

**STUDENTS' STRATEGIES IN REACHING *UNITY*
AND *COHERENCE* IN THEIR ESSAY WRITING**
(A Content Analysis On The Students' Essay at the Fourth Semester
Students of TBIA IAIN Bengkulu in Academic Year 2017/2018)

THESIS

**Submitted as a Partical for the Degree of sarjana Pendidikan (S.Pd) in
English Education Department of IAIN Bengkulu**



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RATIFICATION

This is certify the *Sarjana* thesis entitled: **“STUDENTS’ STRATEGIES IN REACHING UNITY AND COHERENCE IN THEIR ESSAY WRITING**

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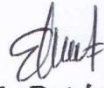
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Assalammu'alaikumWr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

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Writing(A Content Analysis On The Students' Essay At The Fourth Semester

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Has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelor Degree in English Education. Thank you for the attention.

WassalammuataikumWr. Wbr

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DEDICATION

The researcher would like to dedicate this thesis to:

1. Allaah SWT, I want to say alhamdulillahirobbilaamiin.. Because You always giving me mercy as long as I live. So, I can finished my thesis, it is all because of Allah.
2. Our lovely prophet Muhammad SAW who brought us from jahiliah era.
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6. Alumni Saleh Renthouse Ira, Juli, Ulek, ayk Nita, Oos, Diana, Desmita, and Vini, who always helps and gives me strength.
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ABSTRACT

Emilia Putri Anggraini. (2019). *Students' Strategies in Reaching Unity and Coherence in Their Essay Writing (A Content Analysis on the Students' Essay at the Fourth Semester Students of TBI of IAIN Bengkulu in Academic Year 2017/2018)*. Advisor I: Dr. Syamsul Rizal, M.Pd, Advisor II: Detti Lismayanti, M.Hum.

The students' ability in writing skill are different, but most of them have problems in English vocabulary mastery that makes them difficult to develop their ideas; poor in grammar that makes their writing ideas are not structured very well; poor in writing roles that makes the students could not reach the goals when writing specific genre. Then, the students had problem in reaching *coherence* and *unity* in their paragraph. The aims of the research were to know about the students' ability in reaching unity and coherence in essay writing and to investigate the strategies used in reaching unity and coherence in essay writing at the forth semester students of TBI IAIN Bengkulu in academic year 2017/2018. This research applied content analysis method with qualitative approach. The sources of data in this research were students' writing essay at the fourth semester of TBI IAIN Bengkulu in academic year 2017/2018 that consisted of 29 students. The data were collected through writing test and cards. The result of the research showed that the first, there were only 5 students who did not write "unity paragraph" or "off-topic" essays. There were 24 students who wrote essay in "unity". It means that the standard of students' unity in writing essay was very good at the forth semester students of TBI IAIN Bengkulu in academic year 2017/2018. The second, All of the students (29 students) at the fourth semester students of TBI IAIN Bengkulu used various kinds of connectors in writing essay to reach coherence. Therefore, their essay coherence were very good. Most of the students could write consistence topic in their essay. The third, the students' strategies in reaching unity were by stating thesis statement in introduction paragraph and starting paragraph with theis statement. The fourth, the students used various kinds of conjunction to tick the sentences together, repeating key words, repeating sentence structure, and thematic consistancy in reaching coherence in their essays.

Key Words: *strategies, unity, coherence, essay writing.*

ABSTRAK

Emilia Putri Anggraini. (2019). *Strategi yang Digunakan Siswa untuk Mencapai Kesatuan dan Koherensi dalam Menulis Essai (Analisis Konten Essay Siswa Semester Empat TBI IAIN Bengkulu Tahun Ajaran 2017/2018)*. Pembimbing I: Dr. Syamsul Rizal M.Pd ; Pembimbing II: Detti Lismayanti, M.Hum

Kemampuan siswa dalam menulis berbeda, namun sebagian besar memiliki masalah pada penguasaan kosa kata bahasa Inggris yang membuat mereka sulit untuk mengembangkan ide; masalah pada gramatikal yang menyebabkan ide mereka tidak terstruktur dengan baik; masalah pada kemampuan menulis yang menyebabkan siswa tidak dapat mencapai tujuan ketika menulis genre tertentu. Kemudian, siswa juga memiliki masalah dalam mencapai koherensi dan kesatuan dalam paragraf mereka. Tujuan penelitian ini untuk mengetahui kemampuan siswa dalam mencapai kesatuan dan koherensi dalam menulis esai dan untuk menyelidiki strategi yang digunakan siswa dalam mencapai kesatuan dan koherensi dalam menulis esai pada siswa semester empat TBI IAIN Bengkulu tahun ajaran 2017/2018. Penelitian ini menggunakan metode analisis konten dengan pendekatan kualitatif. Sumber data pada penelitian ini adalah hasil tes menulis berbentuk esai pada siswa semester empat TBI IAIN Bengkulu tahun ajaran 2017/2018 yang terdiri dari 29 siswa. Data dikumpulkan melalui tes menulis dan kartu. Hasil penelitian menunjukkan bahwa: pertama, terdapat 5 siswa yang menulis esai “tidak satu kesatuan” atau “di luar topik”. Terdapat 24 siswa yang menulis esai “satu kesatuan”. Artinya standar kesatuan esai siswa semester empat TBI IAIN Bengkulu tahun ajaran 2017/2018 termasuk kategori bagus. Kedua, semua siswa (29 siswa) pada semester empat TBI IAIN Bengkulu tahun ajaran 2017/2018 menggunakan berbagai jenis kata penghubung dalam menulis esai demi mencapai koherensi. Oleh sebab itu esai mereka termasuk kedalam kategori bagus. Sebagian besar siswa dapat menulis dengan konsisten berdasarkan topik pada esai mereka. Ketiga, strategi siswa dalam mencapai kesatuan yaitu dengan menyatakan tesis statement pada paragraf pembuka dan memulai paragraf dengan topik kalimat. Ke empat, siswa menggunakan berbagai macam kata penghubung untuk menyatukan kalimat, mengulang kata kunci, mengulang struktur kalimat, dan tematik konsistensi dalam mencapai koherensi pada esai mereka.

Key Words: *strategi, kesatuan, koherensi, menulis esai.*

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of main skills taught at junior high school level in Indonesia because this skill has important roles for the students. In common, students can develop students' mind. The students can train the brain by producing texts. It also strengthens the brain connection in building ideas. In other words, writing becomes fundamental skill in developing human's knowledge.

In mastering writing skill is not easy for the students. Students mostly have problems in vocabulary mastery. The students can not develop their ideas because they have limited number of vocabulary to support their ideas, as the result, the students stop writing their composition or essay. Then, students are very poor in grammar. In structuring sentence, grammar is an important aspect to master. Without good grammatical mastery, the students' idea can not be structured very well. In addition, students also have problems with writing roles. Without knowledge of writing roles of specific genre, the students' writing can not reach the goals. In short, in mastering writing, students should have various kinds of basic skills, such as: vocabulary mastery, grammatical knowledge, and writing roles of specific genre.

However, many students who have good skill in writing because they have basic knowledge that support writing skill, such as: vocabulary mastery, grammatical knowledge, and writing roles of specific genre. But, their writing

texts sometimes are not structured very well. As the result, the students produce ineffective paragraph. The sentences that they produced in paragraph do not support in developing a central idea. In this case, the students produce some jumping ideas of paragraph because the sentences do not explain, explore, and give detail of the central idea. It means that the students have a problem in *unity* of their writing composition.

Another case for students' writing is the students' paragraphs are not structured logically. It happens because the students do not use appropriate connectors to correlate all sentences used to create the paragraph. One paragraph must have logical relation with other sentences in paragraph. This case is called *coherence*. If a sentence does not have relation with other sentences or contradiction with other sentences, the sentences will produce an *incoherence* paragraph.

Coherence is not only the problems of connectors, but it also related to idea orders. In this point, to reach coherence, the students should make a plan for writing based on the level of importance. The most important thing must be explained at the first part of the paragraph, followed by less important information, and not really important information. In other words, the information must be written based on setep by step of the process should be written in order to reach *coherence* in a paragraph.

Therefore *unity* and *coherence* becomes characteristics of a good paragraph. If a paragraph does not fullfil unity and coherence, it means that the paragraph does not develop the main idea well because the sentences does

not support each other. Then, the idea of paragraph does not structured logically and use various kinds of connectors to correlate them. Hence, the information does not structured based on the level of importance. In short, a good paragraph must be unity and coherence.

The researcher is really interested in doing research in TBI of IAIN Bengkulu because the students learn writing skill in complete level from basic, intermediate, and advance writing. To know about the students problems, the researcher interviewed the lecturers who teach intermediate writing at the fourth semester of TBI IAIN Bengkulu in academic year 2017/2018 on April 5 and 10, 2018. Based on one of the lecturers, the students will focus on writing essay in this level. Then, the lecturer also explains that the students have problem in reaching *coherence* and *unity* in their paragraph. However, there are many students who have good ability in reaching unity and coherence with different strategies.

From the data above, it can be seen that the forth semester students of TBI IAIN Bengkulu have different ability in writing skill, and they have different strategies in reaching unity and coherence in their essay. Therefore, the researcher is very interested in doing research entitled “*Students’ Strategies in Reaching Unity and Coherence in Their Essay Writing (A Descriptive Qualitative Research at the Fourth Semester Students of TBI of IAIN Bengkulu in Academic Year 2017/2018).*”

B. Identification of the problem

The students' ability in writing skill are different, but most of them have problems in English vocabulary mastery that makes them difficult to develop their ideas; poor in grammar that makes their writing ideas are not structured very well; poor in writing roles that makes the students can not reach the goals when writing specific genre. Then, the students have problem in reaching *coherence* and *unity* in their paragraph. However, there are many students who have good ability in reaching unity and coherence with different strategies.

