

**THE USE OF COHERENCE ELEMENTS ON THE STUDENTS'  
FORMATIVE TEST IN WRITING ANALYTICAL EXPOSITION TEXT  
OF ELEVENTH GRADE STUDENTS AT SMA SWASTA HANG  
KESTURI MEDAN**

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By:

**REBECCA THERESIA MANULLANG**

**REGISTRATION NUMBER : 2153321029**



**ENGLISH AND LITERATURE DEPARTMENT**

**FACULTY OF LANGUAGE AND ARTS**

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Disusun dan Diajukan oleh:

Rebecca Theresia Manullang  
NIM. 2153321029

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Menyetujui

**Dosen Pembimbing I**



**Dr. Isli Irian/Indiah Pane S.Pd, M.Hum**  
NIP. 19790802 200501 2 003

**Dosen Pembimbing II**



**Marisi Debora, S.Pd, M.Hum.**  
NIP. 19820415 200604 2 003

**Ka. Program Studi  
Pendidikan Bahasa Inggris**



**Nora Ronita Dewi, S. Pd., S. S., M. Hum.**  
NIP.19800522 200812 2 003

**THE USE OF COHERENCE ELEMENTS ON THE STUDENTS' FORMATIVE TEST IN WRITING ANALYTICAL EXPOSITION TEXT OF ELEVENTH GRADE STUDENTS AT SMA SWASTA HANG KESTURI MEDAN**

\*Rebecca Theresia Manullang

\*\* Dr.Isli Iriani Indiah Pane,S.Pd, M.Hum.

\*\* Marisi Debora, S.Pd, M.Hum

**ABSTRACT**

**Rebecca. Registration Number: 2153321029. *The Use of Coherence Elements on The Students' Formative Test in Writing Analytical Text of Eleventh Grade Students at SMA Swasta Hang Kesturi Medan. A Thesis. English Education Study Program, Faculty of Languages and Arts, State University of Medan, 2020.***

This research used quantitative research which aimed to evaluate the students coherence elements used in writing analytical exposition text. method through documentation and interview.It was conducted in SMA Swasta Hang Kesturi,especially Eleventh Grade Students.The data consist of the existing English Formative test items which were directly collected from English teacher and analyzed based on triangulation through documentation and interview. The findings implied that there were 4 coherence elements according Oshima and Hogue's theory occurred in students formative test of SMA Swasta Hang Kesturi Medan. They were transition signal 53%, Consistent Pronouns 40%, Repetition of Keyword 2%, and Logical Order 5 %. Transition signal occurred in connecting; organize sentences and explaining the topic. Consistent pronouns occurred in replacing and minimizing the use of the same word. Repetition of Keyword occurred in remembering and understanding the topic of the text. Arrange the idea in logical order occurred based on experience and teachers' outline.Furthermore, the students reason for selecting the elements are categorized to each elements. The students choose the transition signals to connect the sentences, explained the topic, and organized the sentences. The reason in choosing the consistent pronouns is to replace or reduce the subjects, objects, names of people, things and so on. The reasons in choosing repetition of keywords is to remember about the topic/issue that they are discussed in the essay. Additionally, the repetition of keyword helps the students to maintain the topic/ideas to keep in line without changing anything. Furthermore, they need it to connect the topic in each paragraph to the whole paragraph (essay).

**Keywords: Coherence, Writing,Analytical Exposition,Formative Test.**

\*Graduate Status

\*\*Lecturer Status

## **I. INTRODUCTION**

### **A. The Background of the Study**

Coherence is one of the requirements of a good paragraph besides unity, cohesion, and continuity. According to Odell and Hobbs (2001), when a paragraph has coherence, the ideas are arranged in a logical progression, or an order that makes sense so that the reader moves easily from one idea to another. There is important aspect to be concerned; it is coherence as one of students' difficulties in writing. They still confused with their idea, they cannot distinguish which one is main idea and which one is supporting idea, and they cannot deliver clearly thought in every paragraph. So it makes their writing are not coherent certainly.

