AN ANALYSIS ENGLISH DEPARTMENT STUDENT ON COHERENCE IN PARAGRAPHS WRITING

THESIS

This Thesis is submitted to fulfill the requirement
For 'Sarjana' degree in English Language Education

By

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Hal : **Pengajuan Skripsi**

Kepada

Yth. Bapak Rektor IAIN Curup

Di Curup

Assalamuallaikum w.r.w.b

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudara Yeni Rahayu mahasiswa IAIN Curup yang berjudul : "**An Analysis EFL Students on Coherence In Paragraph Writing**" . Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri Curup (IAIN) Curup.

Demikian permohonan ini kami ajukan. terimakasih.

Wassalamuallaikum wr.wb

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PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitle **"An Analysis English Department Student On Coherence In Paragraph Writing".**

This thesis is submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that the thesis is far from being perfect, therefor the writer really appreciates some suggestion and critism for being perfect in the future.

Last but not least, the writer hopes that thesis will a really usefull to those who are interested in this field of study.

Curup, November 2022

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بِسْـــــــــــــمِ اللهِ الرَّحِيْمِ الرَّحْمَنِ

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The researcher finished the research entitled "An Analysis English department Student On Coherence In Paragraph Writing". This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistence, support, and motivation from others. In this chance, the writer would like to express her deepest appropiation to:

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Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfiyed, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah bless us the easiest way for facing our future. Aamiin Ya Rabbal Alamin

Wassalamuallaikum wr.wb

Curup, November 2022

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MY MOTTO

"Allahumma yasir wala tu'assir"

You are not a failure but you have not been lucky. So, you have to try again until succeeded

---

Where there is a will, there is a way

DEDICATION

This thesis is dedicated to :

- Allah SWT, the owner of this universe who has given me powers, patience, and willingness so that I can finish my thesis.
- My beloved parents (Mr. Suroto and Mrs. Sukamsri) thank you for affection, love and prayers. I can't show how much I love you.
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- Thank you so much for my big family in 'kosan nenek gaul'
- Thanks for my almamater

ABSTRACT

Yeni Rahayu, 2022: "An Analysis English Departement Student On Coherence In Paragraph Writing"

Advisor : Bayu Senjahari, M.Pd. M. Ed

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Writing is one of the skill subjects that are learnt by the students in the third semester until fifth semester. A paragraph is coherent when the sentences are woven together in such a way that our reader can move easily from one sentence to the next and read the paragraph as an integrated whole. A coherence paragraph contains sentences that are logically arranged and flow smoothly. The purpose of this research is to find out the ability English Departement Student on coherence in paragraph writing. This study applied quantitative method because it focuses on score and percentage of data collection. The research focused on 32-paragraph essays prepared by English Education Department students in the 4th and 6th semesters at IAIN Curup in the academic year 2021–2022. This instrument was a writing test, according to the researcher. The findings of this research indicate that the score of English Departement Student ability on coherence was (73,56%). It can be categorized into good categorized. The English Departement Student applied repetition key nouns as much as 90 (25.2%), consistent pronoun as much as 36 (10.1%), transition signals as much as 201 (56.3%), and arrange logical order as much as 30 (8.4%) The transition signal is the dominant aspect applied by English Departement Student on coherence in paragraph writing.

Key word : paragraph writing, coherence

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CHAPTER I

INTRODUCTION

A. BACKGROUND

English is the most widely spoken language in the world. Nowadays, the use of English is increasingly widespread because due to the revolution in the business environment, ongoing technological advances such as the internet and other businesses.[1] Quirk et al.'s also stated that English is certainly the most widely spoken language in the world. English is the most important language in the world.[2] It was because English is the most important language for communication including in intercultural communication. The use of English language in the world has different term for each countries. As in Indonesia, English language is called English as a foreign language. English as a foreign language is a language typically taught in situations where the social and academic language is not English. It means that although Indonesians speak Indonesian daily, students also learn English in addition to Indonesian at school. They learn English as a third language, and so on.