C. Limitation of the Problem

Based on the problems above, the researcher limits the problems into unity and coherence in students' essay writing. The research will be conducted at the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018.

D. Research Questions

The problems of this research can be formulated as the following questions:

1. How is the students' ability in reaching unity and coherence in essay writing at the the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018?

2. What strategies do the students' used in reaching unity and coherence in essay writing at the the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018?

E. Research Objectives

The objectives of this research are to know about the students' ability in reaching unity and coherence in essay writing and to investigate the strategies used in reaching unity and coherence in essay writing at the the forth semester students of TBI IAIN Bengkulu in academic year 2017/2018.

F. Significance of the Research

The research is hoped to give contribution to students, English teachers, and the next researchers. For the students, it can give information that unity and cohenerence are important units that must be undestood by the students especially who are preparing for taking writing class in order that their writing can fullfil a good standard of writing. Then, for teacher, to remember teachers that they should discuss these unity and coherence in writing class in order that the purposes can be familiar to the students and encourage to students to pay attention for these parts in writing class. For the next researchrs, this research is hoped to give information for them about how to do research in essay writing especially about unity and coherence. Then, it can encourage other researchers to do research in the same field but in larger field.

G. Operational Definition of Key Terms

1. *Unity* is a characteristic of a good paragraph that one paragraph is about only one main topic where all the sentences -- the topic, supporting sentences, the detail sentences, and (sometimes) the concluding sentence
2. *Coherence* is the logical bridge between words, sentences, and paragraphs in writing by using connector devices to connect ideas within each sentence and paragraph.
3. *Writing* is one of productive skills in English that the activities producing text in form of composition.
4. *Essay* is a short piece of text in writing class that consists of opening paragraph, body paragraph, and closing paragraph that contains information about a particular thing.
5. *Strategy* refers to methods used to help students learn the desired course contents and be able to develop achievable goals in the future.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Writing

1. The Definition of Writing

Writing is one of main skills taught at junior high school level in Indonesia because this skill has important roles for the students. In common, students can develop their mind through writing activities. It means that the students can train their brain by producing texts that express their experience and feeling. It also strengthens the brain connection in building ideas. In other words, writing becomes a fundamental skill in developing human's knowledge. It is clear that writing is an English skill that needs specific skill to do it because the output of it is a student's writing product.

Writing is included into a productive skill where the students must produce texts after doing writing activities. Harmer said that teaching writing can focus on the product of the writing and the process itself¹. It means that students need to do complicated process to produce the product. Therefore, the teacher should focus on the process of writing because a good product depends on the process. Therefore, in learning writing should be child-centered². As productive skill, the students should do long process and the teacher control the process in order that the students could produce good writing product.

¹Jeremy Harmer. *The Practice of Language Teaching*. USA, Longman, 2009, P. 323.

²Flojo P. 77

In addition, writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously³. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text. In producing text writing, it involves of sorrelating vocabulary mastery, sentence structure ability, basic knowledge of writing, spelling ability, and ability of developing idea. It obvious that in mastering writing, the students should master integrated skills.

Then, Rivers stated that writing refers to the expression of ideas in a systematic way to organize the graphic conventions of the language; the ultimate aim of a writer at this stage is to be able to express him in a polished literary form which requires the utilization of a special vocabulary and certain refinement structure⁴. It means that writing is an ability to organize language elements in order to produce systematic idea in order to be able to read by the readers. In this point of view, writing refers to a process of producing text.

From the review of some definitions above, it can be concluded that writing is one of English skills that included into productive skill where the students need serious training in doing it. In learning writing it

³David Nunan. (1989, p.36),

⁴Houda Achili. *Teaching Coherence in Writing*. Mentouri Constantine, 2007.p.19

must be students-centered because a success writing will focus to the students' process in producing text.

2. *The Students Difficulties of Writing*

The students' ability in writing skill are different because most of them have different problems in mastering English skills, especially in mastering writing skill. One of the students' problems in writing ability is *the use of grammar rules*⁵. There have been many error in grammar rules in students' writing, especially in using part of speech. The students made an errors in singular and plural nouns. Many students still have problems in determining appropriate verbs in their sentences (application of tenses). Then, paralelism is also a serious problem for students. They can not make a paralelism in asentence. The verbs they use in writing sentences are different in form (infinitive – past form – and past participle).

Then, the students also had problems in *paragraph organization*⁶. Writing is a process of organizing and expressing the wirters' idea in form of writing product at the last lesson. Each paragraph has different kinds and has different ways in elaborating the idea. The students should understand how to develop the idea of certain genre of a written texts in order that their idea can be organize well and can be understood by the readers. In fact, the students had serious problems in organize their ideas

⁵Dini Hadiani. The Students' Difficulties in Writing Thesis Statement, *Semantik-Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, Bandung, 2017, P. 82.

⁶ A. Ariyanti and Rinda Fitriana. EFL Students' Difficulties and Needs in Essay Writing, *Atlantis Press- Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 158 International Conference on Teacher Training and Education 2017 (ICTTE 2017) P. 116.

in writing paragraph. As the result, the readers will also find difficulties in understanding their idea in thier writing.

Students also had problems in cohesion and coherence in writing essay⁷. In this case, the students' writing product did not use appropriate cohesion to relate each sentences used in their composition. As the result, the paragraph in the composition is not conneted each other. The readers will mislead in reading it. In short, the students should learn about cohesion seriously in order that connected the sentences for good understanding for the readers.

Some problems above happen because of some reasons. Belkhir and Benyelles stated that the students' problems in reading happen because they are low motivation, lack of reading, and low writing practice⁸. Motivation is essential in every needed success. It also needs in language learning, especially writing skill. Low motivation makes students do nothing. It leads them to the failure. Then, it is true that good readers are good writers. Good readers will be very good in exposure the language included language in producing written text in writing class. Everything in the words need practice. Therefore, without practice continually, everyone will fail in their learning.

⁷Kanyakorn Sermsook, Jiraporn Liamnimitr , & Rattaneekorn Pochakorn. An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students, *English Language Teaching*; Vol. 10, No. 3; 2017, P. 103.

⁸Asma Belkhir and Radia Benyelles. Identifying EFL Learners Essay Writing Difficulties and Sources: A Move towards Solution The Case of Second Year EFL Learners at Tlemcen University, *International Journal of Learning, Teaching and Educational Research* Vol. 16, No. 6, pp. 80-88, June 201, p. 80-82

From the explanation above, it can be concluded that there are some basic difficulties found by students in writing essay, namely: the use of grammar rule, paragraph organization, the use of cohesion and coherence in writing. Those problems happened because some factors, they are: low motivation, lack of reading, and low writing practice. In short, the students difficulties above can be overcome by improve students motivation in learning writing, do as much as reading, and do more writing practice.

3. *The Process of Teaching and Learning Writing*

The term process of writing has been bandied about for quite a while in ESL classrooms. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students through the various stages of the writing process. Appropriate process will determine the output of the students' writing.

The process of writing in the classroom is highly structured as its necessitates. The teacher can give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. Some of experts have the same ideas of writing process. Process writing as a classroom activity incorporates the four basic writing stages –planning, drafting (writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding

(sharing), evaluating and post-writing⁹. The planned learning experiences for students may be described as following procedures:

Planning (Pre-Writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage:

a. Group Brainstorming

Group members spew out ideas about the topic. Spontaneity is important here. There are no right or wrong answers. Students may cover familiar ground first and then move off to more abstract or wild territories.

b. Clustering

Students form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible clusters. Clustering is a simple yet powerful strategy: "Its visual character seems to stimulate the flow of association ... and is particularly good for students who know what they want to say but just can't say it" (Proett & Gill, 1986: 6).

c. Rapid Free Writing

⁹ Flojo. P. 78

Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The time limit keeps the writers' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

d. Wh-Questions

Students generate who, why, what, where, when and how questions about a

topic. More such questions can be asked of answers to the first string of wh-questions,

and so on. This can go on indefinitely. In addition, ideas for writing can be elicited from multimedia sources (e.g., printed material, videos, films), as well as from direct interviews, talk surveys, and questionnaires. Students will be more motivated to write when given a variety of means for gathering information during pre-writing.

Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing – that is, drafting – may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualize an audience.

Although writing in the classroom is almost always for the teacher, the students may also be encouraged to write for different audiences,

among whom are peers, otherclassmates, pen-friends and family members. A conscious sense of audience can dictate a certain style to be used. Students should also have in mind a central idea that they want to communicate to the audience in order to give direction to their writing. Depending on the genre of writing (narrative, expository or argumentative), an introduction to the subject of writing may be a startling statement to arrest the reader's attention, a short summary of the rest of the writing, an apt quotation, a provocative question, a general statement, an analogy, a statement of purpose, and so on. Such a strategy may provide the lead at the drafting stage. Once a start is made, the writing task is simplified 'as the writers let go and disappear into the act of writing' (D'Aoust, 1986:7).

Responding

Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts. Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise. The failure of many writing programmes in schools today may be ascribed to the fact that responding is done in the final stage when the teacher simultaneously responds and evaluates, and even edits students'

finished texts thus giving students the impression that nothing more needs to be done. (Reinking & Hart, 1991).

Revising

When students revise their writing, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.¹⁰ It is clear that revising as the last stage of the writing activities gives focus on checking the language errors, content, and organization of idea of the writing output.

B. Writing Essay

Essay is one kind of writing genre in academic writing. As explained before that writing is not only a skill, but it needs a serious process to do it. As well as in writing essay, the students need to experience some activities in order to succeed in their learning. To know about essay, it is important to define it first. Essay is a group of written paragraph that express a single topic and central idea¹¹. It means that essay is a written product of writing that express certain thought or idea in order to give certain information to the

¹⁰ Husni Mohammad El-Salahat. *The Effectiveness of Using interactive Writing Strategy*. Gaza, 2014.p.45

¹¹Dorothy E Zemach and Lisa A Rumisek. *Academic Writing from Paragraph to Essay*, USA, MacMillan, 2005, P. 56

readers. In short, the students need to understand the organization of idea in order that they can produce essay in writing class.