Fengjie (2014:387) states that coherence is needed in writing because the writer has to convey the message of their writing to the readers. Coherence means clear and reasonable connection to each part in a sentence and it should be connected in smooth and logical order. It means the writer should maintain between content and meaning inside the text. The writer should maintain the text coherently of a text message to the reader.

In fact, it can be concluded that many EFL students still got difficulties in writing coherent exposition text coherence is still the current issue which happened to EFL students; transition signal, consistent pronouns, repetition keyword, and logical order, are important part in the writing of a foreign language as a logic movement of sentences may lead the readers misunderstand. The statement above is in line with the previous studies done by Zia (2013), who introduced Students' Ability in Building Cohesion and Coherence in Argumentative Essays, Aprilliya (2016) who developed students' ability of building coherence and unity in argumentative writing more specifically. The studies mentioned contributed in considering the coherence elements used in different text (analytical exposition text) by the researcher in this study.

## **II. REVIEW OF LITERATURE**

### **A. Theoretical of framework**

This chapter provides some important terms used in this research. These terms should be elaborated and clarified in details for the readers so that both readers and writes have the same perception.

## 1. Coherence

### a. Nature of Coherence

A paragraph must also have coherence. This means that the supporting details are organized so that information that goes together appears together (Savage & Shaf, 2007, p. 16). Writers often use time or order of importance to present the supporting information in a paragraph coherently..

To build coherences in a paragraph, it must be arranged in logical order. Logical order means that each point should be linked to the previous and the following points in a paragraph. Coherence means clear and reasonable connection between parts and all the parts in a sentence is connected in smooth and logical order (Fengjie, Yuan, & Zhang, 2014, p. 388).

### b. Coherence in Writing

Coherence is the quality of sequence paragraphs as important features of well-written text that should be considered in writing a text. It determines that the sentences connect in a logical order and they work together to develop the main idea is the paragraph. Thus, the researcher concludes that coherence is a logical arrangement of the sentences in making a paragraph. The sentences must be connected each other to build the coherence in the paragraph. “Each sentence should flow smoothly into the next one” (Oshima & Hogue, 1991, p. 39). It shows that the connection of the sentences in a paragraph should be connected logically in order to avoid the jumping of ideas.

### c. Elements of Coherence

#### 1. Transition Signal

<b>TRANSITION SIGNALS FOR GENERAL USE</b>	
To show addition	and, also, besides, further, furthermore, in addition, moreover, afterwards, next, too, first, second, above all, etc.
To give examples	for example, for instance, to illustrate, in fact, specifically, occasionally, usually, frequently, mainly, significantly, indeed, first of all, etc.
To compare	also, in the same manner, similarly, likewise, at the same time, like, in the same way, etc.
To contrast	but, however, on the other hand, in contrast, nevertheless, still, unfortunately, even though, on the contrary, although, yet, conversely,

	nonetheless, notwithstanding etc.
To summarize or conclude	in other words, in short, in summary, in conclusion, to sum up, that is, therefore, etc.
To show time	after, as, before, next, during, later, finally, meanwhile, then, when, while, afterwards, simultaneously, immediately, earlier, presently, formally, now, after a while, in the past, last, etc.
To show place or directions	above, below, beyond, farther on, nearby, opposite, close, between, to the left, among, here, there, underneath, on top of, next to, behind, etc.
To indicate logical relationship	if, so, therefore, consequently, thus, as a result, for this reason, since, etc.
To show cause or reason	because, since, for, etc.
To indicate result	Therefore, for that reason, consequently, as a result, as a consequence, then, thus, so, hence, etc.
To show concession	No doubt, doubtless, doubtlessly, surely, granted that, certainly, I admit, naturally, after all, admittedly, I concede, one must concede, etc.
To show repetition	Again, as has pointed out, as I have, as I have pointed out, mentioned, to repeat, recapitulate, in other words, once again, in fact, indeed, etc.