Writing is one of the most important cultural achievements of minkinds. It's a way for people to connect with each other, as well as to discuss the writer ideas and the emotional expressions.Writing is a form of effort that involves transferring oral language into written language and demonstrating language proficiency. Writing is used for a wide variety of purposes, and it is

[1] Zuhour bani younes and fatima salamh albalawi, "Exploring the most common types of writing problems among english language and translation major sophomore female students' in tabuk university, (saudi arabia: ELC, Vol. 3, No. 2) asian journal of basic and appliede and science, p.7

[2] Quirk,dkk, A comprehensive grammar of the english language, (London: t.p, 1985) p.2

created in many different forms that convey their knowledge, ideas written abased on grammar and vocabulary, Harmer says. It can be said that, writing is one away to express ideas, feeling, and experience in certain time and situation thought written form which had grammatical rule. Furthermore, writing was used to demonstrate that the writer had learned a certain grammatical rule and had a clear understanding of the subject matter.

In writing a paragraph is a unit of writing in a body of work. A paragraph is a collection of related sentences that work together to express or develop an idea. A paragraph is a series of sentences that develope a topic. The paragraph is the basic unit of composition. It consists of a group of related sentences that develop one main idea. It has three main sections; introduction, paragraph content and conclusion. In other words, it has a topic sentence, some supporting sentences, and a concluding sentence. The topic sentence states the main idea of the paragraph. This not only mentions the topic of the paragraph, but it also limits the topic to one or two areas that can be fully covered in the space of one paragraph. The specific area is called the controlling idea. Notice how the model topic sentence states the topic and the controlling idea.[3]

In spite of the fact that understanding how to write a paragraph is crucial, english department students often have difficulties in this area, making learning difficult. First off, an english department student's lack of ideas can affect their ability to write fluently. Second, english department students struggle to organize their thoughts since they are unsure of how to make their writing

[3] Alice Oshima and Ann Hogue, " Writing Academic English Third Edition" (Bank Street, Longman: 1991)

coherent and cohesive. Thirdly, the paucity of vocabulary makes it challenging to translate Indonesian into English. Last but not least, english department students find it challenging to write on their own; as a result, they are unable to collaborate and offer one another support. According to the issue mentioned above, the primary challenge that students encounter when writing a paragraph is a lack of ideas.[4] Based on the problem above, that lack of ideas is the main problem that is faced by the students in writing paragraph. Every paragraph in writing needs ideas to develop it. The reader can comprehend the key points of a text if the concepts are organized.

A good writing requires unity, coherence, cohesive and adequate development, with coherence as the most important factor.[5] The structuring of discourse in which components fit is referred to as coherence. When the sentences in a paragraph are interwoven in such a way that the reader can easily move from one to the next and read the paragraph as a whole, the paragraph is coherent. When the sentences are linked together like links in a chain and are placed in a clear, logical order, the paragraph remains coherent. Sentences that flow naturally and logically build up a coherent paragraph. Three techniques, referred to as cohesive elements, are used to link sentences together. These techniques include using important phrases repeatedly, reference words (words that refer to other terms), and transition words (a word that acts a bridge between sentences).

[4] Ivony Septia Ningsih, Research Based Writing As A Technique In Writing paragraph To Senior High School. Journal of English Language Teaching, Vol. 1 No. 2, September 2013, Serie A

[5] Almaden, Daisy. 2006. An analysis of the Topical Structure of Paragraphs Written by Filipino Students. The Asia-Pacific Education Research, 15(1), December. p. 127-153.

Coherence important to analyze because factor that demonstrates how the concepts in a text are connected is coherence. The text's ideas are related to one another through coherence.[6] There are four strategies to achieve coherence: using key nouns repeatedly, using consistent pronouns, using a transition signal to indicate the relationship between concepts, and using logical order.[7] In order to connect the concepts in the text, coherence is employed. Readers can follow the progressions of ideas and points when writing is coherent.

Writing is one of the skill disciplines that students acquire from the third semester through the fifth semester in the English Education Department at IAIN Curup. Writing, however, is a difficult task for the IAIN Curup students enrolled in the English education study program. Additionally, the researcher learned from an interview with an English lecturer at IAIN Curup's English department, that some students are aware that a paragraph should contain its major point. However, several students could not understand that. The students genuinely had solid writing concepts, but they still struggled to put them into coherent phrases. Because they paid less attention to how to construct effective sentences, their writing frequently lacks coherence. This study specifically aims to examine the coherence of the text generated by english department students in 2021–2022.