As a genre, essay has its basic structure in order that the idea can be organized systematically. The structures are: Introduction, body, and conclusion¹². The detail explanation can be seen as the following explanation:

The Introduction

Introduction is the first paragraph of an essay. It explains the main topic in general idea. The important part in introduction is *thesis statement*, a sentence that gives main idea of the essay. It usually comes at the end of the first paragraph of an essay.

The Body

The body is paragraphs that explain and support thesis statement that come between the introduction and the conclusion. The paragraphs can be more than one. It depends on the scope in the thesis statement. Main body is the part that explains in detail about the topic is being discussed in an essay.

The Conclusion

The conclusion is the last paragraph of an essay. It summarises or restates the thesis and the supporting ideas of the essay. In other words, the conclusion re-stating the main ideas of an essay by using different words.

¹²Dorothy E Zemach and Lisa A Rumisek. *Loc Cit.* P. 56.

C. Reaching Unity and Coherence

Characteristics of good paragraphs are *unity* and *coherence*. *Unity* in writing refers to the focus of ideas in sentences and paragraphs that work together to make the document easy to understand¹³. This means that each sentence in a paragraph must be focused on the same topic, and each paragraph must be focused on the same message in order to create consistency. That is, all the sentences -- the topic, supporting sentences, the detail sentences, and (sometimes) the concluding sentence -- are all telling the reader about one main topic. If a paragraph contains a sentence or some sentences that are not related to the main topic, then we say that the paragraph ‘lacks unity’ or that the sentence is ‘off-topic’.

Unity helps the audience more easily follow the progression of ideas in a document¹⁴. In schools, the students were taught that each paragraph will focus on one idea, so as readers, we expect and look for that format when we're reading a document. We know that when a new paragraph begins, we can expect a new topic. Since this is the expectation of our readers, as writers, we must adhere to these guidelines in order to create unity and understanding for our reader. Unity in writing can be achieved by keeping each paragraph focused on one topic, by keeping all paragraphs focused on one thesis, and by using a similar structure in all aspects of our writing¹⁵.

¹³ George Otte and Rebecca Williams Mlrynarczyk. *Basic Writing*, USA, Parlor Press, 2010, p. 41.

¹⁴ Dorothy E Zamach & Carlos Islam. *Paragraph Writing from Sentence to Paragraph: Teacher's Guide*, USA, Mc Millan, 2005, p. 35.

¹⁵ George Otte and Rebecca Williams Mlrynarczyk. *Loc Cit.* P. 49.

Read the following paragraph to describe unity very well¹⁶:

Each of the Russian manned space exploration projects had specific major goals. For example, the Vostok project was designed to test whether or not human beings could survive and function in outer space. For another example, the Voshkhod project was intended to find out whether people could work in the weightless environment of space. One Voshkhod cosmonaut experimented with weightlessness by taking a "spacewalk." That is, he floated in a spacesuit outside his Voshkhod spacecraft, connected to it by a tether. The cosmonaut to do this was Alexei Leonov. Several weeks later, Leonov's spacewalk was followed by that of U.S. astronaut Ed White. Finally, the Soyuz project, with three cosmonauts, had goals of testing spacecraft and spaceflight skills so that people could fly long missions in Earth orbit.

This paragraph is generally good, but the sentence, *Several weeks later, Leonov's spacewalk was followed by that of U.S. astronaut Ed White*, does not have anything to do with the major goals of the various Russian space projects. That is, it is an "off-topic" sentence, so we can say that the paragraph somewhat lacks unity. In order to improve the paragraph, we should omit this sentence, even though it is historically accurate.

Then, *coherence* in writing refers to a certain characteristic or aspect of writing. Literally, the word means 'to stick together'; *coherence* in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence¹⁷. With coherence, the reader has an easy time

¹⁶Dorothy E Zamach & Carlos Islam. *Loc Cit.* P. 43

¹⁷Dorothy E Zemach. *Academic Writing from Paragraph to Essay*, USA, McMillan, 2010, p. 73.

understanding the ideas that the writers wish to express. It causes a coherence paragraph stick one sentence to other sentences together, then, creates coherence in writing and idea of paragraph.

In other words, coherence can be reached through cohesive signals. Cohesive writing is prose that is clear and easy to understand, with all ideas presented in an orderly manner and tied together in a logical way¹⁸. It means that when writing is cohesive, every element is connected, allowing ideas to flow in a sensible way. Reading it feels natural, with the entire thing moving fluently from one item to the next. It indicates that without cohesion, writing can feel choppy in parts, as if you're reading a piece of text with blanked out passages. It puts the reader in a position of having to work harder to grasp concepts, apart from making the writing a whole lot less enjoyable to read.

It is important to give example for giving clearer concept of coherence.

The coherence can be describe as the following paragraph¹⁹:

*My hometown is famous for several amazing natural features. **First**, it is noted for the Wheaton River, which is very wide and beautiful. On either side of **this river**, which is 175 feet wide, are many willow trees which have long branches that can move gracefully in the wind. In autumn the leaves of **these trees** fall and cover the riverbanks like golden snow. **Second**, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. Even though it is steep, climbing **this hill** is not dangerous, because there are some firm rocks along the sides that can be used as stairs. There are no trees around **this hill**, so it stands clearly against the sky and can be seen from many miles away. **The third amazing feature** is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. **These three landmarks** are truly amazing and make my hometown a famous place.*

¹⁸ James Hartley. *Academic Writing and Publishing: A Practical Handbook*, London, Routledge, 2008, p. 73.

¹⁹*Ibid.*

Look at the words in **bold** font. The words help guide the reader, For example, consider the words, **First**, **Second**, and **The third amazing feature**. We can call these words *major connectors*. Major connectors help organize the main parts of your paragraph. This paragraph has three main parts: (1) a part about the Wheaton River, (2) a part about Wheaton Hill, and (3) a part about the Big Old Tree. Another way of saying this is that this paragraph has three **main points** which are indicated by the major connectors. Using such major connectors is an important way of providing coherence in a paragraph.

The other words in **bold**, such as those appearing in the phrases "**these** trees" and "**this** hill"? It can call these *minor connectors*. Minor connectors provide coherence to a paragraph by connecting sentences *within* each of the main parts of your paragraph. That is, when you write about your main points, you can use minor connectors to link your details to each main point.

from the detail explanation above, it can be concluded that unity and coherence are the two important components of writing paragraph where they can check the focus of ideas in sentences and paragraphs that work together to make the document easy to understand and make all the ideas in a paragraph flow smoothly from one sentence to the next sentence.

D. Strategy in Reaching Unity and Coherence

In reaching unity and coherence in academic writing is not an easy matter. The students should understand the strategies in doing it. There

strategy in Reaching Unity and Coherence in Essay Writing; they can be explained as the following description²⁰:

Strategy in Reaching Unity

1. Establish a clear thesis

The first step to keeping your document unified is to establish a clear thesis²¹. A **thesis** is a sentence that clearly states what the document will address. The thesis should be located in the first paragraph of your document so that the audience knows your purpose for writing. The thesis should foreshadow the topics you discuss in your paragraphs. I like to view the thesis as a road map for my document. It explains what the document will say and how the document plans to arrive at a conclusion.

Here are some examples of thesis statements:

In order to improve McBurger Queen, we must arrive to work on time, expand our menu offerings, and focus on improving our customer service.

This thesis explains the purpose of the document to explain how to improve the company and provides a glimpse at what the body paragraphs will be about: arriving on time, expanding the menu, and improving customer service. Assuming that the body paragraphs address each of those issues, the document will be unified.

Here is another example:

Despite recent setbacks in our taco division, we still believe that McBurger Queen can continue to expand its menu options by offering gyros and lo mein.

²⁰ Janet C. Richard and Sharon K. Miller. *Doing Academic Writing in Education: Connecting the Personal and Professional*, London, Lawrence Publishing, 2010, p. 154.

²¹*Ibid.*

This thesis provides structure by creating a vision for what the document will discuss: the new menu options. Assuming that the writer focuses each paragraph on the menu options, the document will be unified because the thesis explains the purpose and lays out subtopics that will support the purpose.

It is important to underline that the focus of each document will be slightly different based on the thesis: the first on improving customer service and the second on expanding menu options. It is also important that each document only focus on one main purpose. Trying to address more than one purpose can confuse your reader and make it difficult to keep your information unified.

2. Start with a topic sentence

It can be underlined that once a student has written a clear thesis, he should know what each paragraph of his document will address because the paragraphs will be the subtopics foreshadowed in your thesis. But having each paragraph unified is important to the unity of the overall document. In addition, to keep paragraphs unified, start with a topic sentence. A **topic sentence** is a sentence that explains the general idea or message of a paragraph. The topic sentence serves to focus the information in the rest of the paragraph around a single subject. Without a topic sentence, the rest of the paragraph feels like a jumble of random information with no real purpose.

From the explanation above, it is obvious that in reaching unity in an academic writing, the writer should: *establish clear thesis* and *start with topic sentence* in their writing essay or academic writing.

Strategy in Reaching Coherence

In reaching coherence in an academic writing, the students need to understand how to make their paragraph or whole essay coherence. The following strategies can help the students to reach coherence in their writing²²:

1. Provide conjunctions

The use of conjunctions in a composition can help to make the whole sentence tick together. These are short words and phrases that explicitly link sentences and paragraphs to each other, indicating the relationships that exist among different ideas. They usually appear at the beginning of the sentence, allowing the reader to establish the link with the previous idea before going into the rest of the message. Common examples of these types of transition relationships include:

- a. Addition (additionally...)
- b. Cause-Effect (for this reason...)
- c. Elaboration (furthermore...)
- d. Comparison (by the same token...)
- e. Contrast (on the contrary...)
- f. Time Transitions (at the same time...)

