

CHAPTER I

INTRODUCTION

This chapter discuss about the introduction of the research. It consists of background of the research, setting of the research, limitation of the research, and formulation of the research. This research also discuss about the purpose of the research, significant of the research and definition of key terms.

A. Background of the Research

Writing is one of the most useful talents to have when learning a language besides reading, speaking and listening. Some experts have a different understanding of writing. According to (Pablo & Lasaten., 2018, p. 46), Writing needs a variety of skills, which makes it a challenging task. (Alostath, 2021, p. 647) also suggests that writing is an important talent that demands thorough comprehension, so students might practice it without experiencing any difficulties. In addition, he claims that writing as a process is an approach based on the process (pre-writing, editing, re-drafting, and publication). (Muluneh, 2018, p. 2) says that writing success can be attained by viewing writing as a recursive process that involves setting intentions, creating drafts, publishing work, and receiving feedback.

From some of the explanations for the definition of writing above, it means that writing is a method of collecting and managing information and knowledge, as well as forming and structuring how it is communicated to readers. One type of writing skill taught is a descriptive essay. (Maulana, 2020, p. 41), defines that A descriptive essay is one that goes into great depth to explain or describe its subject. The four most popular forms of writing are expository, argumentative,

descriptive, and narrative. It implies that descriptive essay is one of the writing skills to describe something, be it a person, place, situation, etc in written form. Students must construct sentences that have a relationship or relationship between them when writing this essay. Functional linguistics have used two ideas, cohesion and coherence, to make relationship.

Two of the unique components needed for writing are cohesion and coherence, particularly when it comes to the way sentences are combined and organized into paragraphs. (Priangan et al., 2020, p. 29) additionally states that cohesion should always be presented in the text. It's because cohesiveness encourages text clarity, which is achieved through the employment of cohesive devices. Cohesive devices are the words and strategies a writer uses to make the reader understand the connection between ideas in a work. Cohesion, then, is a technique for linking concepts in a sentence or phrase. It means cohesion is a method of connecting ideas in a paragraph or phrase. Cohesion can aid in the text's coherence. It implies that coherence was used to connect the ideas inside the text to one another.

Based on the data obtained from the lecturers of the 4th semester writing course, they had studied cohesion and coherence on descriptive essay in the previous semester, namely in the writing II course with a hybrid learning process because at that time the country of Indonesia was still hit by the covid19 virus. The researcher also obtained information from various 4th semester students regarding cohesion and coherence in writing descriptive essays, that some of them said that making a cohesive and coherent text was quite easy because explanations were easily accessible on this material. Then there were those who said it was difficult, a little difficult and very difficult for several reasons, namely

forgetfulness, lack of understanding of the previous material caused by online learning, difficult to find suitable words to make connected sentences, difficult to distinguish between cohesion and coherence, and quite difficult to reach.

It is important for researchers to examine the use of cohesion and coherence on descriptive essays made by fourth semester students because in the previous semester they had studied cohesion and coherence, as well as variations in their responses regarding writing cohesive and coherent essays, so it is possible that they can make good or bad descriptive essays by using cohesion and coherence.

As a result, based on the preceding explanation, the researcher would like to conduct a research under the title *Students' Writing Skill in Using Cohesion and Coherence on Descriptive Essay at Fourth Semester of English Study Program at University of Pasir Pengaraian*.

B. Setting of the Research

Based on the explanation above, the fourth semester students of the English Study Program at University of Pasir Pengaraian have studied writing descriptive essay, cohesion and coherence in the previous semester so likely that they have been able to use cohesion and coherence on their descriptive essay as well as variations in their responses regarding writing descriptive essay, cohesion and coherence, so it is possible that they can make good or bad descriptive essays by using cohesion and coherence. Therefore the writer wants to analyze their skill in writing descriptive essay and what types of cohesion and coherence used on descriptive essay at fourth semester of English Study Program at University of Pasir Pengaraian

C. Limitation of the Research

A good essay has many things that must be used in writing such as the main idea, topic sentence, supporting sentences, cohesive, coherent, prepositions and others. Therefore, to prevent mistakes, the researcher limits this research by focusing only on analyzing students' skill in writing descriptive essay and determine what types of cohesion and the ways to achieve coherence used in their descriptive essay.

D. Formulation of the Research

Based on the limitation of the research above, the researcher will formulated of the research on the following question:

1. How is Students' Skill in writing Descriptive Essay at Fourth Semester of English Study Program at University of Pasir Pengaraian?
2. What Types of Cohesion and The Ways to Achieve Coherence Used on Descriptive Essay at Fourth Semester of English Study Program at University of Pasir Pengaraian ?