Finally, In considering the data provided above, the researcher wants to evaluate students' written paragraphs. The researcher would like to carry out

[6] Sri Wuli Fitriati & Fadhila Yonata, Examining Text Coherence in Graduate Students of English ArgumentativeWriting: Case Study, Arab World English Journal (AWEJ) Volume .8. Number . 3 September 2017, Pp. 251-264

[7] Alice Oshima and Ann Hogue, Writing Academic English 4th Edition, (White Plains, NY: Pearson/Longman, 2006), p.22

the research titled **"An analysis english department students on coherence in paragraph writing"**

B. Research Problem

The problems of this research are :

1. What is the ability of english department students on coherence in their paragraph writing?
2. What type of coherence are dominantly applied by english department students in paragraph writing?

C. Objective of the Study

The objectives study of this study are :

1. To investigating the ability of english department students on coherence in their paragraph writing.
2. To investigating type of coherence are dominantly applied by english department students in paragraph writing.

D. Scope and Limitation

The following things about the study are limited:

The study's investigation of paragraph coherence in the fourth and sixth semesters of IAIN Curup in 2021/2022 was its main focus.

E. Significance of the Research

The study anticipates that its findings will benefit not just other researchers but also English lectures and students.

1. Theoretically

To provide the students' some information about coherence especially in writing report text.

2. Practically

a. The other researchers; it might spark interest and enthusiasm of other researchers in how this issue could be approach from a different point of view.

b. The English lectuter; this research telling the lecture how far the learners have progress, and providing insights on how to help students become aware of elements of coherence in writing.

c. For students; the students can understand and know what coherence is, this study also can improve their English skill especially in writing.

F. Definition of Key Term

There are several definitions of the key term in this study. Those are, Paragraph writing, Coherence.

1. Writing is the way to express ideas in written from using letters, words, art or media, and it requires mental process in order to express the ideas.[8] A paragraph is a group of related statement that a writer develops about a subject.[9] A topic sentence, supporting phrases sentences, a conclusion sentence, unity, and coherence are some of the essential elements of a paragraph

[8] Uusen, A. 2009. Changing teachers' attitude towards writing, teaching of writing and assessment of writing

[9] Oshima and Hogue. 2007. Introduction to academic writing. New longman

2. The ideas that are arranged in clear and logic way are coherent. When a text is unified and coherent, the readers will easily follow and understand the main point.[10]

3. Parapraph is a unit of writing that represents a single main idea and is made up of two different types of sentences: a theme sentence and several supporting statements.

G. Organization of the Study

The objective of the thesis' arrangement is to make it easier to understand. The five chapters that compose this thesis are as follows:

CHAPTER I : This chapter discuss about, introduction it contains of background of the study, research problem, objective of the study, scope and limitation, significant of the study, definition of key term and organization of the study.

CHAPTER II : This chapter discuss about review of related literature that covers the theory of writing, writing ability, the purpose of writing, components of writing, paragraph writing, definition of paragraph, structure of paragraph, definition of coherence.

CHAPTER III : This chapter covers research design, population and sample, research instrument, technique of collecting data, technique for data analysis.

CHAPTER IV : Finding and Discussion

CHAPTER V : This chapter entitled the conclussion and suggestion

[10] Dorothy E Zemach – Lisa A Rumisek. Academic writing from paragraph to essay. MCMillan:MCMillan education, 2005. P.86

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Writing

1. Definition of Writing

Writing is a way to communicate ideas and thoughts. According to Nunan, writing is mental work to find ideas, think about how to express them and organize them into statements and paragraphs that will be clear to the reader.[11] In short, Writing is the practice of interacting with readers through written language.

Good writing is a significant cognitive challenge since it puts our memory, language, and reasoning skills to the test. A writer will have a lot of information, ideas, and thoughts when they want to write something, so they can convey it in a sentence, paragraph, or essay. As long as you have the motivation and tools to get it done, writing can be enjoyable. Additionally, the primary function of composition is writing. The writing must be organized and precise. It is necessary to have knowledge of or training in effective writing or composing. Writing begins with an idea in the mind that is subsequently revealed and expressed in written language by the individual who possesses the idea. According to Brown, writing is a thought process because writing is a process of putting ideas down on paper to transform

[11] David Nunan, Practical English Language Teaching, (Singapore: Mc Graw Hill Company, 2003), p. 88

thought into words and give them structured and coherence organization.[12] Writing is therefore a method used to convey and clarify ideas by putting certain thoughts into meaningful writing.

