used in this descriptive qualitative research is an interactive data analysis technique. That is because the data obtained are fixed or unchanged data in the form of collections of students' narrative paragraphs. Furthermore, the data collected was initially defined based on the placement of topic sentences, then analyzed their cohesion and coherence.

The instrument used in this study was a non-test instrument in the form of an assignment to respondents to collect the results. The results of this instrument are descriptive qualitative data. In documentary studies, it is possible to obtain data in the form of numbers that can be processed into nominal data.

3. Research Data and Discussion

3.1. Research data

The data collected from students' essays were 113 paragraphs and two of them could not be defined as the type of paragraph because it only consisted of one sentence. Therefore, there are 111 paragraphs of research data and each paragraph is made into a data card, classified according to the position of the topic sentence in the paragraph, then analyzed cohesion and coherence. Furthermore, the results of the analysis are classified in the following table.

4. Discussion

4.1. Deductive Paragraphs that Cohesive, Incoherent

The number of incoherent cohesive paragraphs is 3 pieces or 2.7% of the total data. Paragraphs are categorized as incoherent cohesive deductive paragraphs if: (a) the topic sentence is located at the beginning of the paragraph (can be in the first, second, or third sentence). , (b) the interalimatism in the paragraph shows a form relationship which is marked by the use of appropriate cohesion markers, and (c) there are no interrelationships of meaning that support the topic sentence, or in one paragraph there is more than one main idea. If in a paragraph there is only one sentence that is not coherent, not related to the topic sentence, the paragraph is categorized as an incoherent paragraph (Mohamed, 2014; Widiatmoko, 2015).

Table 1. Results of Analysis Cohesion and Coherence Paragraph

Placement of Topic Sentences	Type of Paragraph	Level			Amount
		Uncoherent Cohesion	Cohesive and Coherent	Not Cohesive and Not Coherent	
Early	Deductive	3 (2.7%)	23 (20.7%)	4 (3.6%)	30 (27%)
Ending	Inductive	-	4 (3.6%)	-	4 (3.6%)
Beginning & Ending	Mix	-	8 (7.2%)	-	8 (7.2%)
All Sentences	Narrative / Descriptive	3 (24.3%)	41 (37%)	1 (0.9%)	69 (62.1%)
Amount		30 (27%)	75 (68.5%)	5 (4.5%)	111 (100%)

a.   Cohesion

In cohesive and incoherent deductive paragraphs there are a number of cohesion markers that connect the sentences in each paragraph. The markers of cohesion include a reference to persona, repetition, substitution, conjunction, and collocation.

Example 1:

(1) On the New Year holiday yesterday, my family and I traveled to Gemah Tulungagung Beach, (2) Besides traveling, we also visited Grandma's house there. (P-32 / K-7)

The repetition of the word traveled in example (1) shows the existence of cohesion markers in the form of repetition. Furthermore, the use of plural 1-person pronouns, we, in a sentence (2) which is used to replace the phrase me and my family mentioned in the previous sentence shows a cohesion marker in the form of persona referencing. The use of our word in a sentence (2) also shows the existence of substitution, replacing certain lingual units with other lingual units to obtain the distinguishing element.

Another cohesion marker is collocation. The words that are collocated in the example (1) are vacation, travel, and Gemah Tulungagung Beach. These words are used in the tourism domain. The use of cohesive markers shows that the paragraph is cohesive.

b.   Coherence

Judging from the relationship between meanings, the cohesive deductive paragraph data are incoherent due to explanatory sentences that do not support the topic sentence. For example in paragraphs P-32 / K-7 above, sentence (2) as an explanatory sentence does not contain an explanation of sentence (1) as a topic sentence, but contains other ideas. The paragraph can be coherent if the topic sentence in a sentence (1) is clarified with explanatory sentences as follows:

(1) We chose to go to Gemah Tulungagung Beach because the weather is cool and the scenery is beautiful.

(2) We can enjoy the beautiful scenery while riding a boat around Gemah Beach.

(3) Besides that, you can also play as much as you want at Gemah Beach because the place has complete play facilities.

Meanwhile, there are deductive paragraphs that cohesive but incoherent, which are caused by sentences that have the potential to become paragraphs themselves. Examples are as follows.

Example 2:

(1) Lazy learning is often felt, especially for children our age. (2) Many factors influence it. (3) Among them is a family environment that is less conducive to learning, less like the subjects / teachers. (4) In addition, it is the influence of electronic media on the matter of love. (5) If the lazy nature of learning is not overcome immediately, it can be bad for us. (6) Among these tests are bad, narrow knowledge, the desired future is difficult to achieve, and many others. (P-108 / K-25).