E. Purpose of the Research

The purpose of this research is to find out the students' skill in writing Descriptive Essay at Fourth Semester of English Study Program at University of Pasir Pengaraian and What Types of Cohesion and The Ways to Achieve Coherence Used on Descriptive Essay at Fourth Semester of English Study Program at University of Pasir Pengaraian.

F. Significance of the Research

1. Students, to help students create awareness about how to write descriptive and use cohesion and coherence on descriptive essay
2. Teachers, to help teachers in evaluating students' writing performance, construct remedial teaching and give understanding that students need continuous and special supervision conducted by teachers during writing activity
3. Other researchers, as a comparison for the better studies.

G. The Definition of Key Terms

1. **Cohesion** : One of the most crucial aspects of writing is cohesion. (Aminovna, 2022, p. 84) says that, cohesion is a lexical and grammatical relationship that depends on each other in the sentences.

In this research, cohesion means what creates unity in your writing it, basically links things together within a sentence, sentence to sentence, so basically everything has to stick together.

2. **Coherence** : Coherence is the degree to which a paragraph's flow of ideas is clear to the reader.. According to (Ahmed, 2019, p. 132) Coherence and unity are closely related; when a writer switches topics or key ideas within a paragraph, confusion frequently ensues. A writer should demonstrate how each thought in a paragraph relates to the main issue in order to establish. In this research, cohesion means how to help clarify ideas or organize logistically in paragraphs and how well they connect to the main idea so that readers can easily understand the intent and purpose of the text or writing.

3. **Descriptive Essay** : Descriptive Essay is the most basic form of

writing. (Marue & Pantas, 2019, p. 91) says that descriptive essay is an activity to visualize people, places, and things in detail in written form.

In this research, descriptive essay means that a descriptive essay is the form of written that describes something - a person, an event, a place or a personal experience in detail. and it is real. Then, when we read a descriptive essay, it is as if we know, see and feel what is being described.

CHAPTER II

REVIEW OF THE RELATED THEORIES

This chapter discusses about the review of the related theories where the researcher puts the opinion from the expert. It is also describe about review of related findings and conceptual framework that used researcher as literature review. The researcher puts some theories related to the title of this research to support this research.

A. Review of Related Theories

1. The Nature of Writing

Writing is one of the four basic skills that students should learn and develop in a foreign language, along with speaking, listening, and reading. The capacity to express ideas or convey ideas thought concepts on paper with specifics is known as writing. (Agdia & Syafei, 2020, p. 417) says that writing is the process of putting thoughts into written form. It is frequently seen as an imaginative method of communication where the thoughts can coalesce into a solid paragraph. Writing is a challenging skill for pupils to acquire since it requires them to transmit their thoughts or feelings to the reader. According to (Wahyuni & Antoni, 2019, pp. 69–70) The hardest skill for students to master is English writing. Even yet, many aspects of writing, including organization, language, grammar, and spelling, are to blame.

It is difficult to put the ideas into writing. Some pupils occasionally find it difficult to put their thoughts on paper. As a rule, they are unable to begin writing, thus it will take a long time for them to produce something based on their ideas.

According to the aforementioned statements, writing is the act of using symbols to express ideas and thoughts in a way that is understandable (letters of the alphabet, punctuation, and spaces).

2. The Importance of Writing

Writing is a crucial skill for improving our English language skills. (Sukma, 2015, p. 65) says that writing is a crucial skill in contemporary society and that it is one of the linguistic skills that has made a substantial contribution to human activity. Writing is one of the fourth language skill that should improve, and it is one of the most crucial in our lives. Writing has emerged as a crucial English ability for the future because it is needed in many fields, including science, technology, and others. This claim is backed up by (Durga Ms V Satya Sri & Rao, 2018, p. 2) writing is very important that communication is transmitted more through writing than any other type of media. So, Students need effective writing skills to meet their academic needs and workplace requirements.

There are various factors that make writing skills crucial. (Durga Ms V Satya Sri & Rao, 2018, p. 3) also explained some important reasons of writing skills : The first is to write technical documents, research papers, and put forth the correct facts and information, the second is searching and obtaining a job, the third is to make presentations and reports, the third is for improving communication skill, and the last one is for improving creativity, exploration, and essential for self-understanding. Writing, as a fundamental language skill to learn in primary school, plays a vital role in our lives. So, writing is very important because is the basic in learning English to express their in the form of written.

3. The Process of Writing

To do writing, of course we have several processes. According to (Faraj, 2015, pp. 132–136) there are 5 steps in writing : the first is **Prewriting**, at this process starts to plan out what to write or chooses the topic, readership, and setting, the second one is **Drafting**, at this process, the author begins to put all of his or her ideas on paper without worrying about possible errors, the third is **Revising**, at this process, the writer starts to edit or proofread the initial draft of his or her writing, the fourth is **Editing**, in this process, the writer makes flawless edits to the writing, the last process is **Publishing**, in the last process, writing is finished, after which it will be published.

