

THE COHERENCE AND UNITY IN WRITING DESCRIPTIVE TEXT

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Abstract: This study was conducted to analyze the coherence and unity of students' paragraphs in their descriptive text. The method of the study was descriptive analysis by using content analysis. The result of the research stated that: (1) the students' writings are coherent. It could be seen in pronoun, anaphora, cataphora, repetition key noun, transition signal, and logical order. (2) the texts are not unified. They could state a clear topic discussion in the first sentence but could not maintain the topic in all of the supporting sentences. They were a lack of related supporting details in discussing the topic of the paragraph. The students' common errors are from the inconsistent topic, not logical order sentences, redundant sentences, and unrelated sentences. It can be concluded that the students were successful in making coherent paragraphs, but they failed to make unified paragraphs.

Keywords: coherence; unity; students' writing; descriptive text.

Introduction

Writing is an important skill, especially in the academic field. However, many students feel that it is challenging to write and compose a text. Besides, writing is an important language skill. Writing is not just an activity to put up some words together and organize ideas since writing has some requirements to make it worth it. The ideas in writing must be flow smoothly from the beginning to the end. It needs a connection that links each word, clauses, sentences, and paragraphs to become unified. Lack of coherence and unity, the writing becomes misunderstanding and mistakes (Ariyanti & Fitriana, 2017). Coherence and unity create well-organized writing (Harmer, 2006). Writing, as one of the language skills, is one of the ways someone communicates with others. Someone who writes can put forward their ideas and think to the others as a tool to make people understand the message of the idea or thinking. Writing is a form of thinking, but it is thinking for a particular audience and a particular occasion. Writing skill is also crucial because there are moments and conditions when someone should say something visually rather than orally intended to the politeness and the ease of understanding.

A readable paragraph provides two critical elements, coherence and unity (Bryne, 1991). Coherence means that each paragraph of the text supports the other paragraphs in one logical order so that those paragraphs are easy to read and understand by the readers. At the same time, unity means that the paragraph in the text-only discusses one main idea. Each sentence will be a well-written paragraph if they are unified and coherent to one topic sentence. By following this method of developing an idea, the paragraph will be well-organized. Good writing is not only focused on the grammar but also the content of the text. Each paragraph of the composition should be readable for the reader not only from the material but also from the writers' language to make the paragraph clear and convincing. The area of the analysis will focus on the structural organization of their writing, specifically its paragraphs.

The writer's purpose in conducting the research was because the students' writing still made several errors in composing the unified and coherent paragraphs. As revising the paragraph, pay attention to coherence and unity. The writers should adjust the topic sentence and the conclusion until

every part of the paragraph – the introduction, the body, and the conclusion – fit together tightly. It indicates that one of the essential elements in a good paragraph is the paragraph should reach the criteria of coherence and unity

Method

The research was conducted to investigate the unity and coherence of the students' writing of descriptive text at SMP Lab school Jakarta and SMP Al-Azhar 12, Rawamangun Jakarta. The research time is scheduled for the first semester in the school year of 2019/2020, starting from July 2019. Table 1 shows the schedule in detail. The activities of the research are drawn in Table 1 below:

Table. 1. Research Schedule

No	Schedule	Activity
1.	July - August 2019	Making Thesis Proposal
2.	September 2019	Making Research Instrument
3.	October 2019	Collecting Data
4.	November 2019	Processing Data
5.	December 2019	Finishing

The research design that was used in this research is content analysis. Krippendorff (2004, p. 18) states that Content analysis is a research technique for making the context of their usage accurate and factual inferences from texts (or other meaningful matters). Content analysis is a research technique used in texts or collections of texts to assess the existence of certain words or concepts. The existence, meanings, and relationships of such words and concepts are quantified and analyzed by scholars. Then inferences are made about the messages within the texts, the writer(s), the audience, and even the culture and time they are part. Texts may be generally described as books, chapters of books, essays, interviews, debates, newspaper headlines and posts, historical records, speeches, conversations, ads, theatre, casual conversation, or any communicative language.

Based on the above statement, content analysis deals with certain concepts and coherence in the text. This study's text is defined as an essay because the standard form of essay has the closest resemblance to the students' writing form. Then, the content analysis design focuses on quantifying and analyzing the concept's presence and ends with making interference. Finally, consider this study to discover an error of coherence in students' writings; the content analysis design is convinced as the most suitable. According to Sugiyono (2009, p. 218), "Population is a generalization area made of subjects/ objects that have the same certain quality and characteristics that are chosen by a researcher to be studied and concluded." By using random Sampling, two Junior High Schools are chosen as the main population. They are SMP Lab school Jakarta n and SMP Azhar 12 Rawamangun students, which will be chosen one class of grade 8 of each as the sample. The population is more than 500 students.