Sentence (1) to sentence (4) in the paragraph above contain information *many factors affect (lazy learning)*. However, sentence (5) contains a new idea that is if lazy learning is not overcome immediately, it can have bad consequences, and sentence (6) gives examples of some of these bad consequences. Thus, the relationship between the sentences (5) and (6) with the previous sentences is not coherent. The two sentences should stand as paragraphs themselves with adequate development.

So, the incoherence of incoherent cohesive deductive paragraphs, caused by two things: (1) Because there are explanatory sentences that do not support the topic sentence, (2) there are new ideas that have the potential to become paragraphs themselves (if developed adequately).

4.2. Cohesive and Coherent Deductive Paragraphs

The number of paragraphs is 23 or 20.7% of all data. Paragraphs are categorized as cohesive and coherent deductive paragraphs if:

(a) the topic sentence is located at the beginning of the paragraph (can be in the first, second, or third sentence), (b) the interalimatism in the paragraph shows a form relationship which is marked by the use of cohesive markers. , (c) there are interrelationships of meaning which support the topic sentence so that there is only one main idea in each paragraph. (Alarcon & Morales, 2011; Mirzapour & Ahmadi, 2011).

a.   Cohesion

Various cohesion markers are used in this cohesive and coherent deductive paragraph. The cohesion markers include referencing, conjunction, repetition, substitution, ellipsis, and hyponymy (Abdul Rahman, 2013; Ratnanto, 2010). Markers of cohesion of reference, repetition, substitution, and conjunctions have been discussed in the first category above.

Other cohesive markers, such as ellipsis, antonym, and hyponyms in the Cohesive and Coherent Paragraph category can be seen in the following examples.

Example 3:

(1) do two methods above work? (2) If not yet (/) let's look at the next method. (3) The third way is to listen to your favorite music. (4) for example the songs Peterpan, Ungu, and others. (5) You can listen before studying or learning. (6) It will definitely be fun. (P-4 / K-1)

Example (4):

(1) The success and failure from the school of children in getting around the feeling of lazy learning depend on the individual itself. (2) If we have done a certain way, but if there is no intention, we also will not succeed to get around the feeling of lazy learning. (3) But if we intend and want the best for our education, surely the feeling of laziness to learn can be removed. (P-17 / K03)

Example (5):

(1) Many entrepreneurs cut down forests without permits and also mine arbitrarily, resulting in many disasters, such as landslides and floods. (2) This year, a very shocking and also concerning disaster was the Lapindo mudflow event. (3) Many people have died, lost their families and homes. (4) As a result of the disaster, the loss reached billions of rupiah. (P-46 / K-10)

For example (3) it is known that there is an ellipsis / release cohesion marker, that is, the removal of certain lingual units mentioned earlier. Success words that have been mentioned in the sentence (1), are engulfed in the sentence (2), and marked with (/)

Cohesion markers in the form of antonyms / opposite words can be seen in example (4). The opposite lingual unit in the example is the word success with no success.

Cohesion markers in the form of hyponymy can be seen in example (5), namely by using the words disaster, landslides, floods, and Lapindo mud. In the series of words, the meaning of the word is disaster. The words are hypnotized. The cohesion markers above prove that the deductive paragraphs are cohesive.

b.   Coherence

In terms of the relationship between the meanings, the paragraphs are coherent. For example the relationship between meanings in the example paragraph (3) includes an 'explanatory relationship' in the form of further information; information in other sentences.

Another type of coherence found in the coherent deductive paragraph is 'cause / quality coherence'. This type of coherence can be seen through the following example.

Example (6):

(1) Feeling lazy to learn indeed often haunts schoolchildren at this time. (2) That case is because there are many disturbances arising from individuals or from print media. (3) At present many TV shows that are not educational. (4) Disruption from the family environment also arises, such as when a family is out of harmony. (5) Also they are from the environment communities, individual development is also influenced by the surrounding environment. (6) Aside from that influence, adolescents, the strongest influence deterring adolescents is romance. (7) When adolescents are involved in the romance, they will be increasingly lazy to learn. (8) Even though there is a small percentage of teenagers who are more active in learning because they are in love. (P-15 / K-3)

Between sentence (1) and sentence (2) in the paragraph, there is a causal relationship. Sentence (1) contains the main idea: laziness to learn often experienced by students at this time. The cause is expressed in the sentence (2), because many disorders arise from individuals and from the environment. The sentences (3) and so on further explain the learning disorders.

