



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 4 Tahun 2024 Page 3321-3327

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Coherence And Cohesion: An Analysis Of The Descriptive Paragraphs Written By The Seventh-Grade Students Of SMP N 1Semarapura Academic Year 2023/2024

Ni Putu Hindiani Putri^{1✉}

Universitas Pendidikan Ganesha

Email: hindianiputri28@gmail.com^{1✉}

Abstract

This study aimed to analyze the coherence and cohesion of the paragraphs written by seventh- grade students of SMP Negeri 1 Semarapura. To obtain the purpose, a convergent parallel mixed-method design was applied to collect qualitative and quantitative data. The samples were selected through cluster random sampling, i.e., class 7H. Besides, the data were collected in the form of documents and then analyzed using qualitative and quantitative methods. The results of this study show that the students were able to write descriptive paragraphs in a coherent. The students also used proper cohesive devices to produce coherent descriptive paragraphs. Even though the students can make a good coherent paragraph, teachers are still required to teach about coherence and cohesion. So that the students can realize their importance.

Keywords: *Coherence, Cohesion, And Descriptive Paragraph*

Abstrak

Penelitian ini bertujuan untuk menganalisis koherensi dan kohesi paragraf yang ditulis oleh siswa kelas VII SMP Negeri 1 Semarapura. Untuk mencapai tujuan tersebut, desain metode campuran paralel konvergen diterapkan untuk mengumpulkan data kualitatif dan kuantitatif. Sampel dipilih melalui cluster random sampling yaitu kelas 7H. Selain itu, data yang dikumpulkan berupa dokumen kemudian dianalisis menggunakan metode kualitatif dan kuantitatif. Hasil penelitian ini menunjukkan bahwa siswa mampu menulis paragraf deskriptif secara runtut. Siswa juga menggunakan perangkat kohesif yang tepat untuk menghasilkan paragraf deskriptif yang koheren. Meskipun siswa dapat membuat paragraf koheren dengan baik, guru tetap dituntut untuk mengajarkan tentang koherensi dan kohesi. Sehingga para siswa dapat menyadari pentingnya hal tersebut.

Kata Kunci: *Koherensi, Kohesi, Dan Paragraf Deskriptif*

INTRODUCTION

Language is used by people or humans to communicate with others. Language can be used for humans to communicate with others from different and various places in the world and make it easier to get information. English is the first language in several countries such as America and Australia, while countries such as Germany, Italy, and Indonesia stipulate that English is the second language used for communication. As an international language, English can help people from various countries to communicate with each other.

According to Permendiknas RI No. 22 (2006), in the field of English language teaching, learning means learning to master the four language skills, namely: listening, writing, speaking, and reading. The writing process requires two main skills and several elements that must be present in writing. The first main skill is the skill of formulating and organizing ideas. The second skill is the skill of organizing sentences properly and correctly. To support and realize the two main skills, some elements in writing are needed. According to Nurgiyantoro (2009), there are several elements in writing, namely idea, sentence, form, grammar, style, and mechanics. To make good and correct writing, the content must be clear in its purpose and direction on a topic, then the content in the writing must be systematic, organized, and sequential by considering grammar, vocabulary, and mechanics.

Among the four basic skills in English learning, EFL students in Indonesia found that writing skills are one of the most difficult skills because of the different ways they write in Indonesian and English. According to Kumala et al., (2018), In the process of producing and writing words, sentences, and paragraphs, a writer is required to know and have a broad vocabulary and knowledge.

The categorical differences between English and Indonesian texts (Arsyad Arrafii, 2020), create a gap and, therefore, become a particular problem for Indonesian learners in learning to write. In this case, there are differences in the way ideas are selected, organized, and sequenced in English and Indonesian. This, of course, also affects how the coherence of the text is established. This research will be conducted to explore and explain the coherence of paragraphs made by students. The researcher chose Klungkung City as the research site because based on the ranking of the best schools in Bali according to the Kemdikbud, Klungkung is in a lower position than schools in Gianyar, Badung, Denpasar, Singaraja, and Karangasem. SMP N 1 Semarapura was chosen because the school is a favorite junior high school in Klungkung with high academic scores, and based on the syllabus used by one of the teachers there the researcher chose description paragraphs as the object and grade seven as the research subject, because one of the materials contained

in the syllabus is about things around us so the teacher will ask students to write description paragraphs about things around us.