²²Janet C. Richard and Sharon K. Miller. *Op Cit*. P. 165.

g. Restatement (in other words...)

2. *Repeating Key Words*

Using key words is another effective way of tying ideas together. If the same term appears across three sentences, for instance, it immediately implies some form of relationship among them. This is especially helpful when you don't want to explicitly state the relationship, allowing readers to draw their own conclusions. However, of excessive repetition — it can lead to awkward-sounding sentences.

The greatest value of key word repetition is that it focuses the reader towards specific elements of your text, whether it is an action, an event or the main subject itself. It gives you the power to control, to a degree, what they are able to derive from a statement, turning their attention towards those elements that link your sentences and paragraphs to each other.

3. *Repeating Sentence Structure*

Using the same sentence structure with the same keywords is another powerful technique employed to emphasize ideas. There are two primary ways people do this: (1) Repeating the same sentence structure and keyword combination in successive sentences. Often, this is done in threes; (2) Repeating the same sentence structure and keyword combination in separate paragraphs²³. Often, this is employed as a rhetorical technique for effect, rather than cohesion. However, the parallel

²³James Hartley. *Loc Cit.* P. 83.

sentence structures highlight the similar patterns in the sentences, helping establishing the relationship between them at the same time.

4. *Thematic Consistency*

Cohesive text is often also consistent. Therefore, there is a clear running theme throughout the entirety of the discussion. The best way to do this is to establish the same theme at every paragraph beginning and work towards staying on the same path until the end.

5. *Sequence Information From Old To New*

One of the best ways of ensuring cohesion is to organize the information in writing from old to new. It means that the writer consciously starts every sentence and paragraph with information that establishes context for what he is going to write next. Doing so prevents any confusion on the reader's part, ensuring they have knowledge of all the background details needed to comprehend the succeeding discussion.

This type of cohesion strategy is applicable at almost every level in any type of writing: sentences, paragraphs, sections and chapters can all be benefited using this type of structure²⁴. This can be especially useful when writing about complex subjects. It means that the act of establishing context before revealing new data makes them a lot easier to digest for the readers, regardless of level.

How does this differ from using transitions. Unlike transitions, the write does not just use an expression to denote relationship with the

²⁴James Hartley.. *Op Cit.* 88.

previous idea. Instead, the writer presents it clearly. The writer can be referencing something four paragraphs out or something he has not covered in previous paragraphs but is needed to establish context for the new information.

E. Related Previous Study

There have been a lot of researchers who have conducted research which focused on Writing and *Student Strategies in Reaching Unity and Coherence*. One of the researcher was Rogers (2014) who conducted his research entitled *Evaluating Textual Coherence: A Case Study of University of Business by EFL and Native English Speaking Students in New Zealand*. The result of the research showed that analysis of essays by EFL and native-speaking students reveals a negative correlation between what Williams believes to be the appropriate placement²⁵.

Another researcher was Yang (2015) who conducted his research entitled *Thematic Progression Analysis in Teaching Explanation Writing*. Thematic Progression theory explains textual meanings of how experiential and interpersonal meanings are organized in a linear and coherent way. Employing the rationale of T-P theory, this article analyses a lesson plan of teaching. Explanation, and shows that T-P analysis can be employed in teaching writing²⁶.

²⁵ Sandra H. Rogers. Evaluating Textual Coherence: A Case Study of University Business Writing by Efl and Native English-Speaking Students in New Zealand, *RELC Journal*, volume (35), {2}, 2014, p. 135—147.

²⁶Xueqian Yang. Thematic Progression Analysis in Teaching Explanation Writing, *English Language Teaching Journal*, Vol. 1 No. 1 June, 2015, p. 29.

This research has similarities and differences with the two research above. The similarities were both research and this research focused on students' writing ability. However, there were many differences among the research. First, Rogers (2014) focused his research on evaluating textual coherence on the native speaker students' writing. Then, Yang (2015) focused on students' writing of thematic progression. Second, the two research applied case study for the research where the present study develops a method to analyze written discourse according to Joseph Williams' two principles of coherence, and uses the resulting data to determine whether there is any correlation between coherence and overall writing quality in academic essays. In addition, Yang (2015) applied descriptive quantitative method. On the other hand, this research applied descriptive qualitative method. Last but not least, different in population and sample of the research would cause the different in the research result.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research will use descriptive qualitative method. According to Moleong, the human as the instrument of qualitative research and the data in form of words, pictures, not statistics²⁷. It means that qualitative research is a research to describe the data in form of words or picture with developing deep understanding and full description of data in form of long report and narrative. Then, Gay said that descriptive qualitative method is a study which is the data analysis involves summarizing data in a dependable and accurate manner and leads to the presentation of study findings in a manner that has an air of undeniability given the narrative, descriptive, and nonnumerical nature of the data²⁸. It means that descriptive qualitative method is a kind of research focuses on description and nonnumerical data.

From the definition above, it can be concluded that descriptive qualitative method is a research method that focuses on describing the research data in form of words or picture with developing deep understanding and full description of data and nonnumerical analysis to result findings. This method will be used to describe students' strategies in reaching unity and coherence in writing essay at the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018.

²⁷Lexy J Moleong. *Metode Penelitian Kualitatif*. Bandung, Rosdakarya, 2003. P. 6.

²⁸L.R. Gay, et all. *Educational Research: Competencies Analysis and Applications – Third Edition*. New York, Pearson, 2012, P. 465.

B. Sources of Data

The data in this research will be in form of students' writing essay at the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018. The students' ways in writing essay in reaching unity and coherence will be data to determine their strategies.

C. Research Instrument

Instrument is an important part of a research. In collecting the data, the researcher will use writing test as instrument. The researcher will give a topic and ask the students to write an essay. The result of their essay writing will be analyzed as the main data. Then, in collecting the data, the researcher will use some kinds of cards in order to help her in classifying the data in form of words, phrase, or sentence. The cards will consist of two kinds. The first one for collecting data to identify students' strategy in reaching unity, and the second one is for identifying students' strategy in reaching coherence. In addition, according to Moleong, the main instrument in a qualitative research is human (the researcher)²⁹. The researcher's competence in understanding strategies in reaching unity and coherence of an essay writing will become the main instrument to explore the data.

D. Data Collecting Technique

In collecting the data of the research, the researcher will use test and card. The procedure of data collecting can be explained as follows:

²⁹ Lexy J Moleong. *Ibid.* P. 9.

1. To get the data, the researcher will come to the classroom and give students a topic. Then, the researcher will ask them to write an essay based on the topic that she has given. The students' essay writing will be the main data to analyze.
2. The data will be classified in a card in order to know what strategies that the students' use to reach unity and coherence in their writing essay.

E. Data Validity

Due to determine the trustworthiness of data, the researcher needs a technique of rechecking the data in order to get a high rate of credibility. In this research, the researcher used technique of validity suggested by Moleong in form of "*Analytic Discussion Validity*"³⁰. In this case, the researcher had discussion about the data analysis with Nadrah, M.Pd and Andri Saputra M.Sc, Lecturer of Writing in PBI IAIN Bengkulu. This technique will be conducted by exploring the contemporary findings of the research with them. Then, after the technique analysis had been correct, the researcher will continue to complete the research.

F. Technique for Analysis the Data

The process of data analysis is very crucial in a research. Therefore, it is important for the researcher determine the most appropriate data analysis in this qualitative data. To analyze the data, the researcher will use interactive model of data analysis proposed by Miles and Huberman which consists of

³⁰Lexy J. Moleong. Ibid, P. 179.

three main components. They are: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion. The components above can be explained as the following figure³¹:

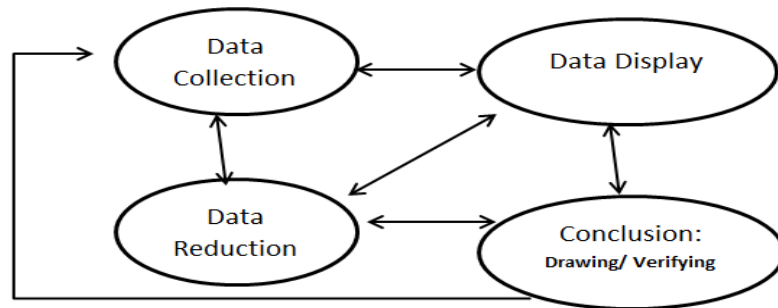


Figure 1:
Interactive Model Miles and Huberman

The figure 1 above can be described as followings:

- a. *Data reduction*: Data reduction occurs continually through out the analysis. It happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through coceptualizing and explaining.
- b. *Data Display*: Data display organize, compress and assemble information. In this reseach, the way of displaying data through – graphs, charts, and diagrams in order to make the data clearer.
- c. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

³¹Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presented the result of the research and its detail discussion. The Result explains the detail process of data analysis that produces research findings. On the other hand, discussion discusses about the process of all parts of the research. The detail description of result and discussion is as the following details:

A. Result

The result of the research consisted of four main discussion, namely: The students' unity in writing essay, the students' coherence in their essay, the students' strategies in reaching unity in writing essay, and the students' strategies in reaching coherence in their essay. The detail explanation can be seen from the following explanation:

1. The Students' Ability in Reaching Unity in Writing Essay

In analyzing the students' unity in their essay, the researcher focused the analysis to the nature of *unity* itself. A unity essay must: (1) tell one topic – all sentences: the topic, supporting sentences, detail sentences, and concluding sentences must support one topic; (2) focus on the same message in each paragraph (consistency).