In addition, (Hermilinda, 2018, pp. 1829–1830) stated that writing process model consists of five process of writing : prewriting, planning, drafting, pausing and reading, revising and editing. (See Table 1).

Table 1. Processes of Writing

Process	Description
Prewriting	Talk-writing, free writing, outlining, listing
Planning	Thinking about the readers and organization, thinking about the prewriting list and organization
Drafting	Writing introduction, body and conclusion paragraphs
Pausing and Reading	Pausing for rereading what has been written and thinking about more ideas, Pausing when running out of ideas
Revising and Editing	Correcting immediately by adding and deleting ideas, Proofreading

From the opinions of the two experts above regarding the writing process, we can see the similarities in the planning, drafting and editing sections, the two

experts mentioned that. It means that the following three process are the basic processes in writing.

4. Aspect of Writing

According to Alice Oshima and Ann Hogue in (Shinta, 2021, pp. 56–57), there eight general elements or key areas of writing that can be studied in this research :

(1). The sentence must use the proper verb tenses. (2) The sentences have subject-verb agreement. (3). The proper usage of the articles (a, the) in the paragraphs, as it indicates whether the topics have already been discussed or are known or not. (4). The pronoun agreement and reference are used appropriately throughout the paragraph (5). There are no choppy sentences in a good paragraph. (6). There are no run-on sentences in the paragraph. (7). There is no sentence fragment in the paragraph. A sentence fragment, as opposed to a stringy sentence, occurs when a connector is used but no clause follows the one before it. (8). There are no comma splices or run-on phrases in the paragraph.

In addition, Heaton noted in his article that there are five general elements or aspects of writing (Sahardin et al., 2017, p. 57) (The first one is language use, which involves writing appropriate and correct collocations and sentences, the second is mechanical skills, which involve using proper conventions like punctuation and spelling, the third is content treatment, which involves thinking critically and developing ideas while excluding unimportant details, the fourth is stylistic skills, which involve manipulating sentences and paragraphs and effectively using language, and the last one is one is judgment skills: the ability to write in a manner appropriate for a particular purpose with a particular

audience, and the ability to select, organize, and order relevant information (rhetorical steps) with acceptable collocations.

Based on these two viewpoints, it can be deduced that the elements of writing are mostly related to the content, structure of ideas, usage of language and mechanics, and readers' critical thinking or subject-matter expertise. To create an effective piece of writing that is well-written and meaningful, those elements must be included.

5. Rubric in Writing Assessment

A writing rubric is a tool for rating students' writing proficiency on a range from terrible to excellent for a particular writing job. We must utilize a writing assessment to rate someone's writing, typically in the form of a rubric evaluation. This is helpful for evaluating writing in accordance with the actual writing concept's rules. In this research, the researcher utilized an evaluation matrix that was modified from (Weigle, 2016, p. 116). See table 2

Table 2 Rubric Assessment

Aspect of Writing Ability	Scoring	Score	Level	Criteria
Content		30 – 27	Excellent To Very Good	Through development of paragraph unity relevant to topic, topic sentence, concluding sentence.
		26 – 22	Good To Average	Limited development of paragraph unity, mostly relevant to topic but lacks detail
		21 – 17	Fair To Poor	Limited knowledge of paragraph, inadequate development of topic
		16 – 13	Very Poor	Does not show knowledge of paragraph and not enough to evaluate
Organization		20 – 18	Excellent To Very Good	Ideas and arguments are logically organized and the text are cohesive and coherent based on the context

	17 – 14	Good To Average	Limited supported idea logical but incomplete sequencing and text enough cohesive based on the context
	13 – 10	Fair To Poor	Less cohesive and coherent text, so the text is a bit difficult to understand
	9 – 7	Very Poor	Does not use components of cohesion and coherence so that the text cannot be understood
Vocabulary	20 – 18	Excellent To Very Good	Effective word usage, word form mastery
	17 – 14	Good To Average	Adequate range error of word form
	13 – 10	Fair To Poor	Limited range frequent errors of word form
	9 – 7	Very Poor	Essentially translation little knowledge of English, vocabulary errors word form
Language Use	25 – 22	Excellent To Very Good	Effective complex constructions. Few errors agreement, tenses, number, word order/function, article, pronoun prepositions
	21 – 18	Good To Average	Effective but simple construction. Several errors of agreement tense, articles, pronouns, and prepositions but meaning seldom obscured
	17 – 11	Fair To Poor	Simple frequent errors of tense, word function, articles, pronouns and preposition and meaning confused
	10 – 5	Very Poor	No mastery of constructions dominated by errors, does not communicate and not enough to evaluate
Mechanics	5	Excellent To Very Good	Mastery of conventions, few errors of spelling, punctuation and also capitalization
	4	Good To Average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair To Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing and meaning confused
	2	Very Poor	No mastery of conventions, dominated by errors and not enough to evaluate