RESEARCH METHOD

The research employed a mixed-method approach, combining both descriptive quantitative and descriptive qualitative methods, specifically utilizing a convergent parallel mixed-method design. This design integrated both quantitative and qualitative data to address two research questions effectively.

The population comprised seventh-grade students of SMP N 1 SEMARAPURA in the academic year 2023/2024, with student paragraphs as the objects of the study. Cluster sampling was used, resulting in the selection of class 7H consisting of 23 students. For data collection, observation and documentation methods were utilized.

Observation involved direct interaction with the English teacher to understand the teaching process and student difficulties. Documentation involved collecting students' descriptive writing from previous assignments.

Research instruments included a scoring rubric for assessing coherence in descriptive writing and a frequency table for recording cohesion types. The rubric guided raters in assessing topic clarity, supporting sentences, writing purpose, diction, and information appropriateness. The frequency table recorded types of cohesion such as reference, substitution, ellipsis, conjunction, and lexical cohesion.

Data analysis involved both quantitative and qualitative techniques. Quantitative analysis included calculating scores for coherence and frequency of cohesion types using descriptive statistics. Qualitative analysis delved deeper into coherence and cohesion elements through thematic analysis and explanation of how coherence and cohesion were achieved in student writing.

Quantitative Data Analysis Using Descriptive Statistic

This analysis method includes several techniques of statistics, such as sum, mean, and percentage. The sum and average formulas were used to measure the coherence of students' descriptive paragraphs, while the percentage formula was used to assess the cohesiveness of students' paragraphs. If each assessment point scores 5, then the scores for all six assessment points on the rubric are summed up, then the sum is divided by 2 and multiplied by 10, and so on. The results of the calculation are then summed up to find the average value, which is calculated using the formula:

$$\text{Mean} = \frac{\text{Sum}}{n}$$

Mean: the average score of students' descriptive writing
Sum: the total number of all values in the data set

n : the total number of values in the data set. Using this formula, we obtained the mean score of coherence of all the students' paragraphs, which we then used to determine whether the students' paragraphs fell into the category of very good, good, fair, poor, and very poor. After calculating the coherence of students' paragraphs, the next step is to calculate the types of cohesion used in students' paragraphs, with the following steps:

Find each type of cohesion in the students' paragraphs, then calculate the frequency and percentage of the number of each type of cohesion using the formula:

$$P = \frac{N}{T} \times 100\%$$

P: Percentage

N: Types or sub-types of grammatical cohesive devices

T: Total grammatical cohesive devices produced by the students.

Qualitative Data Analysis

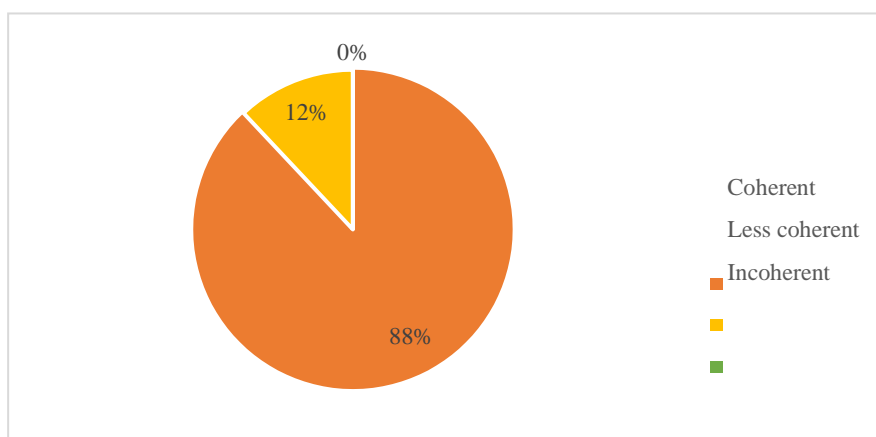
Coherent analysis with qualitative methods is carried out by looking between coherent elements. The coherent elements in question are the relationship or compatibility between the topic idea and the content. The results of the assessment by the two raters, the qualitative method is used to discuss more deeply how the relationship between the topic idea and the content in student writing. Then the researcher sees between the topic idea and the content whether the content of the student's writing is explained clearly from the topic idea of the writing.