After completing analysis the students' worksheet, the researcher found that most of the students' essay was unity. There were only 5 students that wrote essay that consisted of not “unity paragraph” or “off-topic”. There were 24 students who wrote essay in “unity”. One of them

was the student number 1 (see appendix 3 and students' Worksheet). The unity of the essay can be explained as the following analysis:

The Differences between Letter and Email

Since many years ago, people in this world have know that communication is quite important in life. They used many ways to do it. In 1990's everyone who clued in different places must send the letters to talked each other in now a days, they have an another method for communicate it is called email. *This essay will discuss the differences between letter and email in cost and health.*

They obious different between letters and email is cost. The letters certain need a paper and a pen to make it's a device of communication. In fact, it will need much money because it use to differge tools, and also requires to another people to send it. Different from letter the email just need a little money; it just use the computer or smartphone to product it. Then, it can be send by on self without any help.

A part from the cost, the others different is haled letters is indeed quite hard need more time than email. *While the email can differences this eyes when it use too much.* It will make the eyes work hard and broken. For instance, they are many cases side that someone who use email too much has the problem with their eyes caused by the blue like in the computer.

In short, people should use letter or email has on its benefit in communication, it can be use in various ways in that's all back to the situation in condition, do not use something too much because it can get the negative effects for human life.

The paragraph above generally good and fulfil characteristics of unity paragraph. It can be proved by the elements of essay that the writer stated in this essay. Based on the information above, the title of the essay

is “The Differences between Letter and Email”. In opening paragraph, the writer stated thesis statement that focused the essay. The thesis statement was “*This essay will discuss the differences between letter and email in cost and health*”. It means that the writer limited his essay only on the difference of email and letter in two point of view, namely: *cost* and *health*. It means that the writer would develop his body paragraphs into two sub-topic as he stated in thesis statement.

In developing body paragraphs, the writer stated clear topic sentence. At the first body paragraph, the writer wrote “*The obvious difference between letters and emails is cost*” as topic sentence. In this part, the writer wrote some details to support the topic sentence in form of some fact in form of comparison details, such as: for letter, it needs a paper and a pen to make it's a device of communication; it will need much money because it uses to different tools; and it needs other people to send it. On the other hand, email just needs a little money; it just uses the computer or smartphone to do it. In other words, email can be sent by ourself without having any help from others. Based on the comparison, the writer showed to the readers the efficient of email than a letter. Each sentence in this paragraph consists focused on one topic; each paragraph focused on one message (consistency).

In developing second paragraph, the writer wrote “*While the email can differences this eyes when it use too much.*” as topic sentence. Then, the writer wrote some details that support the topic sentence. The writer

proved by giving some supporting information, such as: email can danger eyes when it uses too much. It will make eyes work hard and broken. For instance, someone who uses email too much has the problem with their eyes caused by the blue light in the computer. Based on the details above, the writer showed to the readers that although email is more efficient, but it causes to the people's eye condition. In developing this paragraph, each consisted on one topic and focused on one message (consistency).

In concluding the paragraph, the writer wrote "*In short, people should use letter or email has on its benefit in communication*" as the conclusion. The writer did not want to judge which one is better. He gave the decision to the readers to choose. However, it is very wise to use email or letter based on the purposes or benefits. To support the conclusion statement, the writer completed it with a simple warning "do not use something too much because it can get the negative effects for human life". The writer closed the paragraph by giving warning to the readers in order to use something ideally. If someone does it more, it will give negative effects.

From the detail analysis above, the researcher can judge that the paragraph above was unity because of some reasons. First, the paragraph told about one topic. In this case about "*The difference between letter and email*". All sentences: the topic, supporting sentences, detail sentences, and concluding sentences supported one topic. Second, the essay focused on the same message in each paragraph (consistency). In other words, the

writer achieved the unity in this paragraph by keeping each paragraph focused on one topic, by keeping all paragraphs focused on one thesis, and using similar structure in all aspect of his writing.

From the detail analysis, the researcher found that there were 24 students who wrote their essay in unity; they were the students number: 1, 2, 3, 5, 7, 8,9,10,11,12,13,14,15,16,17,18,19, 20, 21, 22, 24, 26, 28, and 29.

In another cases, it was found some students wrote “off-topic” essay. For more detail, see the following essay (Student Number 4 in appendix 3:

The Effect of Smartphone Use on Teenager

Smartphone is one of the technology modern. It can be use in business, education others and it is thing cannot separated from people in everywhere, every when because people always use it. In this modern area now, not only adult using smartphone but many adoles already using it. So this essay will discuss positive and negative smartphone to teenager.

Smartphone has many advantages to teenager, two of them are to learned gaining money. first, smartphone can use to learn in teenager. It can give may benefit to adoles if use better and can give information and then give new knowledge or adoloes. For example, when adoles study about history fourth Malborough if adoles to read book adoles can searching in internet use smartphone in use the teenager can use smartphone make like that. For example, adoles can still others, shoes and make up to their friends. So another giving new knowledge about study, adoles can gaining money from smartphone.

Besides has positive effect, smartphone also negative effects to adoles it is teenager often forget time and can to destroy there moral. First, teenager forgets time. Smartphone is friends for adoles because they always take it in every there they go. For example, if they play games, adoles nothing time to learn and read book. Second, can to destroy there moral. For example, adoles see film pornography which will make teenager practice how to live, so it can to destroy there moral.

The paragraph above generally good, but it did not fulfil characteristics of unity paragraph. It can be proved by the elements of essay that the writer stated. Based on the data above, the title of the essay was "*The Effect of Smartphone Use on Teenager*". In opening paragraph, the writer stated thesis statement that focused the essay. The thesis statement was "*This essay will so the negative effect of smartphone to teenagers*". It means that the writer limited her essay only on the negative effect of smartphone to teenagers. In developing body paragraphs, of course, the writer would develop his body paragraphs into sub-topic the kinds of negative effects of smartphone to teenagers as she stated in thesis statement.

In developing body paragraphs, the writer stated clear topic sentence at the first body paragraph. The writer wrote "Behind an advance smartphone always has a negative effect if does not used it wisely". The writer stated unity of detail information in this paragraph. To support the topic sentence, the writer stated some details such as: Teenagers are playing again in smartphone; We all know a game

sometimes contain a violent or sensitive content; And also to longer see a smartphone it will affecting they ayes; A teenager is always hold and playing a smartphone being a intropert; They more like a live in smartphone instead of real live; They will be lost sociolization with another person (See appendix 3 student number 4). Based on the information stated above, the writer was succeeded to show the readers about the negative effect of smartphone if the users did not use it wisely. Each sentence in this paragraph focused on one topic, and each paragraph focused on one message (consistancy). In other words, at the first paragraph the writer could write unity paragraph in her essay.

On the other hand, the writer wrote “off-topic” paragraph in developing second paragraph. The writer wrote “*Smartphone is one of advance technology product*” as topic sentence. This topic sentence did not support thesis statement “*This essay will so the negative effect of smartphone to teenagers*”. Then, in this second paragraph, the writer wrote some details that support the “off-topic” topic sentence. The writer stated the following dtails:

Everything that we need smartphone can do. We can more money there. But if we does not use it wisely it will bring a negative effect to us, especially teenagers. Parent must more controls their children used it. Make them do another activity such us help clean a house, do they homework, make a first day will do. They future is a important think so make our children not beginning on smartphone.

The writer gave suggestion to the readers in order to use smartphone wisely. For teenagers, the writer suggest them to useful activities, especially house work activities. It can prove that the writer

was fail to write unity paragraph in this part. In developing this paragraph, each consisted on one topic and focused on one message, but id did not support the topic sentence. In summary, the writer wrote “off-topic” paragraph.

From the detail analysis above, the researcher can judged that the paragraph above was not unity or “off-topic” because of some reasons. First, the first paragraph told about one topic. However in the second paragraph, the writer told othe topics that did not support the topic sentence. In other word, the essay did not focus on the same message in each paragraph (in-consistency). In this part, the writer failed reach unity in her whole paragraph.

From the detail analysis, the researcher found that there were 6 students who wrote their “off-topic” essay; they were the students number: 4, 6, 23, 25, and 27.

2. The Students’ Ability in Reaching Coherence in their Essay

In analyzing the students’ coherence in their essay, the researcher focused the analysis to the nature of *coherence* itself. Coherence means “to stick together”- all ideas in a paragraph flow smoothly from one sentence to the next sentence. Coherence paragraph can be easily read by the readers about the idea expressed by the writer.

After completing analysis the students' worksheet, the researcher found that most of the students' essay was coherence. All students had tried to reach coherence in their essay. However, they missed some parts for cohesive signals. One of coherence can be seen as the following students' essay in appendix 3 (student number 4):

The Effects of Smarthpone Use on Teenager

The most popular in the world is smarthpone. It is important thing and almost every person uses it. It is used like daily activity in our life. It has more effects for teenager especially from school **and** learn of study.

In social live, **this** technology product makes communication easy. Everyone can share some information with smartphone, for example, for communication with friends in other city, they can use **this** technology. They can have a lot knowledge about trending topic in social live. It is like new **or** what incident happened includes their circles. **In addition**, it can go along with social live such as communication with friend and circle. They can fail focus **because** they can not separate with smarthpone. They just focus with their smartphone **when** someone talks with them and make communication process failed, **and** the speakers can feel not appreciate.

Moreover, they can easy to search material for study because everything there in **that** technology. It can add more knowledge they can download online book and easy to write text. They are able to copy paste text from internet **and** move to word smarthphone. **Futhermore**, it also has disadvantages effect. It can make students lazy to learn . They reluctant to read book **and** just to use only one book. They could focus with their smartphone **and** forget their teacher.

In conclusion, smartphone has more effect for teenager, especially for social life **and** for study. It can help for getting information in our life. **However**, it has disadvantages especially disturbing people around them **and** teenagers' learning process.

The researcher gave **bold** fonts for cohesive signals used by the writers in the effort of reaching coherence. In the essay above, the writer used *major connectors*. The functions of major connectors are: (1) organize main parts of paragraph; (2) connected the details in each sentence of a paragraph. Then, the writer also used *minor connectors* to reach coherence. The functions of minor connectors are: (1) provide coherence to a paragraph by connecting sentences *within* each of the main parts of paragraph; (2) when the writers write about main points, they can use minor connectors to link the detail information to each main point.