6. Definition of Cohesion

One element that must be present in writing, such as an essay, is cohesion. Cohesion is a lexical and grammatical relationship that depends on each other in phrases, according to (Aminovna, 2022, p. 84). While cohesion is a component of a language's structure and, like other semantic relations, it is expressed through the way language is organized (Ali, 2021, p. 85), this does not mean that a text cannot be said to exist if it lacks coherence because coherence provides the textual building blocks for understanding or making sense. In a wide sense, cohesion occurs when the interpretation of one textual component, whether preceding or after another, is influenced by that interpretation. (Ali, 2021, p. 85) From the statements above, basically they have some opinion about cohesion.

A piece of writing's cohesion affects whether it qualifies as text or not. According to (Nijat, 2022, p. 7) a text is called well-structured text when the clauses and sentences in the text link together. Every word, phrase, clause and sentence must link to each other in written text. The coherence of a document demonstrates its unity. The text's cohesion, or connectedness of meaning, is what distinguishes it as a text.

Cohesion and coherence should be used to create a solid essay. Halliday and Hasan in (Nijat, 2022, p. 7) states that cohesive devices written and spoken communication grammatically correct. They divided cohesiveness into lexical and grammatical categories. Reference, substitution, conjunctions, and ellipses are examples of grammatical coherence, while repetition and collocation are examples of lexical cohesion.

7. Types of Cohesion

Based on Halliday and Hasan in (Nijat, 2022, p. 7) There are two types of cohesion, they are grammatical cohesion and lexical cohesion that make the cohesion text :

1. Grammatical Cohesion

The term "grammatical cohesion" describes a number of cohesion devices that are grammatical and can be used to make connections within texts more clear. Grammatical cohesion, according to (Lindasari, 2022, pp. 19–20), is the coupling of sentences created by grammatical aspect. It refers to the semantic connection between objects that are specified by grammatical devices. Grammar-related language devices are known as grammatical cohesiveness.

The first one of grammatical cohesion is reference, it refers to an expression in a text that looks backwards or forwards to another expression. Referencing is defined as a scenario where one element cannot be understood semantically without referring to another element in the text (Oktavia & Suprayogi, 2021, p. 10). There are three different reference categories, mainly personal references, which include We, You, It, Our, I, They, Its, Us, My, and She. Demonstrative references include the words this, these, that, those, and the. They appear as textual elements within a text and relate to a place or thing, usually any entity, person, or object that is taking part in the activity. Comparative references are used in this section to provide an indirect reference by using an approach to identification or resemblance. Generally speaking, a comparison is one that disregards any particular attribute in favor of likeness and unlikeness, two things can be the same, dissimilar, or different (different encompasses both not the same and not similar).

A specific comparison, on the other hand, refers to a comparison of quantity or quality.

The second part is substitution, which is the process of replacing one textual component with another in order to reduce repetition. A substitute element, according (Akbaba, 2021, p. 21), has the same kind of structural function as the element it replaces. In English, substitutions can serve as verbs, nouns, or clauses, therefore there are three different forms of substitutions. These include verbal replacement (replacing a verb with "do"), nominal substitution (replacing a noun with "one," "ones," and "same"), and clausal substitution (replacing a phrase with "so" and "not"). It means we can use substitutes to avoid using the same words again in sentences or paragraphs.

Ellipsis is the third component of grammatical coherence. Ellipsis, according to (Suningsih, 2022, p. 354) is the exclusion of something when the kind of replacement is replaced by nothing. Overall, it is frequently thought of as zero substitution. Nominal ellipsis is a sort of ellipsis, and in this case, we employ the nominal The verb is omitted in verbal ellipsis, and the clause is omitted in clausal ellipsis. The researcher draws the conclusion that ellipsis can be referred to as substitution by zero because, despite the fact that it appears to be substitution, we eliminate a needless element that was mentioned previously in the text and leave it empty. It is still possible to understand the text even if a certain element is absent.

The final component is a conjunction. Conjunctions are required to link words or sentences together so that they make sense and can be referred to as cohesiveness texts or sentences. A conjunction, such as an additive, adversative, causal, or temporal one, indicates how the following sentence or condition should be related to the preceding one or the surrounding sentence (Suningsih, 2022, p.