In accordance with the previous statement, students must understand that writing is one of the important English language abilities. Everybody can express their feelings through writing, which is a special combination of thinking and activity. Furthermore, writing is a very powerful tool since it makes it simpler for individuals to communicate with one another, regardless of how they feel. By employing a strong sentence or paragraph, appropriate syntax, idiom, and spelling, people can communicate their desired or unpleasant feelings to others in a more courteous manner.

2. The Purpose of Writing

The researcher wants to communicate ideas to the reader through their writing. Grenville asserts that there are three goals for writing: to entertain, to inform, and to persuade.[13]

a. To entertain

Imaginative or creative writing is typically the type of writing done to entertain. In other words, the writer must exercise inventiveness. Instead of making the readers laugh, it should make them feel something.

[12] H. Douglas Brown, Teaching by Principles: An Interactive Approach to LanguagePedagogy (2nd edition), (New York: Longman, 2001), p. 336

[13] Kate Grenville, Writing from Start to Finish: A Six Step Guides, (Australia: Allen and Unwin. 2001), p.1-2

b. To inform

The goal of writing to inform is to inform the reader of something. This kind of writing might concentrate on people, things, processes, and events. This is seen in news articles, scientific or corporate reports, how-to guides, and school and university writings.

c. To Persuade

In order for readers to adopt the writer's ideas and take action on them, the writer must persuade them that their point of view is true by providing relevant facts and data.

The goal of writing is to communicate all of thoughts and ideas, to amuse the audience, to inform the audience, to urge the audience to act, and to produce a literary work. Writing is primarily done for communication.

3. Components of Writing

There are some aspects of writing that require attention. There are five things to think about when writing.[14]

a. Content

Content is the process by which a writer creates an idea linked to a subject.

b. Organizing idea

Ideas are the most crucial component of writing since without them, no one can produce significant writing.

[14] J.B. Heaton, Writing English Language Test, (New York: Longman, 1988),p.135

c. Vocabulary

All the words that can be employed in writing are included in one's vocabulary. Many terms used in writing do not frequently exist in speech, and authors typically only employ a small number of words when expressing themselves.

d. Language use

In order to write effectively, it is crucial to use language. The writing material must be organized logically, the verb tenses used must be correct, and the sentences must be clear and concise.

e. Mechanics

Capitalization (particularly at the start of phrases), punctuation (comma, stop, colon, or semicolon), and spelling are possible examples of this (notably for more than one misspelling of some words).

The aforementioned statement leads to the conclusion that writing is more than just putting words together to make sentences. When people write, they also need to organize some interesting things, such as experiences or ideas, in written form by making effective use of elements like content, organization, vocabulary, grammar, and mechanics.

B. Paragraph writing

This study's major goal is to articulate viewpoints at the paragraph level. As a result, composing and structuring paragraphs are crucial. Writing, on the

other hand, creates larger units from smaller ones; in other words, writers employ words to create sentences, phrases to create paragraphs, and paragraphs to create compositions like letters, reports, and college themes. According to Rajatanun, a paragraph is a unit of writing that represents a single main idea and is made up of two different types of sentences: a theme sentence and several supporting statements.

A topic sentence, supporting phrases, sentences, details, logical sequence, logical connectors, a conclusion sentence, unity, and coherence are some of the essential elements of a paragraph, according to O'Donnell and Paiva. Using terms that show how the concepts relate to one another, such as transitional phrases or connecting verbs, the paragraph's ideas must be presented in a logical order (chronological, causal, etc.). A final sentence that presents the primary idea in a new way may be used in a paragraph. Reid claims that the final sentence summarizes the content, presents a solution to the issue, foresees a circumstance, gives a suggestion, or draws a conclusion.

1. **Structure of a Paragraph**

    We must express our message in clearly organized paragraphs if we want the reader to understand it. Selecting a topic is the first and most important stage in writing a paragraph. Writing a topic phrase and supporting details about the issue is the second phase. The following stage is to use facts, evidence, examples, etc. to develop those details into supporting sentences. Writing the final manuscript and making any necessary revisions is the last step.