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**Table 2. 1 Kinds of Transition Signals for General Use**

## 2. Consistent Pronoun

A pronoun is a word that takes place of a noun in a sentence. In short, pronoun is a word that renames nouns and noun phrase which can connect one sentence to the next in order to guide the reader through a paragraph. Common pronoun in the English language include he, she, it, they, we, I, you, that, this, who, and which. Using pronoun adds some variety to a sentence. It means that the writer does not need to repeat the same noun over and over. In addition, using pronouns properly means making clear to what the pronoun refers to

## 3. Repeating of Keywords

Repeating keywords or phrases helps connect and focus ideas throughout the essay (Slawson , Whitton , & Wiemelt, 2017). Repetition of keyword is known as repeating an idea. Repeating an idea can help the

writer to develop coherent in writing and also help the reader to stay focused by reminding them (the idea) of the main idea.

#### 4. Logical Order

In addition to use transition signals and repeat to key nouns and pronouns, a fourth way to achieve coherence is to arrange the sentences in some kinds of logical order. The important point to remember is to arrange the ideas in some kind of order that is logical to a reader accustomed to the English style of writing.

## 2. Writing

### 1) Nature of Writing

Writing is the most important skill that the students need to develop and to master. Writing is considered as the most difficult skill for the second language (L2) learners to master (Richard & Renandya,2002,p34). Additionally, writing need more time to produce because writing is “communicating into space”, means that the writers have to think first before they write or produce the language. The product of writing is not instant like speaking. The writer has to make it understandable and coherent for the readers because it is not only we put the ideas into a paper

### 2) Paragraph in Writing

According to (Oshima & Hogue, 2006, p. 2) state that a paragraph is a group of related sentences that develops the main idea, which is the topic sentence of a paragraph. In a paragraph is only have one or single topic sentence and its support with supporting sentences to develop the topic sentence. In academic writing, a paragraph has a topic sentence that directly tells the reader the main idea (Zemach & Islam, 2005, p. 86). a paragraph has three parts: a topic sentence, several supporting sentences, and a concluding sentence..

### 3. Exposition Text

According to Knap & Watkins (2005:191) analytical exposition text is a text type which clearly focuses students on the purpose of argument: that is, putting forward a viewpoint and providing evidence to support it. It means that the students are prompted to be critical when perceive what the topic about and what the writer meant in the text. There are three aspects of analytical exposition text:

### Communicative purpose

Analytical exposition text is effective to express an opinion. This text purposed to make an argument about an issue.

### Rhetorical features

Rhetorical features refer to the text elements of analytical exposition text. According to Pardiyono (2007:216) states that there are three elements in writing analytical exposition text, they are:

Thesis, is a controversial statement which contains a hot topic and a brief statement of the writers' position related to the topic.

Argument is some statement that contains a number of argument or opinions which describe the reality according to the writers' opinion. These arguments function to support the writers' statement in the thesis.

Reiteration is the writer reiteration conclusion of a brief conclusion or resume related to the writers' description to convince that what is stated in the thesis is acceptable or correct reasonably.

### Grammatical Features

According to Knap (2005:189) there are four aspects of analytical exposition, namely: (1) Mental Verbs which is expresses the writers' opinion; (2) Connectives in which is used to maintain logical relations and link the opinions; (3) Movement from personal to impersonal voice, there are two indicators, the personal voice which is indicate an object opinion; (4) Modality is used to arguing to position the writer and reader. In addition, another grammatical pattern, such as;

The use of tenses; Present tense and past tense

The use of verbs or predicate

The use of declarative sentence

The use of conjunction and comparative pattern

The use of adverb and adjectives.

Analytical exposition is one of some genres of texts that are learned in Senior High School especially in Third grade.

There are some opinion given by the expert about definition of analytical of exposition text, its purpose and social function. (Wahidi, 2009, p. 10) defines an analytical exposition as a text that elaborates the writers' idea about the phenomenon surrounding. Therefore, through the text, a writer



persuades the readers that writer ideas are an important matter. The main social function of an analytical exposition text is to persuade the reader or the listener of the text that something is the case (Gerrot, 1994, p. 197). According to them, it can also be interpreted that analytical exposition text is a text that attempt to change people's opinion about something. .