354). Additive conjunctions link elements with similar semantic properties. Adversative conjunctions are used to indicate findings or viewpoints that are in opposition to each other. Examples of additive conjunctions are, and, likewise, furthermore, in addition, also, too, either, etc. When used to introduce effects, reasons, or purposes, causal conjunctions use terms like but, however, in contrast, although, still, though, only, in reality, rather, etc. In the temporal conjunctions we employ ultimately, then, soon, at the same time, they are defined by the use of words like, so, thus, thus, because, so, then, for, because, for the reason, as a result, etc.

2. Lexical Cohesion

From the preceding point, it's describe approximately the 4 kinds of grammatical cohesion, subsequent is ready lexical cohesion. Lexical cohesion involves the choice of vocabulary. It is concerned with the relationship that exists between lexical items in a text such as words and phrases. The following are parts of the lexical cohesion :

1. Reiteration

Halliday and Hasan in (Bahaziq, 2016, p. 114) defines reiteration as two items that share the same referent and could either be repeated or have similar meanings in a text. The forms of reiteration are repetition, synonymy, antonym, and super ordination (hyponymy and meronymy).

2. Collocation

When words are combined to create new meaning, this is known as collocation, which is a sort of lexical cohesion. According to (Chanyoo, 2018, p. 995) Collocation is the association of lexical items that frequently co-occur, that defines it as "a word that is in some way associated with another word in the preceding text, because it is a direct repetition of it, or is in some sense synonymous with it, or tends to occur in the same lexical environment, coheres with that word and so contributes to the texture." It implies that a collocation is a collection of vocabulary items that co-occur.

Table 3. Types and Example of Cohesion

No	Cohesion	Example
1.	Grammatical Cohesion	<p>Reference :</p> <p>a. Personal Reference : I, they, she, he, it. We, You, It, Our, They, Its, Us, My Example : Dita bought a pen. <u>She</u> went with Ade last night</p> <p>b. Demonstrative Reference : there, this, these, that, those, and the Example : <u>These</u> brownies are delicious</p> <p>c. Comparative Reference Example : He's a better man than I am.</p>
		<p>Substitution :</p> <p>a. Nominal : one, ones, and same Example : This phone is old. I will buy a new one.</p> <p>b. Verbal : do Example : I challenge you to win the game before I do!</p> <p>c. Clausal : so, not Example : A: Do you think the teacher is going to be absent tomorrow? B: No. I don't think so.</p>

		<p>Ellipsis :</p> <p>a. Nominal : the noun is omitted Example : My sisters like sports. In fact, both [0] love volleyball. [0: My sisters] (In the second sentence, the nominal my sisters is omitted)</p> <p>b. Verbal : involves the omission of the verb Example : A: Have you been reading? B: Yes, I have[0]. [0: been reading]</p> <p>c. Clausal : when the clause is omitted Example : A: Who is writing on the whiteboard? B: Dita is [0]. [0: writing on the whiteboard].</p>
		<p>Conjunction :</p> <p>a. Additive : and, likewise, furthermore, in addition, also, too, either Example : My friends and I will go to UPP tomorrow</p> <p>b. Adversative : but, however, in contrast, whereas, yet, though, only, in fact, rather. Example : I want to go to the market, but I am so tired</p> <p>c. Clausal : so, thus, therefore, because, so, then, for, because, for the reason, as a result Example : She didn't have any money, so she couldn't go with me</p> <p>d. Temporal : finally, then, soon, at the same time Example : After hiking all day we finally reached the upper most part of the Anabawa peak</p>
2.	Lexical Cohesion	<p>Reiteration :</p> <p>a. Repetition Example : Dita bought the durian. The durian was cheap</p> <p>b. Synonym Example : please don't speak while I am talking in this class</p> <p>c. Hyponym Example : - <u>Indonesia</u> are the co-hyponym of Jakarta, Kalimantan etc - Consuming <u>fruits</u> such as mangoes, oranges, watermelons, and melons can meet the needs of vitamins in the body.</p>
		<p>d. Meronymy : Example : Book is the superordinate item of cover and page.</p>

		<p>Collocation</p> <p>Example :</p> <p>fast-food is food with a fast and convenient serving process, which is easily accessible</p>
--	--	---

8. Definition of Coherence

Coherence is the ability to rationally follow one another or have a relationship that is simple to comprehend. According to (Ahmed, 2019, p. 132), coherence is the result of a variety of elements that work together to make each sentence contribute to the overall meaning of the work. The harmony that is generated between the ideas by the order of the words is known as coherence. The transition from one sentence to the next should be seamless. Coherent ideas are those that are arranged in a clear and logical manner. There must be a connection or relationship between each sentence for the reader to properly understand the content you aim to convey in writing; this is known as coherent writing.