In the essay above, the writer used major connectors, such as: *in addition, moreover, furthermore, and in conclusion*. The writer used them as the following function:

In addition, Moreover, Furthermore, However, and In summary

In the essay above, the writer used *in addition, moreover, and furthermore* to add information in paragraph.

*They can have a lot knowledge about trending topic in social live. It is like new **or** what incident happened includes their circles. **In addition**, it can go along with social live such as communication with friend and circle.*

In that sentences, the writer tried to reach coherence by using major connector *in addition*. The connector used to add information of *smartphone makes communication easy*. The first detail is “*They can have a lot knowledge about trending topic in social live. It is like new or what incident happened includes their circles*”. The writer used *in addition* to connect it to the second information “*it can go along with social live such as communication with friend and circle*”. In this case, the writer was succeeded in reaching coherence in this part of essay.

The connector “*moreover*” has the same function with “*in addition*” to add information. In this essay, the writer used it as the following sentences:

*Moreover, they can easy to search material for study because everything there in **that** technology.*

The writer used connector “*moreover*” to connect the first paragraph and the second paragraph. The writer used it to add information about the effect of smartphone for teenagers. In this part, the writer was also succeeded in reaching coherence in her essay.

Then, the writer also used connector “*furthermore*” to add information. In this case, the connector “*furthermore*” has the same function with connector “*in addition*”. It was used by the writer in the following part of essay:

Futhermore, it also has disadvantages effect. It can make students lazy to learn .

The writer used the connector “furthermore” to add information of bad effects using smartphone for teenagers. In this part, the researcher was succeeded to reach coherence in this part of essay.

The writer used connector “however” to make a contrast to previous information. In this essay, it can be seen as the following part:

***In conclusion,** smartphone has more effect for teenager, especially for social life **and** for study. It can help for getting information in our life. **However,** it has disadvantages especially disturbing people around them **and** teenagers’ learning process.*

In the part of essay above, the writer used connector “however” to contrast the idea. The writer contrasted the advantages and disadvantages of using smartphone for teenagers. This connector make the idea connected or coherence.

In making conclusion paragraph, the writer used connector “In Summary” to close the essay. It can be seen as the following part:

***In conclusion,** smartphone has more effect for teenager, especially for social life **and** for study. It can help for getting information in our life. **But,** it has disadvantages especially disturbing people around them **and** teenagers’ learning process.*

From the detail analysis above, the writer used various kinds of major connectors to add information and write conclusion in order to reach coherence in her essay. In this essay, the writer was succeeded in reaching coherence through the use of major connectors.

Then, in the essay above, the writer also used minor connectors, such as: *and, because, when, this, and that*. The writer used them as the following function:

And, Because, and When

The connector “and” was used in this context:

*They are able to copy paste text from internet **and** move to word smarthphone.*

The connector “and” in the sentence above is used to connect two phrases within information in sentences of a paragraph.

Then, the connector “Because” was used in the following context:

*They can fail focus **because** they can not separate with smarthpone.*

The connector “because” in the sentence above is used to give reason for the cause of teenager fail focus.

In addition, the connector “when” was used in the following context:

*They just focus with their smarthphone **when** someone talks with them and make communication process failed.*

The connector “when” in the sentence above is used to separate between major sentence and minor sentence.

This and That

The connector “this” was used in the following context:

*In social live, **this** technology product makes communication easy.*

The connector “this” in the sentence above is as minor connector to refer to a specific word. In this case, it refers to “smartphone”. The writer was creatively change the word “smartphone” with the phrase “this technology” to reach coherence in sentence level.

Then, the connector “that” was used in the following context:

*Moreover, they can easy to search material for study because everything there in **that** technology.*

The connector “that” in the sentence above is as minor connector to refer to a specific word like “this”. In this case, it refers to “smartphone”. The writer was creatively change the word “smartphone” with the phrase “that technology” to reach coherence in sentence level.

From the detail explanation above, it was obvious that the writer used major connectors and minor connectors to reach coherence in their essays. In this analysis, it found that All of the students (29 students) at the fourth semester students of TBI IAIN Bengkulu used them to reach coherence in their essays. For more detail data or information, see appendix 3.

3. The Students’ Strategies in Reaching Unity in Writing Essay

There are many strategies of reaching unity in writing essay. However, in this analysis, the students used two strategies to reach unity in writing their essays, namely: Establishing a clear thesis and start

paragraph with a thesis statement. The detailed explanation can be seen as the following explanation:

1. Establishing a clear thesis statement

During completing the analysis of the students' essay, all of the fourth semester students of TBI of IAIN Bengkulu stated a thesis statements in their introduction paragraph clearly. The thesis statements can be seen as the following table:

| No. | Thesis Statement |
|-----|---|
| 1 | The differences between letter and email |
| 2 | Positive and negative smartphone to teenager. |
| 3 | It has more effect for teenager especially im school and learn of study. |
| 4 | This essay will so the negative effect of smartphone to teenagers. |
| 5 | This essay will discuss the negative effect of smartphone use on teenagers such as lazy to learn and lazy mingle. |
| 6 | We will explain the positive and negative impact of smarthphone with solutions. |
| 7 | This essay will discuss differences between letters and emails in term of post and time shipping. |
| 8 | Negative effects smarthphone have a side from the actual advantages. |
| 9 | Letters and emails have a similiar function, rather different. |
| 10 | It has some negtative effect such as the achievments in their school be lower and it has disturbing their phsycology. |
| 11 | In this essay will discuss the differences between letters and emails from the quicknesss and the rost. |
| 12 | Smartphone has positive and negative effects. |

| | |
|----|---|
| 13 | The differences between letters and emails, a part of cost and simple to write a letter. |
| 14 | The positive effects of smartphone use on teenagers such as to easily in getting information and sharing information. |
| 15 | Crime rate is closely related the leveln of welfare directly related to social just between people. |
| 16 | Living and working is every country in the world are different each other. |
| 17 | Indonesian and singapore has differemees in living and working context,even though they are neighbor. |
| 18 | One must lindertand what a crime Nature of crime. |
| 19 | Many Causes of Criminals ocured |
| 20 | Crime usually has a causer to that and also has eppportunity there is two big cause family eviarment and economy. |
| 21 | Drug causes some problems such as emotional problems, car accident, brain damage, and spent time and addictive. |
| 22 | Many effect of using drug for teenager there is for health and for from god. |
| 23 | The value of religion islamic it's very of the brain for the children |
| 24 | And in this will tell about there differences living and working in Indonesia with a foreign country. |
| 25 | The causes of crime include poor parenting, failure education media violence and poverty. |
| 26 | Drug has many effect for healthy and education. |
| 27 | Both have profitable differences and do not. |
| 28 | The several difference between living and working in Indonesia with a foreign country like time and culture. |
| 29 | Drugs have some bad effects for teenagers. |

From the detail data above, it showed that all students did not have problems in stating thesis statement in their introduction paragraph. The thesis is a sentence that clearly states what the essays will address. The thesis was located in the first paragraph of the essays so that the readers know the writers' purpose for writing. The thesis statements foreshadow the topics that the writers discuss in their paragraphs. The reader can view the thesis statements as a road map for the essays. They explain what the essays will say and how the essays plan to arrive at a conclusion of the paragraph

Here are for some explanation for thesis statement (Student no. 4 in appendix 3):

This essay will so the negative effect of smartphone to teenagers.

This thesis statement provides structure by creating a vision for what the document will discuss: Negative effects of smartphone to teenagers. This thesis became the guide of the writer to develop the body paragraph of her essay. Therefore, the essay should focus each body paragraph at the negative effects of smartphone to teenagers. In other words, the thesis explains the purpose and lays out subtopics that will support the purpose. If the writer was succeeded to develop the paragraph, the unity can be reach in this essay draft.

Another this statement can be seen as the folloing example (Student no. 25 in appendix 3):

The causes of crime include poor parenting, failure education, media violence and poverty.

Based on the thesis statement above, the writer has clear concept to create unity paragraph in her essay. This thesis statement provides structure by creating a vision for what the document will discuss: *causes of crime include poor parenting, failure education, media violence and poverty.* This thesis became the guide of the writer to develop the body paragraph of her essay, namely: *poor parenting, failure education, media violence, and poverty.* The essay should divide into four body paragraphs or sub-topics based on the focus that the thesis explained in introduction paragraph. For a clear thesis statement above, it will be easy for the writer to develop paragraph in her essay.

From the explanation above, it is clear the stating thesis in introduction paragraph became the main strategy in reaching unity in writing essays by the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018. All students that consisted of 29 students applied this strategy in writing essay.

2. Start paragraph with a thesis statement

To support thesis statement, the writer should write topic sentence in their essays in order to reach unity. A writer has written a clear thesis, he should know what each paragraph of his essay will

address because the paragraphs will be the subtopics foreshadowed in his thesis. It is important to restate the definition of topic sentence. It is widely known that *topic sentence* is a sentence that explains the general idea or message of a paragraph. The topic sentence serves to focus the information in the rest of the paragraph around a single subject. Without a topic sentence, the rest of the paragraph feels like a jumble of random information with no real purpose. It means that in reaching unity in an academic writing, the writer should *start with topic sentence* in their writing essay or academic writing.