4.3. Deductive and Uncoherent Deductive Paragraphs

There are 4 paragraphs or 3,6% in this category. A paragraph is categorized as a deductive paragraph that is not cohesive and incoherent if: (1) the topic sentence is located at the beginning of the paragraph (can be the first, second, or third sentence). (2) It does not use cohesion markers or uses cohesion markers but is incorrect its use which results in the ambiguity of meaning, or there is the use of language elements (words, phrases, clauses, or sentences) that cause confusion of meaning. (3) There is a sentence or more that deviates from the topic sentence or main idea of the paragraph, or there is more than one idea principal in a paragraph (Priyatmojo, 2012).

a.   Cohesion

The paragraphs in this category are not cohesive for several reasons. First, it uses cohesion markers, but it results in a cohesive form, and creates a confusion of meaning (see example (7)) which is to be presented later. Second, there is no relationship between the form (cohesion marker) between one sentence with another sentence in the paragraph, for example, in example (7): between the sentence (3) with the two previous sentences, and between the sentence (3) with the next sentence there is no relationship of form. The absence of this form of relationship results in paragraphs being

not cohesive. Third, there is an incorrect use of lingual units of words or phrases in sentences (see example (8)).

Example (7): (1) Setting pocket money is indeed not easy. (2) Sometimes, we want to spend part of it, or even not spend it at all. (3) In the world of the global era, as it is today, there is a lot of competition between countries that have to be pursued. (4) The prices of various kinds of goods are increasingly soaring high or even falling dramatically. (P-18 / K-4).

Example (8): (1) As in Indonesia, the current increase in the price of fuel (fuel oil) that continues to rise makes the price of goods around it increases. (2) For example, the price of kitchen spices. (3) This is caused by the increasing scarcity of oil but continues to be produced (4) Because of this, more pocket money is spent. (P-19 / K-4)

  b.   Coherence

Besides being not cohesive, two sample paragraphs above are also incoherent. In paragraph (7) incoherence is caused by the absence of meaning relationships between one sentence with another sentence. For example, sentence (3) and sentence (4) have no relationship at all with the previous sentences; sentence (3) discusses the problem of competition between countries in the global era, and sentence (4) discusses the issue of the price of goods. Therefore, these paragraphs are categorized as non-cohesive and incoherent paragraphs.

The second reason that results in incoherence is the use of lingual units of words / phrases in incorrect sentences. This can be seen in the example (8) above. The phrase is getting higher to explain the word scarcity of oil, seen from all semantically unacceptable. In addition, the use of the phrase state pocket money in the sentence (4) also results in the sentence being semantically unacceptable because there is no allowance for the state, what exists is state money.

4.4. Cohesive and Coherent Inductive Paragraphs

There are 4 or 3.6 paragraphs in this category. A paragraph is categorized as a cohesive and coherent inductive paragraph because: (1) the topic sentence is located at the end of the paragraph. , (2) the interalimatism in the paragraph shows a form relationship which is marked by the use of cohesive markers, (3) there is an interrelationship of meaning that supports the level of a topic so there is only one main idea in each paragraph (Crossley, Kyle, & McNamara, 2016).

  a.   Cohesion

In a cohesive and coherent inductive paragraph, there are cohesion markers. The cohesive markers include ellipsis, substitution, conjunction, repetition, and reference / reference. The use of ellipsis cohesion markers, substitution, conjunction, and repetition can be seen in the following example (9).

Example (9):

(1) You have felt lazy about learning. (2) haven't you? (3) Well, I have experienced that too. (4) I know the right way to handle it. (5) Do you want to know how? (6) Here is the recipe. (P-1 / K-1)

In this example, the ellipsis cohesion marker is found in sentence (2). Clause you have felt lazy to learn in sentence (1) removed in sentence (2) to make the sentence effective. In the discourse analysis, the constituents that are obsolete are marked with zero or zero constituents (with the symbol (/) at the place where the test is taking place. Sentence (2) above is written Yes, (/) right?

Another cohesive marker is substitution. In example (9) substitution is found in sentence (3) to sentence (6). Substitution in the form of the use of a single person right lone pronominal III is used consecutively in sentence (3) in the word feel it, in sentence (4) in the word overcoming it, in sentence (5) in the way to the word, and in sentence (6) in the recipe words. The form in sentence (3) and sentence (4) refers to the object of sentence (2) in the form of non-human word, that is lazy to learn, its form in sentence (5) and in sentence (6) refers to no insane word overcome (lazy learning) in sentence (4).