Sentences make up paragraphs, but they are not just any sentences. A paragraph is a collection of sentences with one main idea. Focusing on one key concept is, in reality, the main guideline for creating paragraphs. A well-written paragraph takes the reader down a straight path with no turns. The riders may infer or rearrange the activity's sequence as described in this paragraph, or the activity may be explicitly sequenced so that it is evident what happens first, second, third, and so on.[15]

Three major sections help compensate an English paragraph. A strong paragraph should have a main sentence, a sentence that supports it, and a phrase that sums it all up. The primary point of the paragraph is stated in the topic sentence. It not only identifies the subject of the paragraph but also restricts it to one or two parts that can be fully explained in a single paragraph. The controlling idea refers to the particular location.

a. Topic sentence

The beginning sentence of a body paragraph serves as the topic sentence. To put it simply, the topic phrase introduces the paragraph's subject. A good topic sentence will be broad enough to allow for explication but narrow enough that it does not require a paragraph that is too long.[16] Topic sentence is the most important sentence in a paragraph. Based on Alice Oshima Ann Hogue, "topic sentence has two parts: a topic and

[15] Alice Oshima, and Ann Hogue "Writing Academic English Fourth Edition" (BankStreet. Longman: 1991).

[16] Alice Oshima and Ann Hogue, Introduction to Academic Writing Third Edition, P. 3

controlling idea".[17] The topic identifies the paragraph's subject. The controlling idea indicates what will be said about the subject in the paragraph. It is referred to as the governing notion because it restricts or confines the topic to one or more very definite points.

The remainder of the writing will flow easily if your topic phrases are strong. Follow these steps to create a great topic sentence:

1) State a main idea clearly

Given that the topic phrase is most frequently the first sentence in the paragraph, it must simply and simply describe the topic of the paragraph. It must have a subject, a viewpoint, or your main idea. Remember that this is not merely a request to announce a topic. (Today I'm going to discuss the benefits of gardening) is not an effective topic sentence. Without openly stating our intentions, we ought to be able to convey them. This example's topic sentence gives a clear direction (health benefits of gardening) that you might further discuss in your paragraph. We must make it apparent where each paragraph is headed and offer a topic and a viewpoint.

2) Balance the topic sentence between specifics and general ideas

The topic sentence should connect the paragraph to the essay's argument. The balance between the broad and the specific in our topic sentence must be carefully considered. If we write something that is too general or imprecise, it will never be possible to discuss it in a single

[17] How to Write a Good Topic Sentence (with Sample Topic Sentences) <http://www.wikihow.com/Write-a-Good-Topic-Sentence> [accessed 13 July 2021].

paragraph. This is overly broad: The United States suffered a lot during the Civil War. Don't make a comment that is overly specific. Considering that that is probably true, there isn't much to say. It's too constrained: Christmas trees are either cedars or first. Instead, seek for balancing: Sherman's destruction in the South during the Civil War also caused incredible suffering. This is wide enough to link to the essay's overarching theme, but not so specific that there isn't anything else to discuss. Usually, the first sentence of a paragraph contains the topic sentence. However, it may also be in the final paragraph. Readers can anticipate what they will read by reading a topic sentence at the beginning of the paragraph. This makes the text easier for them to understand.

b. Supporting Sentence

A paragraph's supporting sentences are those that come before and after the topic sentence. The topic sentence is (supported) by the coordinating sentences. In other words, they clarify and elucidate the paragraph's point.[18] More details regarding the topic are provided in supporting sentences to further clarify it. According to Regina L. Smalley, the information you used to generate the opinion you presented in your topic sentence is supported.[19]

[18]Ibid p.74
[19]Ibid p.74

Example:

Owning a small car has several advantages. First, a small car is easier to park. Second, economical BBM

The sentence (First a small car is easier to park. Second economical BBM) is called supporting sentence. Because it provides more details on the subject (Owning a small car has several advantages).

c. Concluding Sentence

A statement that summarizes the main idea serves as the conclusion. according to Alice Oshima According to Ana Hogue, the final sentence marks the conclusion of the paragraph and serves to reaffirm the main theme.[20] Based on the guidelines in Alice Oshima Ann Hogue's book Introduction to Academic Writing, there are a few ways to develop a good concluding, they are:

1) Start with a signal for the conclusion. Most conclusion signals are followed by commas, but some are not:

Table 2.1

Conclussion signals

Followed by comma	No comma
1. All in all, 2. In brief, 3. In conclusion,	1. It is clear that..... 2. These examples show that…. 3. You can see that …..