After completing the analysis of students' essays, the researcher found that all the fourth semester students of TBI IAIN Bengkulu that consisted of 29 students clearly stated topic sentences in their essay, especially at the beginning sentence of each body paragraph in their essay. The thesis statements can be seen as the essay that was written by student no. 7 (see appendix 3):

| | |
|--|--|
| Thesis: This essay will discuss differences between letters and emails in term of post and time shipping. | |
| T. Sentence 1 | One obvious distinctions between letters and emails is the cost. |
| T. Sentence 2 | Another obvious distinction is the time shipping. |

Based on the data above, it is clear that the writer stated her topic sentences in the body paragraphs. The writer started the paragraph by stating topic sentence to guide the following paragraphs to be unity. The topic sentence became a focus for developing body

paragraph. By knowing the focus, the essay that the writer wrote did not jumbled or random information. Based on the thesis statement, the riter of this essay developed two kinds of focus in her essay, namely: *One obvious distinctions between letters and emails is the cost, and Another obvious distinction is the time shipping.*

Another student's topic sentence can be seen as the following example (student no. 20 in appendix 3):

| Thesis: Two big causes of crime | |
|--|--|
| T. Sentence 1 | One of causes is family environment the condition of the family during development of children |
| T. Sentence 2 | Poverty factor that became the initial capital of the demand for life need. |

Based on the data above, it is clear that the writer stated her topic sentences in the body paragraphs. The writer started the paragraph by stating topic sentence to guide the following paragraphs to be unity in a whole essay. The topic sentence served a focus for developing body paragraph. By knowing the focus, the essay that the writer wrote did not jumbled or random information. Based on the thesis statement, the writer divided her idea into two body paragraphs and developed two topic sentences, namely: *One of causes is family environment the condition of the family during development of children, and Poverty factor that became the initial capital of the demand for life need.*

It is clear that start a topic sentence in beginning body paragraph became another strategy in reaching unity in writing essays at the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018. All students that consisted of 29 students applied this strategy in writing essay, especially to reach coherence in their essays.

From the detail analysis above, it can be concluded that the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018 used two kinds of strategy in reaching unity in their essays, namely: *Establishing a clear thesis statement* and *Start paragraph with a thesis statement*.

4. The Students' Strategies in Reaching Coherence in Their Essay

In reaching coherence in an academic writing like an essay, students have their own strategy based on their skill and knowledge. After completing the analysis of the students essay at the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018, the researcher found some strategies that the students mostly used in reaching coherence in writing their essays. The strategies can be explained as the following result:

1. Using Various Conjunction to Tick the Sentences Together

In writing paragraph, the use of conjunctions can help to make the whole sentence tick together because words and phrases that explicitly link sentences and paragraphs to each other, indicating the relationships that exist among different ideas. The following essay

explained about the use of conjunctions in students' essay (Student No. 17 in appendix 3):

**The Differences between Living and Working
in Indonesia and Singapore**

Development of civilization creates moment of globalisme becomes so fast. It is influencing every countries around the world has different culture, lifestyle and level of competence of workers. In 2017, home countries in Asia have a good number of increasing factory and investment. Nowadays, it is not close the possibility that Indonesian and Singaporean have differences in living and working context, **even though** they are neighbor.

Living and working in Singapore is awesome chalanges for all people in ASEAN. As a small country, Singapore provides numerous culture and lifestyle from West and East. **So**, living in Singapore will give us new ideology that living and working for life. For living in Singapore, people must pay a little bit expensive such as home, electric, food and many others. **Therefore**, this makes Singaporeans should fight and great competence in working. Most of them work as an officer, engineer and scientist. **In addition**, Singapore also teaches us to be dicipline and on time.

Meanwhile, Indonesia as a big country with more than thousand Islands and million kilograms of gold shows various working competence, it seems in workers institution in Indonesia showed that there are so many productive people did not work or get job yet. **Although**, there is competention, but human resources did not support it. **But**, living in Indonesia will provide us how amiable of Indonesian personality. **While** the spesific and famous differences between Singapore and Indonesia are the time itself. Using time is like spending for no point. Most of Indonesian work as a farmer, officer, and TKW.

In conclusion, each country in the world has different skill to face the globalization world competition. Tradition and culture also shape the lifestyle. Life is dynamic, and works just need ability, credibility and place to delivered it.

The essay above used various kinds of conjunction to tick the sentences together and created meaning. The conjunctions allowed the readers to establish the link with the previous idea before going into the rest of the message. In that essay, the writer used the following conjunctions:

Addition

One of conjunction used by the writer in that essay was addition.

It can be seen as the following example:

Most of them work as an officer, engineer and scientist. **In addition**, Singapore also teaches us to be dicipline and on time.

The writer tried to connect the previous sentence with the next one by using conjunction “in addition”. It was appropriate for this context because the next sentence has a function to add information for the previous one.

Elaboration

One of conjunction used by the writer in that essay was elaboration. It can be seen as the following example:

For living in Singapore, people must pay a little bit expensive such as home, electrict, food and many others. **Therefore**, this makes Singaporeans should fight and great competence in working.

In this context, the writer tried to connect the previous sentence with the next one by using conjunction “therefore”. It was appropriate for this context because the next sentence has a function to elaborate information for the previous sentence.

Contrast

Then, the writer also used another kind of conjunction. It was contrast conjunction. It can be seen as the following example:

Meanwhile, Indonesia as a big country with more than thousand Islands and million kilograms of gold shows various working competence, it seems in workers institution in Indonesia showed that there are so many productive

In this context, the writer tried to connect the previous sentence with the next one by using conjunction “meanwhile”. It was appropriate for this context because the next sentence has a function to contrast the previous statement with the next statement.

Conclusion

Then, the writer also used another kind of conjunction. It was conclusion conjunction. It can be seen as the following example:

Living and working in Singapore is awesome chalanges for all people in ASEAN. As a small country, Singapore provides numerous culture and lifestyle from West and East. **So**, living in Singapore will give us new ideology that living and working for life.

In this context, the writer tried to connect the previous sentence with the next one by using conjunction “conclusion”. It was appropriate for this context because the next sentences was a conclusion statement for the previous statements. Therefore, the writer used conjunction “so” in this context.

From the detail analysis above, it can be concluded that the students used various kinds of conjunctions in their essays as an effort

of reaching coherence in their essays. In short, the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018 used various kinds of conjunctions to tick their ideas together in their essays.

2. Repeating Key Words

Another effective way to tick the idea together is repeating key words. The writer repeated a term more than twice in her sentences. The value of key word repetition is that it focuses the reader towards specific elements of the text, whether it is an action, an event or the main subject itself. Repeation gives power to control, to a degree, what they are able to derive from a statement, turning their attention towards those elements that link your sentences and paragraphs to each other.

After completing the analysis, repeating key words can be found in the students' essay in this research. It can be found in the following exaple (Student No. 12 in appendix 3):

Paragraph 2

One of the adverse has bad impact for the result in the school. Teenagers spent many times to play smartphone until their forget to learn. The situation causing decrease of teens result in school even various of pornography site can effect their thought. Beside teens pattern the matter that do not to **imitate**, especially their habit. Their inclined to **imitate** something negatives and teens do at school until teachers judge teens have bad attitude. Sometimes teens do it because they want seem update for the increase of era.

Based on the paragraph above, the writer used repeating key word in that paragraph. In this case, the writer repeated word “Imitate” to give more stressing for the information that the teens imitate the something bad or negative from the smartphone that will ruin their attitude in the future. In this paragraph, the writer was succeeded to underline the value of the text and give power to the readers’ attention through repeating key word.

3. Repeating Sentence Structure

One of the powerful strategy to reach coherence in a paragraph is using the same sentence structure to emphasize ideas. There are two primary ways to repeat sentence structure: *the first* is repeating the same sentence structure and keyword combination in successive sentences. *The second* is repeating the same sentence structure and keyword combination in separate paragraphs³². In writing paragraph or essay, the parallel sentence structures often highlight the similar patterns in the sentences. It is really helpfull to establish the relationship between the sentences at the same time in the complete essay. For detail description of this case, the following essay describes about repeating sentence structure in students’ essay (Student No. 28 in appendix 3):

³²James Hartley. *Loc Cit.* P. 83.

The Differences between Living and Working in Indonesia with a Foreign Country

Country **is** a place that many people stay and working in here. The people who **are** living and working in the other country with the true country **must** adaption in the true country. The several differences between living and working in Indonesia with a foreign country **are** time and culture.

The main difference between living and working in Indonesia and the other country like United States **is** culture. The culture **is** someone problem be the people that difference country. Because they **feel** shocking the first come in the country in Indonesia usually breakfast in the morning with the rice and egg while in United States they **go** to work use public transportation such as bus, subway, taxi, and others.

The other difference between living and working in Indonesia and United States **is** time. The time **becomes** serious problem for Indonesian because many people **do not come** to meeting and other occasion on time. While in United States, people usually **come** on time to meeting and office because they **think** time **is** money. If they **come** late, people around them **will avoid** them.

In conclusion every country **has** differences like Indonesian and United States such culture and country. People **must prepare** by themselves before **come** to other countries.

Based on the essay above, it can be concluded that the writer used repeating sentence structure in reaching coherence in her essay. It can be seen from the **bold words** in the essay above. The researcher gave bold to every predicates (verbs) used by the writer in every sentence that she used to create paragraph.

The analysis of paragraph level, especially in paragraph one, the writer used repeating the same sentence structure and keyword combination in successive sentences. It can be seen from the kind of verbs she used, such as: *is, are, must, are*. The writer used nominal sentence of simple present tense for all sentences in this paragraph. Therefore, all the sentence patterns were repeating in this paragraph.

In addition, the writer also used repeating the same sentence structure and keyword combination in separate paragraphs. It can be seen from two that used simple present tense predicates (verbs), for example: *is, is, feel, and go*. In paragraph 3, the writer was still consistent in using simple present tense predicates (verbs), for example: *is, becomes, come, come, think, is, come, and avoid*. The writer also did the same strategy in paragraph 3. The writer still used simple present tense predicates (verbs), for example: *has, prepare, and come*.

From the analysis above, it is obvious that the students used repeating sentence structure in reaching coherence in their essay. They used two ways of repeating sentence structure, namely: repeating the same sentence structure and keyword combination in successive sentences, and repeating the same sentence structure and keyword combination in separate paragraphs. It means that the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018 were successful in applying this coherence strategy.