Other cohesion markers are lexical cohesion, repetition. Repetition is found in sentences (3) and sentences (4): the word I who is the subject of sentence (3) is repeated using it in sentence (4).

  b.   Coherence

Coherence is stated implicitly, it is explicitly stated. All coherent inductive cohesive paragraphs, their coherence is implicitly stated. Therefore, to find out whether there are coherence and type, it is necessary to understand the meaning of each sentence. From the description of the meaning of each sentence it is known that between paragraphs of paragraph (9) there is a 'related meaning to explanation': those who feel lazy learning need not worry because there is an appropriate way to overcome them.

Another type of coherence in the paragraph coherent inductive cohesiveness is the 'linkage between the meaning of causation'. Causal coherence is found in the following paragraph examples.

Example (10): (1) When leaving school, students maintain order and tidiness. (2) Items in class are maintained in order and neatness so that they are pleasing to the eye. (3) The teacher is too. (4) Each time they leave the room, the teachers arrange the files on their desks neatly. (5) That is why, my school environment always looks neat and beautiful. (6) Hopefully not only Smala that is beautiful, but also other schools in Kediri. (P-28 / K-6)

Sentence (1) through sentence (4) that paragraph contains information about things that can be done by the students and the teacher of Smala in maintaining school order and neatness. From the habits of the teachers and students that created a school environment that always looks neat and beautiful. Based on that description it can be seen that the relationship of meaning that occurs is a causal relationship. The habits of students and teachers who always maintain order and neatness are the reason for creating

a neat and beautiful Smala environment. So, the paragraph is 'causal coherence'.

4.5. Cohesive and Coherent Mixed Paragraphs

There are 8 paragraphs or 7.2% of the total paragraphs in this category. A paragraph is categorized as a cohesive and coherent mixed paragraph because: (1) the topic sentence is located at the beginning and end of the paragraph. (2) The inter-sentence in the paragraph shows a form relationship which is marked by the use of cohesion markers. (3) There is a relationship between meanings that support the topic sentence and there is only one main idea in each paragraph.

   a.   Cohesion

In cohesive and coherent mixed paragraphs, there are a number of cohesion markers. Cohesive markers include references, conjunctions, and substitutions (Syamsudduha, Amir, & Wahida, 2019). The use of these three types of cohesion markers can be seen through the following example.

Example (11): (1) Apart from paying attention to cleanliness, my school members also pay attention to tidiness. (2) If there is a cluttered classroom desk or chair, Thursday always tidy it up. (3) If there are stationery such as markers, blowers, and ruler scattered, we tidy up. (4) For example, arranging markers and erasers on the teacher's desk so that teachers and students do not have trouble using it, (5) Place a ruler next to the board so you can easily find it. (6) That is some evidence of my school community's concern for neatness in class. (P-25 / K-5)

In this paragraph, the cohesion of reference, substitution, and conjunction is found. The reference in that paragraph is in the form of the use of the plural pronouns I, us, in the sentence (2), and sentence (3) that refers to the phrases of my school residents mentioned in sentence (1).

In the paragraph above, there is also a demonstrative reference to sentence (6). The demonstrative reference is used to refer to some examples of the school community's attention to neatness described in the previous sentences. Therefore, that word is included as anaphoric endophoris reference. It is called so because it is referred to in the text and has been mentioned in the previous sentence.

Other cohesion markers are namely substitution. The substitution in the example paragraph (11) above is in the form of the use of the right bound form. The bound form in the word tidy it up in sentences (2) and (3), and in the word use it in sentence (4), and in the word find it in sentence (5) it functions as a substitution. The form in the word tidy it replaces the clause of a cluttered classroom table or chair, the forms in the word find it replaces the ruler. The use of the form as a substitution in the sentences is appropriate and can make the sentence effective.

   b.   Coherence

All the mixed paragraphs found in this study are coherent in nature because the interalimatis in each paragraph has a meaning relationship and the sentences in each paragraph together support one main idea. Some of the coherence is stated explicitly through the uses of certain words as a conjunction between the sentences. Some are implicitly stated, not using relationship markers.