The coherence and cohesion of the writing serve as indicators of good writing. According to (Septiwan & Al Hafizh, 2021, p. 134), coherence is a trait of good academic writing. Academic writing must be coherent in order to connect all writing-related thoughts to a single topic. It results in writing that develops into a complete work. Though coherence in academic writing aids writers in logically and fluidly organizing their ideas. As a result, coherence is essential to producing writing that is truly informative. As a result, it is crucial that both writers and readers pay attention. Oshima & Hogue in (Ahmed, 2019, pp. 132–133) clarified that here are four ways to achieve coherence in writing:

a. Repeating Key Nouns

Coherence can be attained in paragraphs by repeating relevant phrases. A technique for maintaining the text's attention is to repeatedly employ the word or phrase that serves as the essay's or the paragraph's main idea. There is no defined limit on how many times a key term can be used; clarity and avoiding giving the reader the impression that there is excessive repetition must be the guiding principles. Without a doubt, careless or excessive repetition is monotonous and a clutter-causing factor.

For Example : *Writing is one of the crucial talents to have when learning a language besides reading, speaking and listening. Some experts have a different understanding of writing.*

b. Using Consistent Pronoun

Another way for achieving coherence is to substitute pronouns for nouns, noun phrases, or names whenever possible. A paragraph that doesn't include pronouns at least occasionally will sound unnecessarily repetitive. Being consistent by utilizing the same person and number throughout the paragraph or text is crucial when using pronouns. There are seven different types of consistent pronouns, according to (Septiwan & Al Hafizh, 2021, pp. 137–138) there are seven kinds in consistent pronoun. (1) Words that relate to a particular person, place, or thing and alter form to denote person, number, case, and gender are known as personal pronouns. Subjective personal pronouns, objective personal pronouns, and possessive personal pronouns are the three categories that they fall under. These pronouns, like they, them, and their, (2) Demonstrative pronouns, such as this, that, these, and those, which point to and identify a noun or a pronoun. (3) The who, which, and what queries are asked using interrogative pronouns, (4) Relative pronouns are used to connect one phrase or clause to another, such as who, whom, and which. (Indefinite pronouns, such as all,

another, or everyone, refer to an identified but indeterminate person or thing.), (5) To refer back to the subject of the clause or sentence, reflexive pronouns like myself, him, or themselves are utilized. (6) Intensive pronouns, which are pronouns intended to stress their antecedents and include her and we, (7) To refer to a shared group of persons, reciprocal pronouns are employed.

For example : *When it comes to the negative effects of social media, such as the number of youths or social media users who are hooked to ignoring time to rest, they can spend a long time without realizing they have harmed their own health, particularly their eyes and hands.*

c. Using Transition Signals to Link Ideas.

The use of transitional words and phrases, also known as linking words or linking adverbs, is one of the most popular strategies for ensuring that a paragraph is coherent. They relate to particular words and phrases that conjure links and transition between concepts. These tools let the reader know how exactly what was said and what will be said relate to one another. They can be used in a text to help readers understand how the phrases relate to one another. They can be used in a text to help readers understand how the phrases relate to one another. They function similarly to the traffic signs that warn drivers what to expect on the next section of road – or text. Experienced drivers could still navigate without any road signs, but traffic would slow down and misunderstandings would increase. The same is true for text.

Additionally, Oshima, A. & Hogue said that transition signals were classified according to their meaning in (Septiwan & Al Hafizh, 2021, p. 134) They are employed to: (1) introduce a new idea; (2) introduce an opposing notion or contrast; (3) introduce a choice or an option; and (4) introduce a contrast. In reality, you should (4)

restate your point or provide an explanation, and (5) list items in chronological order or display time sequences. (6) Give an example, (7) give a succinct conclusion or summary, and (8) conclude.

For Example :

***On the one hand**, people prefer offline shopping because they don't need to wait after the purchase. Shipping to other city might take more than two days and sometime there is delay in delivery which is the most common problem in delivery. Also, the shipping cost might be higher than the product price. If there is problem with things that you bought, return process could be complicated. Sometimes you need to prove it with photos or videos so they could process the return or refund. **In addition**, the risk of fraud is higher on online shopping. **For example**, fake online store or website, goods or stuff that different from the picture, credit card scams, hacking, and other common types of scams.*

d. Arranging Ideas in Logical Order

Without any type of logical arrangement of the concepts expressed in it, any academic paper will be impossible to understand. Chronology, importance, and contrast are a few of the more popular types of logical order, however there are many others. First and foremost, chronology has to do with time, and logically, events must be in chronological order. Second, importance indicates a succession of ideas being discussed, which could be in either an ascending or descending order of importance. The third aspect of the contrast is the ordering of concepts through comparison or contrast. Sentences that are placed in a specific order create a text's smooth information flow. Additionally, the listener or reader draws on prior understanding of the content..