#### **4. Formative Test**

Test is one of form of assessment and methods will often be more appropriate. Test and assessment are used interchangeably, but they do mean something different. A test is a "product" that measures a particular behaviour or set of objectives. Meanwhile assessment is seen as a procedure instead of a product. There are four types of test. They are proficiency, achievement, diagnostic, and placement test.

An achievement test on the other hand tests the students' knowledge of the material that has been taught on a course. There are two types of achievement test: final achievement tests and progress achievement test (Hughes, 2002, p. 12). Final achievement test commonly knew as summative test those administrated at the end of a course of study. Progress achievement tests as their name suggests, are intended to measure the progress that students are making (Hughes, 2002, p. 12).Progress achievement tests or known as formative test. The students will have formative test for some chapters of the materials (Hughes, 2002, p. 13). The material that tested must be related with the material that has been learned by students.

### **III. RESEARCH METHODOLOGY**

This study conducted by using qualitative research. According to Gall & Borg, qualitative research is a research meant to understand phenomena experience by research subject. This method would describe intensive and specific how the eleventh grade students' ability in building coherence elements in writing analytical exposition text at SMA Swasta Hang Kesturi Medan. This research was using descriptive analysis approach because the result of this research was descriptive data and written words

The data of this study were the transcripts of the voice recording of the students and the students analytical text, and the transcripts of students' interview. The sources of data were according to Sugiyono (2013:118) state that the writer took 38 students from two classes for the sample, which were 19 students from XI IPA<sup>+</sup> and XI IPA<sup>1</sup>. XI IPA<sup>+</sup> and XI IPA<sup>1</sup> are chosen because on the teachers' log, both science classes has the same condition that is having balance average score and having higher score of English than social classes.

The instruments of collecting data were camera recorder, voice recorder, interview sheets and documentation. The camera recorder was used to record the students' reason in choosing coherence elements. The voice recorder was used to record the interview with the students. The interview sheet was used to know the reasons of why the students choose the coherence elements in writing test. Documentation was used to obtain the information. Documentation can be students' analytical text.

The techniques of collecting data were recording, interview and documentation. Recording was done during an interview and during writing process in the classroom. Recording can be handwritten notes, audio or video recording. The recording do to know how the students reason in writing test toward the text. The researcher record all the teaching reading comprehension process then made it into transcripts. Interview was done to collect the data of the reason why the students choose coherence elements in their writing formative test. The researcher prepared some questions for the interview, in order to get the information related research problem. The researcher prepared the concept of questions that asked the subject and the researcher will made it into transcripts as the result of interview. The documentation of this research includes; analytical text, testing material are useful to describe the students' behavior in the writing process.

After collecting all the data, the data was analyzed by using descriptive qualitative research. The result of interviews was analyzed by using analytical method proposed by Miles and Huberman (1994). He stated that there are four steps in analytical method; data collection, data reduction, data display, and conclusion or verification.

#### **IV. RESEARCH FINDINGS AND DISCUSSIONS**

##### **A. Research Findings**

1. There were 4 kinds of coherence elements namely transition signal, consistent pronouns, repeat of keywords, and logical order. the finding of the study can be seen in the following explanation. The elements of coherence found are transition signal 57%, Consistent Pronouns 41%, Repetition of Keyword 2%, Logical Order %. 5 Transition signal occurred in connecting; organize sentences and explaining the topic. Consistent pronouns occurred in replacing and minimizing the use of the same word. Repetition of Keyword occurred in remembering and understanding the topic of the text. Arrange the idea in logical order occurred based on experience and teachers' outline.
2. The fourth elements does exist because appropriate to the language feature of analytical exposition. The findings found in this research using logical order. There are 3 kinds of chronological order in writing

paragraph. They are chronological order, logical division, and comparison and contrast paragraph. Students commonly use logical division. It's appropriate with using internal conjunction in transition word to link arguments such as firstly, secondly and causal conjunction, such as in addition, furthermore, however therefore. Based on interview result why students use the chronological order in their text because it can help the reader to follow the development of their ideas. To sum up, writing English text could be readable for all the readers by using a good arrangement of ideas. The text would interest the readers if the writer has good ability in organizing the ideas. As what the students answered, they believed that by good arranging the ideas more chronologically made their essay easy to follow the ideas. Furthermore, both the writer and the reader will get the value through that text.