Example (12): (1) Apart from paying attention to cleanliness, my school members also pay attention to tidiness. (2) If there is a cluttered classroom desk or chair, Thursday always tidy it up. (3) If there are stationery such as markers, erasers and rulers scattered, we tidy them up. (4) For example, arranging markers and erasers on the teacher's desk so that teachers and students do not have trouble using it, (5) Place a ruler next to the board so you can easily find it. (6) That is some evidence of my school community's concern for neatness in class. (P-25 / K-5)

The type of coherence includes explanatory coherence in the form of examples (see Example (12)). That can be known from sentence (4), namely by using words for example. So, the coherence in that paragraph is stated explicitly.

The type of explanation coherence can also be seen in the following Example (13), but the coherence is implicit because there are no inter-sentence connectors that indicate a type of inter-sentence relationship meaning.

Example (13): (1) Friends, we as students, the successor to the independence of our beloved country "Indonesia", must work hard with a strong determination and striving to become outstanding teenagers. (2) We strive to achieve achievements in the sky, not only for ourselves but also for family, national welfare, and world progress. (3) So from this moment, remove all barriers, be it lazy to learn, not concentrate, to the number of activities. (4) Make sure that you can do anything, only with determination. "strong determination". (5) Strong determination and hard work will lead us to what we want. (P-29 / K-6)

4.6. Cohesive, incoherent, narrative / descriptive paragraphs

There are 27 paragraphs in this category or 24.3% of the total data. A paragraph is categorized as a non-coherent narrative / descriptive cohesive paragraph if: (1) the topic sentence is reflected in all sentences in the paragraph. (2) The inter-sentence in the paragraph shows a form relationship which is marked by the use of cohesive markers. (3) There is no meaning relationship in inter-sentence, there are one or more sentences that do not support the main idea of the paragraph, or there is more than one main idea in a paragraph (Patriana, Rachmajanti, & Mukminatien, 2016).

Within this paragraph category, there are cohesive markers that make the intercultural relationship in the paragraphs cohesive. Cohesive markers include conjunction, reference, substitution, collocation, repetition, and hyponym. The use of the words travel, airports, hotels, restaurants, religious tourism, and the mention of several attractions such as the Trowulan Museum, Mount Batur, panorama, Kuta Beach, Tanah Lot in the following example (14) shows the existence of the tourism sector.

Example (14):

(1) Three years ago, during the eighth grade class vacation, my family and I went on a vacation to the Island of the Gods. (2) We departed from Juanda Airport, Surabaya to Ngurah Rai International Airport, Bali. (3) We travelled for 1 hour to arrive on the island of Bali. (4) On the island of Bali, we stayed at the Ramayana hotel. (5) After putting our belongings in our hotel room and resting for a while, we immediately went to lunch at a restaurant near Mount Batur. (6) In this place, we could see a panorama of Mount Batur and a panorama of Lake Batur too (P-42 / K-9)

a.   Coherence

Although the paragraphs are cohesive, they are incoherent. The incoherence is caused by: (1) the existence of a sentence that is not coherent / does not have a meaningful relationship with other sentences in the paragraph so that there are confusing jumps of thought, (2) the presence of more than one main idea in a paragraph that results in a disconnecting relationship between sentences.

Example (15): (1) The alumni brothers teach very firmly and in the discipline. (2) They are so because they hope that we can provide the best for SMA Negeri 5 Kediri. (3) We were short of members, but we were able to solve them. (4) Two weeks before, we were getting busier because, besides the Paskib training, we also had to practice carnival. (P-55 / K-12)

Sentences (3) and (4) above have no connection with the two previous sentences so it feels right that there are confusing leaps of mind. The incoherence caused by the presence of more than one main idea in a paragraph can be seen through the following example.

Example (16): (1) When we arrived at the Trowulan Mojokerto Museum, we headed straight to the archaeological facility. (2) We had a chance to see a temple model, a collection of statues, and a number of ancient currencies. (3) In addition, we also had a chance to see clay jars. (4) After being satisfied seeing the contents of the Trowulan Museum, we left the museum and bought souvenirs for the family at home. (5) Finally, we finished shopping. (6) And we continued our journey to the next place, which was the Tomb of Sunan Ampel in Surabaya. (7) The journey we have traveled is quite far. (P-8 / K-2)

Sentences (1) to (4) still support one main idea, which is that we arrived at the Trowulan Museum and looked at the contents of the museum. However, sentences (5) to sentence (7) contain other information that does not support the main ideas above. Information on sentence (5) and so on is that we finish shopping, then continue the trip to the Sunan Ampel Tombs in Surabaya, and the journey to the Sunan Ampel Tombs is quite far. The sentences are not related to the meaning of the previous sentences and should be developed into their own paragraphs with adequate development. Thus, the sample paragraph (16) should be made into two paragraphs to create a coherent, cohesive narrative paragraph.