The researcher also uses this qualitative descriptive method to explain more deeply what types of cohesion are most widely used to the types of cohesion that do not exist at all in student writing. The researcher also included some examples of sentences containing cohesion types such as conjunction, repetition, and others.

Validity and reliability were ensured through triangulation techniques, including data source and investigator triangulation. This involved multiple data sources and raters to ensure the credibility and trustworthiness of the findings. Overall, the research design and methodology employed a comprehensive approach to investigate coherence and cohesion in seventh-grade students' descriptive writing, integrating both quantitative and qualitative methods for a robust analysis.

FINDINGS AND DISCUSSION

The study evaluated the coherence of descriptive paragraphs written by seventh-grade students from SMP N 1 Semarang. It employed two raters to assess the coherence based on predefined criteria, including paragraph structure and the relationship between sentences. The data revealed that out of 20 students, 17 produced paragraphs with complete structures, demonstrating a clear identification and description of their houses. These paragraphs were deemed coherent due to their clear structure, appropriate relationship between sentences, and effective communication of information. However, three students' paragraphs were considered less coherent due to incomplete structures and errors in grammar and clarity.



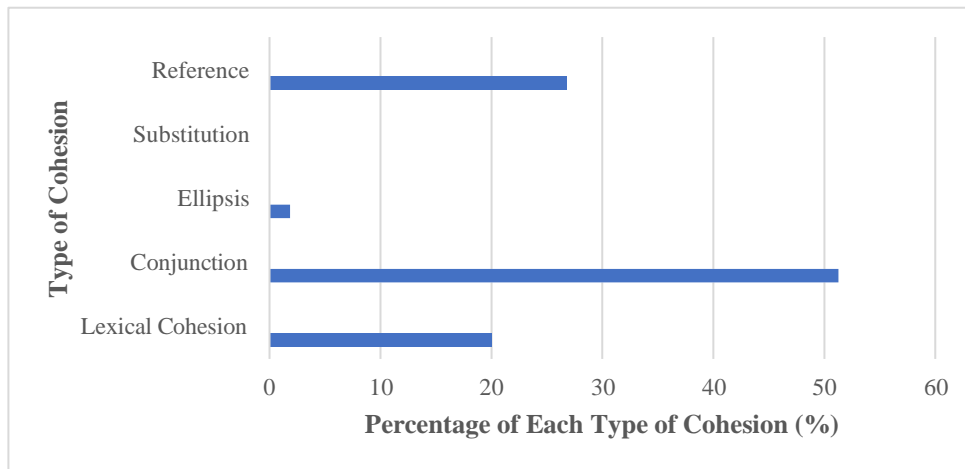
The Mean of Coherence Rating of Students' Descriptive Paragraphs

Statistical Chart of the Mean of Coherence Rating of Students' Descriptive Paragraphs

Based on the above graph, seventh-grade students of SMP N 1 Semarang have been able to write descriptive paragraphs in a structured and coherent manner. It can be seen from the statistical data of the mean of coherence rating of students' descriptive paragraphs, which shows the students' writing that can be said "Coherent" reaches a high average of 88%.

The study also examined the cohesion types used by students in their descriptive paragraphs. Cohesion refers to the visible tools that demonstrate the relationship between sentences.