## **B. Discussion**

In fact, there are 4 coherence elements in writing analytical exposition text. It showed that transition signal 50%, Consistent Pronouns 30%, Repetition of Keyword 8%, Logical Order 12%. Transition signal occurred in connecting; organize sentences and explaining the topic. Consistent pronouns occurred in replacing and minimizing the use of the same word. Repetition of Keyword occurred in remembering and understanding the topic of the text. Arrange the idea in logical order occurred based on experience and teachers' outline.

There were 4 questions of student's reason in this formative test. This result showed that the answer from the first question is to help them in organizing the ideas such as connect the sentence, explain the topic. The answer of second questions is to replace, subject, name of people or things as the simple way for them. The answer of the third question is repeating the keyword can make the students and the reader remember about the topic discussed in the text. The last is some of them based on their teacher's outline and commonly based on their experience based on the current issue

There are so many theories about coherence in students writing text. According to Ningrum (2019) employed theories of thematic choice from Gerot and Wignel (1995) and thematic development by Eggins (2004), theories of micro and macro level coherence by Thornbury (2005), etc. The researcher used the same theories with Kusumawardani (2018) about elements of coherence by Oshima and Hogue (2006).

As the previous data shown, the coherence elements use in the argumentative essay was found that only 3 elements. It was not based on kinds of coherence elements by Kusumawardani. Kusumawardani state coherence elements commonly used by the students are transition signals have 59%,

consistent pronouns have 25%, repetition keyword have 16%, and not found arranges the ideas in logical order.

Related to the findings of this study about coherence elements in writing text by Kusumawardani (2018), showed that the most of the students use the transition signal, the reason why students use because they can link the ideas. It was appropriate to the finding coherence element in the same grade and difference school that analyzed for the preliminary data.

However, Kusumawardani (2018; 62) argues that the students essay were lack of coherence because there was some ideas unlogic. It was appropriate with the finding coherence elements in the same grade that analyzed there was 10% found in arranges logical idea. it means that the current coherence elements had developed by the finding.

Furthermore, the previous coherence elements in the difference school that analyzed for the result, there was 50% in transition signal. It means that the current coherence elements had developed from the previous one.

## **C. CONCLUSIONS AND SUGGESTIONS**

### **A. The conclusions**

Based on the findings and discussion in the previous chapter, the following conclusions are drawn:

1. Kinds of coherence elements used in students' writing analytical text. The findings of the first research question has shown that the strategies in building coherence are transition signals, consistent pronouns, repeat of keyword, and logical order arrangement. Overall, the strategies commonly used by the students are transition signals have 50%, consistent pronouns have 30%, repetition of keywords have 8%, and 12% arrange the ideas in logical order.
2. The student's reasons in choosing the elements to build coherence in writing analytical text were vary. The students choose the transition signals to connect the sentences, explained the topic, and organized the sentences. The reason in choosing the consistent pronouns is to replace or reduce the subjects, objects, names of people, things and so on. The reasons in choosing repetition of keywords are to remember about the topic/issue that they are discussed in the essay. Additionally, the repetition of keyword helps the students to maintain the topic/ideas to keep in line without changing anything. Furthermore, they need it to connect the topic in each paragraph to the whole paragraph (essay).

## **B. Suggestions**

Based on the findings of this research, the researcher presented some suggestions they were for the teacher, for the students, and for other researchers.

- a. For the Students, Although the elements of coherence in writing analytical text happened in student's essay, it cannot indicate that essay was coherence enough, the student's essay were lack of coherence. The students need to learn and read more about how to build coherence for writing text.
- b. For the Teachers, this study gives the detailed descriptions about the student's strategies in building coherence for writing text and the student's reasons for selecting the strategies. Based on the findings of this research presented above, the researcher believed that coherence is needed for the students to make their essay better. Therefore, the teachers have to explain more about the importance coherence is for writing English essay.
- c. For Further Researchers, this study is also intended to give suggestions for further researchers who are going to discuss the similar topic to develop a research to improvement of student's analytical exposition writing coherently.

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