4. *Thematic Consistency*

Cohesive text is often also consistent. Therefore, there is a clear running theme throughout the entirety of the discussion. The best way to do this is to establish the same theme at every paragraph beginning and work towards staying on the same path until the end. In the students' essay, most of the students have written clear running them through the entire discussion in their essay. The thematic consistency can be seen as the following essay (student No. 14 in appendix 3):

The Positive Effects of Smartphone Use on Teenagers

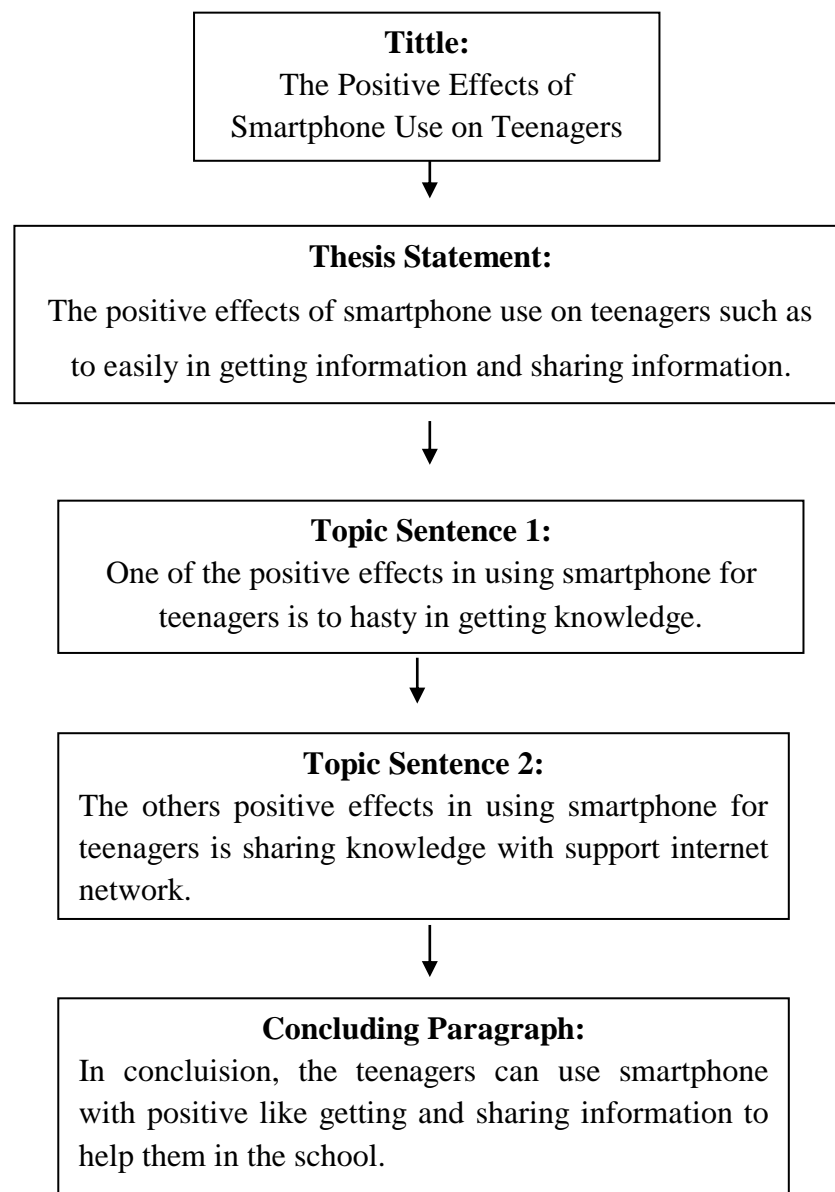
In globalization era with highly technology and knowledge, many people highly depend with technology, especially teenagers. The development of technology gives product for teenagers such as computer, smarthone and others that they can use, but for teenagers smartphone is more important than computer and other thing. They use smartphone everyday to help them in education forum who related with internet network. The positive effect of smartphone use on teenagers is such as to easily in getting information and sharing information.

One of positive effect in using snartphone for teenagers is to be hasty in getting knowledge. The teenagers can improve their knowledge. The teenagers can improve their knowledge from other side like on internet and from a friend in far away with using smartphone, for example, when they want to make a duty or task from school with using smartphone. People who are located in far away can send information by using smartphone.

The other positive effect in using smartphone for teenagers is sharing knowledge with support internet network. They can make a blog to help in sharing information like article, short story, paper and others. They also can share their experience like seminar, workshop, a race contest and others. Actually they can use computer to do it, but computer is to big to bring anywhere.

In conclusion, the teenagers can use smartphone with positive like getting and sharing information to help them in the school. They can use to increase their knowledge and experience. Although smartphone has many negtaive effects for the teenagers, but teenagers can using it in good manners.

The essay above was consistant from title, the opening paragraph, body paragraphs, and closing paragraph. It can be seen from the following chart:



The writer wrote the title of the essay was “The Positive Effects of Smartphone Use on Teenagers”. Therefore, the writer stated the thesis statement as the following statement “The positive effects of smartphone use on teenagers such as to easily in getting information and sharing information”. In order to clear running the them through out the entire essay, the writer established supporting theme in topic sentence. It can be seen in topic sentence 1 “One of the positive effects in using smartphone for teenagers is to hasty in getting knowledge”, and Topic sentence 2 “The others positive effect in using smartphone for teenagers is sharing knowledge with support internet network”. Then, the writer concluded the essay as the following statement “In conclusion, the teenagers can use smartphone with positive like getting and sharing information to help them in the school”.

From the detail analysis above, it can be concluded that the writer was succeeded to create her writing running the theme consistently in entire of the discussion. The writer was excellent o do this to establish the same theme at every paragraph beginning and work towards staying on the same path until the end. In the students’ essay, most of the students have written clear running them through the entire discussion in their essay and reach thematic consistency.

From the analysis above, it can be concluded that most of the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018 applied some writing strategies in reaching coherence in their

essay, namely: using various kinds of conjunction to tick the sentences together, repeating key words, repeating sentence structure, and thematic consistency.

B. Discussion

This research was conducted because of some problems happened in students' writing in general. Writing became the most problems for students because it involved some complicated skills and elements. In general, students writing problems are caused by the following difficulties: (1) The students' ability in writing skill are different, but most of them have problems in English vocabulary mastery that makes them difficult to develop their ideas; (2) poor in grammar that makes their writing ideas are not structured very well; (2) poor in writing roles that makes the students can not reach the goals when writing specific genre; (4) the students have problem in reaching *coherence* and *unity* in their paragraph. However, there are many students who have good ability in reaching unity and coherence with different strategies, especially students who study in English education program. Therefore, the researcher was very curious to analyze students who study in English program.

. The aims of this research were to know about the students' ability in reaching unity and coherence in essay writing and to investigate the strategies used in reaching unity and coherence in essay writing at the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018. To get valid

data and analysis, the researcher used theory of unity and coheren proposed by Janet C. Richard and Sharon K. Miller. The researcher applied content analysis with qualitative method to analyze the data that were collected in the research. After completing the data analysis, the reseracher found the following result:

The first, after completing analysis the students' worksheet, the researcher found that most of the students' essay was unity. There were only 5 students that wrote essay that consisted of not "unity paragraph" or "off-topic". There were 24 students who wrote essay in "unity". It means that the standard of students' unity in writing essay was good at the forth semester students of TBI IAIN Bengkulu in academic year 2017/2018. Therefore, there were only minor numbers of the students that made mistakes in reaching unity in their essay.

The second, the students used various kinds of connectors in writing essay. The kinds of connector that the students used were: major connectors and manior connectors to reach coherence in their essays. In this analysis, it found that All of the students (29 students) at the fourth semester students of TBI IAIN Bengkulu used them to reach coherence in their essays. It means that the students ability in reaching coherence was very good. Therefore, most of the students could write consistence topic in their essay.

The third, the students stated thesis statement in introduction paragraph became the main strategy in reaching unity in writing essays by the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018. All

students that consisted of 29 students applied this strategy in writing essay. It helped their essay to be unity.

The fourth, the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018 applied some writing strategies in reaching coherence in their essay, namely: using various kinds of conjunction to tick the sentences together, repeating key words, repeating sentence structure, and thematic consistency. In short, the students succeeded in reaching coherence in their essay.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing analysis the students' worksheet, the researcher found that most of the students' essay was unity. The first, there were only 5 students that wrote essay that consisted of not "unity paragraph" or "off-topic". There were 24 students who wrote essay in "unity". It means that the standard of students' unity in writing essay was very good at the fourth semester students of TBI IAIN Bengkulu in academic year 2017/2018. The second, All of the students (29 students) at the fourth semester students of TBI IAIN Bengkulu used various kinds of connectors in writing essay to reach coherence. Therefore, their essay coherence were very good. Most of the students could write consistency topic in their essay. The third, the students' strategies in reaching unity were by stating thesis statement in introduction paragraph and starting paragraph with their statement. The fourth, The students used various kinds of conjunction to tick the sentences together, repeating key words, repeating sentence structure, and thematic consistency in reaching coherence in their essays.

B. Suggestion

After completing the analysis, the researcher would like to suggest everyone who reads this research:

1. Writing is one of important skills in English, therefore, students should pay serious attention to master it.
2. This research is hoped to enrich the students' knowledge, especially in writing skill of essay.
3. To motivate English program students to improve their writing skill in higher level.
4. To motivate students to pay more attention to characteristics good essay in unity and coherence point of views.
5. The researcher hopes that this research can be very helpful for students who are taking writing lessons in English program. This research may make them realize that writing skill is a complicated skill that involves various kinds of aspects to master.
6. It is hoped that the research can give motivation to the next researchers to explore more detail analysis in different perspectives about writing in various kinds of research object materials.
7. It is hoped that this analysis can enrich the kinds of research in English education program, especially in TBI of IAIN Bengkulu.

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