[20]Ibid p.47

4. Indeed, 5. In short, 6. In summary, 7. To conclude, 8. To summarize, 9. Finally, 10. As a result, 11. Thus, 12. Therefore,	4. These examples show that …… 5. There can be no doubt that ……. 6. The evidence suggest that ……..

2) Remind the reader of the main idea by one of the following methods.

a) Repeat the idea in the topic sentence in different words. Do not just copy the topic sentence. Example:

"Successful bidding on eBay requires patience and strategy".

b) In conclusion, wait patiently and place your bid with precision timing and you will be the winning bidder every time.

c) Summarize the main points of the paragraph.

d) In conclusion, follow the steps I have outlined, and you will be the winning

e) Never end the paragraph by introduction a new idea.[21]

C. Coherence

1. Definition of coherence

A paragraph must also have coherence. This means that the supporting details are organized so that information that goes together

[21] Alice Oshima and Ann Hogue, Introduction to Academic Writing Third Edition, P. 47.

appears together.[22] In order to express the supporting information in a paragraph cogently, writers frequently use time or importance.

Coherence is one element that should be present inside a good paragraph. Coherence refers to how well each sentence in a paragraph flowed into the next. It may be related to pronoun usage, repetition of words and phrases, and transitional words and phrases. Additionally known as signal words, transitional words and phrases guide the reader through the sentences and paragraphs. Pronouns are helpful, but writers must understand how to use them correctly to avoid ambiguity and guarantee coherence.[23] Nouns that have been mentioned once or more can be swapped out with pronouns. In order to establish coherence, the repetition of terms is employed to emphasize the keywords that are connected to the main theme. It is necessary to structure a paragraph in a logical order in order to create coherences. Each point in a paragraph needs to be connected to the point before it and the point after it in logical order.

Coherence means clear and reasonable connection between parts and all the parts in a sentence is connected in smooth and logical order.[24] With its conformity to grammar rules and use, a coherent sentence is simple to grasp and free of ambiguity. It is crucial to prevent unclear language and misunderstandings when writing.

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[22] Alice Savage – Masoud Shaf, Effective Academic Writing 1 (The Paragraph), (New York: Oxford University Press, 2007), 16.

[23] Sarah Andersen. Pronouns: Cohesion within Paragraph (http://www.sjsu.edu/writingcenter, accessed on September 24, 2021

[24] Fengjie, Analysis of the Problems on Coherence in College English Writing.

According to the description given above, coherence is the logical transition that enables readers to flow fluidly between ideas. If a sentence is coherent, it signifies that it follows a single theme sentence in a paragraph and is logical and clear.

2. General Concept of Coherence

The important step in understanding the idea of coherence is to give the definition of coherence as indicated above. The degree to which a piece of writing is considered to hang or link together to form an integrated whole rather than being a collection of disconnected sentences is referred to as coherence.

Bain started by looking at the idea of coherence in relation to the concept of a paragraph. He defines paragraph as a collection or series of sentences with unity of purpose or with comparative closeness of relationship.[25] According to McCrimmon, who concurs with Bain's assertion concerning coherence, a cohesive paragraph comprises sentences that are interwoven with or flow into one another. He argues that if a paragraph is coherent, the reader moves easily from one sentence into the next without feeling that there are gaps in thought, puzzling gaps, or point out made.[26] These criteria lead to the conclusion that coherence helps the learn to be able the text's subject matter and encourages them to keep reading because there is no misunderstanding about what the text is about.

[25] A, Bain English Composition and Rhetoric: A Manual (London: UK: Longman, 1866).
[26] Ibid.,

3. The Ways to Achieve Coherence in Writing

Oshima and Hogue assert that there are four ways to achieve coherence, including the use of transition signals, consistent pronouns, keyword repetition, and logically arranging the concepts. These aspects must all be present in order to achieve coherence. The following will explain their components:

1) Using Repetition of Key noun

a) Definition of Repetition of Key noun

Repeating key noun or phrases helps connect and focus ideas throughout the essay.[27] Repeating an idea is the same as repeating a key term. By reminding the reader of the main point, repetition of an idea can both assist the writer write coherently and the reader maintain focus.

b) They ways to use Repetition of Key noun

In this case, the writer can also use synonyms, expressions, or other terms to add variety in the writing but must remain the same in meaning.[28] In other words, it is acceptable so long as it does not alter the topic or the meaning of the paragraph. Additionally, repetition aids in maintaining the reader's attention and progress. In this section,