Suharsimi (2013, p. 109) states that "Sample is the representative of the population that will be studied; the purpose is to generalize the research result." This research population is all students of SMP Lab school Jakarta and SMP Al-Azhar 12 Rawamangun Jakarta. The writer chooses 30 students from each school. The technique of sample selection uses "Cluster Sampling." According to Sugiyono (2009, p. 94), "generally Cluster Sampling is done by two steps. The first step is selecting the samples' groups by random sampling, and the next step is by selecting the individuals in the groups also by random sampling". The sample is less than 100 students. Variable of the research are:

1. Independent variable 1 is the coherence of paragraphs
2. Independent variable 2 is the unity of paragraphs
3. Dependent variable or students' writing descriptive text

The data were from students' writing descriptive text. In comparison, the data source consists of 60 students' writings selected based on accepted students. The data of this research were collected by doing the following steps. First of all, the writer requested permission from the school. Then, the writer selected the writing answer sheets based on the accepted students. From the data selection, the writer got 60 students' writings to be analyzed from two schools. Finally, the writer counted and analyzed the coherence and cohesion errors under the table analysis presented in the data analysis section. In collecting the data, the writer used several procedures explained in the below steps.

1. Determining the paragraphs that have been analyzed in the study
2. Reading the paragraphs that have been analyzed carefully.
3. Remarking and writing the paragraphs in the table of analysis.

The analysis began with identifying the coherence and the cohesion of each paragraph. The coherence and cohesion were analyzed through the criteria explained in the literature review. These criteria for analyzing the paragraph were taken from the evaluation of making the unified and coherent paragraphs taken from many experts. To make a more detailed analysis, the writer also adapted the well-written paragraphs' criteria from other sources and writers, particularly for coherence and cohesion. The analysis was done according to the table of criteria arranged by the writer below:

The writer gave (√) in the coherence and cohesion column. The coherence of the paragraph analysis was coherent, less coherent, and incoherent. The unity of the paragraph analysis was cohesion, less unified, and no cohesion. The writer also gave each paragraph's comments in the column coherence and cohesion to give the rational reason for assessing those paragraphs. Here are the rubrics used to identify the coherence and cohesion based on the criteria. Every sentence of the paragraph was analyzed based on the rubric:

Table 3. The rubric of assessing the coherence of the paragraph

Coherent	Less coherent	Incoherent
Paragraph 100% fulfill the criteria	There are 60% of the paragraph fulfill the criteria	There are only 20% of the paragraph that fulfill the criteria.

Table 4. The rubric assessing the unity of the paragraph

Unified	Less unified	Not unified
Paragraph 100% fulfill the criteria	There are 60% of the paragraph fulfill the criteria	There are only 20% of the paragraph that fulfill the criteria.

These rubrics were made based on the theory from some authors and experts explained in the literature review. The percentage of each assessment was based on the total amount of sentences in a paragraph, which fulfill the criteria of a well-composed paragraph explained in the literature review. The percentage of 100% means that all of the criteria were fulfilled in the paragraph, 60% means that only three to four of the coherence criteria were fulfilled, and one criterion of cohesion was fulfilled. Last, 20% means that only one to two of the coherence criteria were fulfilled, and none of the cohesion criteria were fulfilled in the paragraph.

According to Langan (2019) and Oshima and Hogue (2006), a paragraph usually consists of a topic sentence, two or three supporting details, and one concluding paragraph. If they were organized well, the writer gave (√) in the column coherent, less coherent if they were less consistent, and incoherent if they were not consistent. It took the same method with the cohesion column. The analysis was conducted according to the following steps:

1. Analyzing the coherence and unity of paragraphs based on the table above criteria and giving comments on the analysis of the coherence and unity in the paragraphs.
2. Calculating the percentage of the sum of the paragraph analysis.
3. Describing the findings and interpreting.
4. Concluding the study conducted and making the recommendation based on the discussion.

Results and Discussion

Findings in the Coherence of the Paragraphs

After conducting the coherence paragraph in the students’ descriptive text, the writer found that most of the students still have some difficulties composing their paragraphs. The paragraphs they composed have still lacked coherence even though most of them have reached unity criteria in their paragraphs. Here are the result table and rate of the coherence of the paragraphs in students’ writing.

Table 5. The table of the result of coherence

Coherence	Percentage
Incoherent	3%
Less coherent	65%
Coherent	32%

Coherence	Percentage
Consistent pronoun	51%
Inconsistent key noun	31%
Lack of transition signal	9%
Not chronological sentences	5%

Based on the table, it is shown that even though the students have the inconsistent key noun, it still has the same pronoun. However, it is still less transition signal or connecting words and not the variation. Besides, the chronologically and logically sentences are less.