4.7. Cohesive and Coherent Narrative / Descriptive Paragraphs

Paragraphs that fall into this category amount to 41 paragraphs or 37% of the total data. A paragraph is categorized as a coherent narrative / descriptive paragraph with a number of cohesion markers. Signs of cohesion include reference, conjunction and repetition, demonstrative referral, antonymy, and hyponymy (Susanto, Mujiyanto, Bharati, & Sutopo, 2019). Demonstrative references include demonstrative references of time, three years ago (in paragraph number 45 sentence (1)) which refer to the past. An example of a demonstrative reference is placed (paragraph number 47 sentence (2)) to designate a far place from the speaker.

In addition to being cohesive, paragraphs number 70-110 are also coherent, said to be coherent because there are interreligious meanings that support the main idea of the paragraph. There are several types of interreligious meanings / links in the coherent narrative / descriptive paragraphs. This type of meaning / coherence relationship includes the relationship, the explanation relationship in the form of further information, and the explanation relationship in the form of details.

Example (17): (1) Suddenly the fatigue we felt disappeared after seeing the crowd of the Sunan Ampel Tomb Market. (2) We really enjoyed our religious tour this time. (3) All my friends looked cheerful, (4) None of my friends looked sad, (5) Not a few of my friends who were willing to buy a number of dates, (6) I also enjoyed my tour this time. (7) It felt very happy to be able to go on a religious tour with friends. (P-12 / K-2)

4.8. Uncohesive and Incoherent Narrative/Descriptive Paragraphs

In this study there is only 1 narrative / descriptive paragraph which is not cohesive and incoherent, as follows.

Example (18): (1) The day starts at noon, our family prepared to go to Kediri City. (2) We estimated that at the latest we would arrive in Kota Tahu for about two hours. (3) After two hours we departed from Surabaya. (4) The big gate had welcomed us without speaking. (P-82 / K-18)

The paragraph is negative because it tells the character's actions in chronological order. Even though it uses a cohesive citation marker and repetition, the paragraph is not cohesive. Because there are unacceptable sentences and the meaning of the sentence is unclear, namely in sentences (2) and (3). In both sentences there is the use of two-hour phrases, the two-hour phrase shows the time period, the time period used to indicate the length of time required to carry out a process / activity. To express the time of departure or arrival to a place, use words / phrases that indicate the time, for example, at 06:00, the morning, afternoon, and so on which indicate the time, not the time period. The use of two-hour phrases in sentences (2) and (3) is incorrect. This is what causes chaos in the relationship of the meanings between sentences and thus results cause not cohesiveness in the paragraphs.

In terms of the relationship between meanings, the paragraph is also incoherent because of the unclear chronological ties in the story, and the obscurity of objects referred to by large archway phrases. Along the Surabaya-Kediri journey there are many large gates. Which big gate is meant by the writer? This sentence was not revealed by the sentence so that it disturbs the understanding of the discourse. For these reasons, the paragraph above is categorized as a narrative paragraph that is not cohesive and incoherent.

5. Conclusion

Based on the analysis of data obtained from students 'essays by 113 paragraphs, and discussion, it can be concluded that found paragraphs of students' writing that are cohesive but not coherent at 27%, cohesive and coherent at 68,5%, and those that are not cohesive and incoherent are 4,5%.

So based on these data, there are still student papers that have not fulfilled the elements of a good paragraph. Details of the data obtained are as follows: (1) the number of incoherent cohesive deductive paragraphs are 3 pieces or 2.7% of the total data, (2) the number of cohesive and coherent deductive paragraphs are 23 or 20.7% of the total data, (3) paragraphs deductive that is not cohesive and incoherent are 4 pieces or 3.6,% of the total data, (4) cohesive and coherent inductive paragraphs are 4 pieces or 3.6,% of the total data, (5) cohesive and coherent mixed paragraphs are 8 or 7.2% of the total data, (6) incoherent cohesive narrative / descriptive paragraphs are 27 pieces or 24.3% of the total data, (7) cohesive and coherent narrative / descriptive paragraphs are 41 paragraphs or 37% of the total data, (8) narrative / descriptive that not cohesive and incoherent paragraphs is 1 or 0.9% of the total data. It is the need for early education through a variety of positive and innovative activities in an effort to improve student writing skills (Crossley & McNamara, 2011; Hasan & Marzuki, 2017).

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