For example :

*Online shopping is really popular nowadays. Many people use it because it's a **good choice to purchase things** that people want or need with cheaper price compare to the offline store. You can find the online stores with the best reputations by seeing the stars and reading the reviews given from other shoppers. You can also buy items from another country as it also provides worldwide shipping. Just by clicks and taps, you can order anything you want, then it directly arrive to your home, and even you can pay it after you check your order. However, some people find it **inconvenient to shop online** when they face delivery problems and delay, or fraud that might happen while shopping online; still, others think that it also has several benefits for shopping.*

9. Descriptive Essay

Writing essays is one of the writing exercises that are taught in English department classes. An essay is a piece of writing that offers a topic, according to (Niati & Rasyidah, 2020, p. 68). There are six genre essays, one of which is the descriptive essay, according to (Amaniansih 2016, p. 58–59). The other five are as follows: The first sort of text is narrative; it serves to inform or entertain its audience. The second type of writing is recount; it serves to inform or entertain its audience. The third type of writing is expository, and examples include but are not limited to letters, newsletters, manual pamphlets, definitions, instructions, guidebooks, catalogues, newspaper pieces, magazine articles, and research papers. Exposition texts aim to educate, inform, clarify, define, or guide. The fourth type of text is argument, which aims to persuade readers to choose a side and support it with evidence, The final sort of literature is discussion; it aims to persuade readers by taking a stance and defending it from both sides.

Descriptive essays are those that thoroughly explain or describe their subject, which may include persons, events, or concepts. In order to explain anything as accurately as possible, the creator must use all of their senses. The purpose of this kind of essay is to explain the subject or object. According to (Mahardika et al., 2021, p. 12), a descriptive essay is a piece of writing that vividly portrays an occasion or an item so that the reader can almost feel or see it. Using the simple present tense for writing descriptive essays. Descriptive essays are those that thoroughly explain or describe their subject, which may include persons, events, or concepts. In order to explain anything as accurately as possible, the creator must use all of their senses. The purpose of this kind of essay is to explain the subject or object. The researcher draws a conclusion about what a descriptive essay is from the explanation given above. The descriptive essay is a type of essay where the student is asked to use appropriate details to describe an object, place, experience, emotion, scenario, or person.

Based on (Amaniarsih, 2016, p. 59) there are three the characteristic of descriptive writing :

- (1) makes use of specifics that engage all five senses: sight, hearing, smell, taste, and touch;
- (2) supports the main idea with concrete, vivid, detailed, and dynamic detail.,
- (3) makes use of metaphors and similes.

B. Review of Related Findings

The usage of cohesion and coherence in writing has attracted the interest of many researchers who're seeking to cope with the problem of lack of concord and coherence in students' writing, particularly in Indonesia, where English is taught as a overseas language.

The first related research was conducted by (Kahar, 2019) in his research –An Analysis of The Cohesion and Coherence of The Students‘ Essay Writing at The Seventh Semester Students of English Education Department in Muhammadiyah University Of Makassar|. (Kahar, 2019) in his research analyzed the Students of English essay writing produced under study and the problems students in created cohesion and coherence in their English Essay writings.

The second related research written by (Harliani et al., 2021) under the title A Study on Grammatical Cohesion in The Descriptive Essays By The Third Semester Students of English Education Program in The University Of Mataram In The Academic Year 2019/2020 | , in their research to identify the types and the frequent types of grammatical cohesive devices which were used by the students in writing their essays. It means only researching about the cohesion part without coherence.

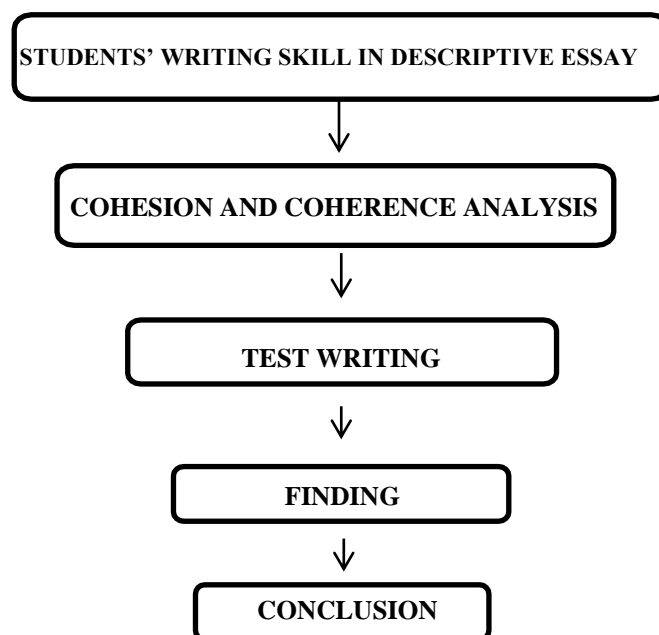
The last related research was written by Putra et al in the year of 2022 from Ahmad Dahlan University. (Putra, 2020) in their research under the title Cohesion And Coherence: An Analysis Of The Students‘ Narrative Writings| analyze cohesion and coherence used on 20 student‘ s narrative Writing in SMAN 4 Praya, from the research finding it showed that students in SMAN 4 Praya have more awareness in creating cohesive devices. The students use all grammatical cohesion in their narrative writings. It means that the students have known these kinds of cohesive device.