Findings of the Unity of Paragraphs

After analyzing the paragraphs of 30 students’ writing, the writer found that most of the students could compose the unified paragraphs. From 30 compositions, there were 60 paragraphs identified in this study, which currently consist of two paragraphs in each composition of students’ writings. Here is the result table of the unity of paragraphs.

Table 5. The table of the result of unity

Unity	Percentage
Not Unified	2%
Less Unified	30%
Unified	68%

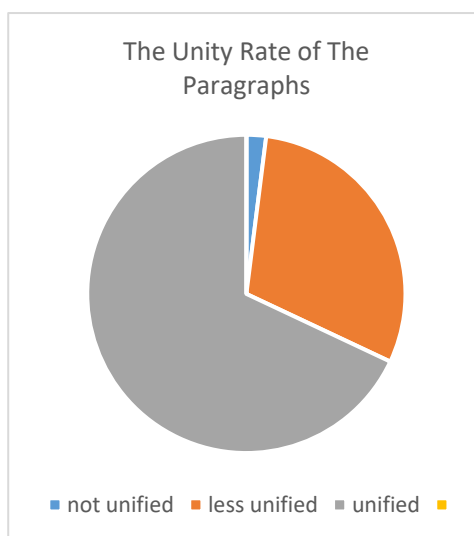


Figure 3. The rate of unity percentage

The tables show that students did not have difficulties in composing the unified paragraphs in descriptive text. The result of unity shows that their paragraphs are unified with 68%. The percentage of the less unified paragraph is 30%. The last is not unified paragraphs with 2%. Besides assessing the paragraphs, the writer also included the analysis in assessing the paragraphs to make the assessment clear and reasonable. The analysis of unity and coherence in the table of assessment is also aimed to clarify why the writer gave that sort of judgements to those paragraphs in the study to make an accurate and reliable analysis. The analysis was derived from the paragraphs evaluations taken from may experts. Here are the table and rate of comment in the unity of the paragraphs.

Table 6. The table of the analysis of the unity column.

Unity	Percentage
One clear topic discussion	63%
More than one topic discussion	15%
Unclear topic discussion	18%
Unrelated topic discussion	4%

Based on the table and rate, it is shown that ini composing texts, the students did not have a problem with organizing the unified paragraphs. The table shows that they could maintain a clear topic in each paragraph with 63%. Another analysis in unity percentage is related to the students' errors in making not unified paragraphs. The unclear topic discussion reaches 18% and 15% for more than one clear topic discussion. The students also have problems with organizing the paragraphs, lack of material explanation, and unrelated material explanation.

Conclusions

According to the research questions, from compositions of students' writing text, the study concluded that the unity of the students' paragraph is unified. It means that the students could compose compositions that only discuss one main topic discussion in every paragraph. The result is based on the analysis from the criteria of the unity paragraphs created by the expert. It is proven in the study's findings, which showed the unified paragraphs in the table of analysis reached the first-rate with 65%. The less unified paragraphs reached the second rate with 30%, and the not-unified paragraphs reached the last rate with only 2%. The students failed to compose the unified paragraphs because they cannot maintain the only topic discussion, or unrelated topic discussion and unclear topic discussion, more than one topic discussion, or unrelated topic discussion in their paragraphs. It is proven from findings in the comments of unity analysis. The unclear topic discussion reached a second rate with 18%. The more than one topic discussion reached the third rate with 15%, and the unrelated topic discussion reached the last with 4%.

The other result is the level of coherence of the paragraphs. The result showed that the level of coherence of the students' paragraphs is less coherence. The students were still challenging to compose coherent paragraphs in their writing. The result is also based on the analysis from the criteria of the expert's coherent paragraphs. It is proven in the study's findings, which showed the less coherent paragraphs reached the first-rate with 32% and the third rate is incoherent paragraphs with 3%. Students' difficulties in making coherent paragraphs are because they cannot maintain consistent sentences in organizing the paragraph. Lack of material explanation, jumping sentences, and disconnected transition signals are the other reason for the students' less coherent paragraphs. It is proven with the rate of the comments rate with 51%. The lack of material explanation reached the second rate with 9%, followed by jumping sentences with 4% and other comments under 4%.

Based on the study results, the writer concludes that in composing the paragraphs in students' writing text, they can create unified paragraphs. They can state a precise topic in the introductory paragraph and maintain it in the supporting sentences to be discussed. However, they still have difficulties in organizing coherent paragraphs. The problem is mostly about the inconsistent sentences, making the paragraphs not understandable to be read. There are jumping sentences, redundant

sentences, and unrelated sentences with the topic discussed in the paragraph they have composed. It indicated that the students in the making writing the text were failed to compose the coherent paragraph even though they going through in composing the unified paragraphs.

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