Type of Cohesion Used in Students' Descriptive Paragraphs



Statistical Chart of the Percentage of Students Using Types of Cohesion

The analysis revealed five types of cohesion: reference, substitution, ellipsis, conjunction, and lexical cohesion. Conjunctions were the most frequently used type of cohesion, followed by reference and lexical cohesion. Students predominantly utilized conjunctions like additive, causal, and temporal to connect sentences and convey information sequentially. Reference was commonly used through anaphoric references, while lexical cohesion mainly involved the repetition of words.

The discussion delved into the implications of the findings, highlighting the students' proficiency in coherence and their predominant use of conjunctions for cohesion. It also touched upon the need for further understanding and development in using other types of cohesion, such as substitution and ellipsis. Overall, the study indicated that the majority of students were able to produce coherent descriptive paragraphs, although there was room for improvement in utilizing a wider range of cohesive devices.

CONCLUSION

Based on the research findings and discussions, it's evident that out of the 23 collected data, 20 were analyzed, revealing that: Students exhibit a commendable ability to craft coherent and meaningful descriptive texts, as indicated by an average assessment of 88% by both raters. 17 students displayed a high level of proficiency, while 3 demonstrated less-than-optimal skills in developing coherent paragraphs, Conjunction emerged as the most frequently used type of cohesion, with 51.27% of students employing it in their descriptive texts, followed by reference (26.86%) and lexical cohesion (20%). Conversely, ellipsis and substitution were less utilized, with ellipsis accounting for 1.87% of usage, primarily in nominal ellipsis form. The substitution was not observed in students' descriptive writing.

REFERENCES

- Algamal, A. A.-H. (2021). Paragraph Writing Efficacy Among Yemeni Efl University Learners. *Albaydha University Journal*, 3(2).
- Alqasham, F. H., Al-Ahdal, A. A. M. H., & Babekir. (2021). Coherence And Cohesion In Saudi Efl Learners' Essay Writing: A Study At A Tertiary-Level Institution. *Asian Efl J. Res. Artic*, 28.
- Baryadi, P. 2023. The Grammatical Cohesion In The Indonesian Paragraph. *International Journal Of Social Service And Research*, 3(2).
- Daiman, H. 2022. Analisis Kohesi Dan Koherensi Pada Karangan Deskripsi Siswa Kelas Vii Upt Spf Smp Negeri 35 Makassar. Program Studi Pendidikan Bahasa Dan Sastra Indonesia Fakultas Keguruan Dan Ilmu Pendidikan Universitas Bosowa.
- Erawati, E. & Nuraeni, S. 2017. An Analysis Of The Cohesion And Coherence Of Students' Descriptive Writing. *English Journal*, 20(1).
- Galis Muthia Zahra, Et Al. 2020. An Analysis Of Cohesion And Coherence Of Descriptive Texts Written By Junior High School Students. *Social Science, Education, And Humanities Research*, 546.
- Martanti, Et Al. 2019. Analisis Kesalahan Penggunaan Kaidah Kebahasaan Dalam Karangan Deskripsi Peserta Didik Kelas Iv Sekolah Dasar.
- Rahman, N. 2021. An Analysis Of The Students' Cohesion And Coherence In Their Descriptive Paragraphs. English Education Department Faculty Of Teacher Training And Education Muhammadiyah University Of Makasar.
- Resa Nadia, Et Al. 2023. An Analysis Of Students' Cohesion And Coherence In Writing Argumentative Essay. *Jurnal Pendidikan Dan Konseling*, 5(1).
- Urmila, S. B. (2021). Analysis Of Coherence And Cohesion In The Students' Writing Text. *Doctoral Dissertation, Uin Ar-Raniry*.
- Wahyuni, S. 2022. An Analysis Of Coherence And Cohesion On The Students' Descriptive Writing At Senior High School In Cirebon. *Journal Of English Language Teaching*, 4(3). <https://digilib.uns.ac.id/dokumen/detail/78202/the-analysis-of-cohesion-and-coherence-in-students-recount-text-a-descriptive-study-in-sma-negeri-3-surakarta-in-the-academic-year-of-20152016>