Based at the preceding studies above, the researcher concludes that there is similarity among studies above and this study. Each of the research above talk

approximately cohesion and coherence and its use in college students writing. The researches above additionally centered on locate and describe the forms of cohesion and the students' competence in making the writing textual content coherence. On the other hand, the differences between this research and the other studies are this research is focusing in analyzing cohesion ad coherence in their descriptive essay.

C. Conceptual Frame Work

Figure 1. Conceptual Framework



The researcher made a concept of this research. The conceptual framework above, provide a brief explanation about the outline of this research. The first step in collecting the data of this research is the students are directed to do a writing test and then they are directed to make a descriptive essay. In this research, the students was not given any treatment so the students will do the writing test pure from their knowledge. Then, after the data is collected from the

writing test the researcher was analyze their skill in writing descriptive essay and what types of cohesion and the ways to achieve coherence used on descriptive essay at fourth semester of English Study Program at University of Pasir Pengaraian.

CHAPTER III

RESEARCH METHODOLOGY

The researcher outlines the research methodology in this chapter. It comprises of the research design, object of the research, instrument of the research. In addition, this chapter describes the technique of collecting the data technique of analyzing the data.

A. Research Design

This research design was use quantitative research because the purpose of this research only to know How is Students' Skill in Writing Descriptive Essay and What Types of Cohesion and the Ways to Achieve Coherence used on Descriptive Essay at Fourth Semester of English Study Program at University of Pasir Pengaraian .

According to (Duli Nikolaus, 2019, p. 3) In order to answer an issue, quantitative research involves objectively gathering, processing, evaluating, and presenting data based on the quantity or quantity.

B. Setting of The Research

The setting this research conducted of students fourth semester in English Study Program at University of Pasir Pengaraian.

C. Subject of The Research

The subjects in this study were fourth semester students of the English Study Program, University of Pasir Pengaraian with a total of 36 students.

D. Instrument of The Research

The instrument in this research was use a writing test. The form of the writing test was writing descriptive essay and was assessed by raters using a rubric writing assessment and range score and analysis types of cohesion and the ways to achieve coherence based on the theory cohesion and coherence. The rubric writing assessment is taken from (Weigle, 2016, p. 116) and adapted according to the indicators of cohesion and coherence (see appendix II).

E. Technique of Collecting the Data

The steps that was taken by researcher in collecting data were, first the researcher ask permission from the writing course lecturer to conduct research, the second researcher explain briefly about descriptive essay, cohesion and coherence to students, the third researchers provided instruction papers (see appendix 1) to students do a descriptive essay writing test. Finally, after the students finished the test, they collected it to the researcher to start the process of data analysis .

F. Technique of Analyzing the Data

This research used quantitative research method. According to (Duli Nikolaus, 2019, p. 3) Quantitative research is an activity of collecting, processing, analyzing and presenting data based on the amount or amount that is carried out objectively to solve a problem. In this study, the researcher was conduct research in the fourth semester of the English study program, later, after the researcher conducted research, the researcher gave the essay to the raters to assessed based on the rubric in writing assessment, range score and all items of cohesion and coherence were classify based on their types and then it were

provide in the table, number of cohesion and coherence devices is count in the form of percentage. The formula to be used present as follows: $P = \frac{N}{T} \times 100$. P= is percentage, N= types or sub types in cohesion and coherence, and T= total of cohesion and coherence, this result used as support material of raters in determining the score, also based on the rubric writing assessment taken from Weigle (2002, p. 116) which has been adapted according to this research needs, after getting the result from the raters, the researcher was accumulate their scores based on the range of the score for skill in writing descriptive essay for get the average from their each score so that the researcher can know how is students' skill in writing descriptive essay at fourth semester at English study program at university of pasir pengaraian, and then the researcher also accumulate the result each components of writing based on rubric assessment and range score in writing. The range score can be seen as follows :

Table 4: The range of the score for skill in writing descriptive essay

Range of the Score	The level of the Skill
80-100	Very Good
70-79	Good
60-69	Fair
55-59	Poor
0-54	Very Poor

(Dirgeyasa, 2018, p. 5)