[27] Jayetta Slawson – Natasha Whitton – Jeff Wiemelt. "Coherence" Adapted from The Little Brown Handbook 11th Edition Contributors Dayne, (http://www.southeastern.edu/acad_research/programs/writing_center/handouts/pdf_handouts/coherence.pdf, accessed on june 5, 2021)

[28] Jayetta Slawson – Natasha Whitton – Jeff Wiemelt. "Coherence" Adapted from The Little Brown Handbook 11th Edition Contributors Dayne, (http://www.southeastern.edu/acad_research/programs/writing_center/handouts/pdf_handouts/coherence.pdf, accessed on june 5, 2021)

there are no definite rules about how often to repeat key nouns (keywords) or when to replace the pronouns.[29] It should repeat of key nouns instead of using a pronoun when the meaning is not clear.

Look the example paragraph on "gold" to see how this strategy is used to make the sentences flow more naturally. Gold is the main noun in this sentence.

Model paragraph with coherence

"**Gold** a precious metal, is prized for two important characteristic. First of all **gold** has a listrous beauty that is resistant to corrosion. Therefore **it** is suitable for jewelry. Coins, and ornamental purpose. **Gold** never needs to be polished and will remain beautiful forever. For example, a macedonian coin remains as untarnished today is the day it was made 25 centuries ago. Another important characteristic of **gold** is **it** usefulness to industry and science. For many years, it has been used in the hundreds of industrial applications, such as photography and dentistry. The most recent use of **gold** is astronouts suits. Astronauts wear gold-plated head shields for protection when they go outside spaceship in a space. In conclusion, **gold** it treassured not only for **its** beauty but also its for utility."

Alice oshima, Ann Hogue_4th ed writing Academic English

[29] Alice Oshima – Ann Hogue. Writing Academic English. (California: Addison Wesley Publishing Company, 2006), 22.

The word gold, the pronouns (it and its) were all circled seven times in the text. He should not have circled the word (it) in sentence 5 because the phrase relates to a coin, not gold.

When to substitute pronouns for important nouns and how frequently to do so are not set in stone. When the meaning is unclear, the writer should repeat important nouns rather than employing pronouns.

The word gold has been changed to pronouns in the subsequent paragraph, making the paragraph less coherent.

Model paragraph without coherence

"Gold a precious metal, is prized for two important characteristic. First of all **it** has a listrous beauty that is resistant to corrosion. Therefore it is suitable for jewelry. Coins, and ornamental purpose. **It** never needs to be polished and will remain beautiful forever. For example, a macedonian coin remains as untarnished today is the day it was made 25 centuries ago. Another of **its** important characteristic of gold is it usefulness to industry and science. For many years, it has been used in the hundreds of industrial applications, such as photography and dentistry. **Its** most recent use of gold is **astronouts suits. Astronauts wear gold-**plated head shields for protection when they go outside spaceship in a space. In conclusion, **it** treassured not only for its beauty but also its for utility."

Alice oshima, Ann Hogue_4th ed writing Academic English

2) Using Consistent Pronouns

a) Definition of Pronoun

A term that replaces a noun in a sentence is referred to as a pronoun. In order to help the reader navigate a paragraph, pronouns are words that rename nouns and noun phrases that might link one sentence to the next. Pronouns like (he, she, it, they, we, you, that, this, who, and which) are frequently used in English. Pronoun usage gives sentences some variation. It implies that the same noun need not be used repeatedly in the text. Additionally, correctly utilizing pronouns entails making it obvious to whom the pronoun refers.

b) The Way to use Pronoun in Writing

Pronouns are helpful in a variety of ways, but the writer needs to know how to use them correctly to prevent confusion and guarantee coherence. Pronouns, which can be used to replace nouns that have already been mentioned once or more, can help the writer avoid monotonously repeating the same noun. Pronouns can also aid readers in identifying crucial sentence components. If there are verbal clues for the readers to follow, like as pronouns and transitions, they can connect the information in the paragraph to trace a coherent

progression of thoughts. Keep in mind who or what you are writing about when using pronouns.

Pronouns should be used consistently throughout a paragraph, with the same person and number. To avoid confusion about who or what the subject is, the author cannot switch from (you to her or she (change person) or from he to them (change number)).

3) Using transition signals

a) Definition of Transition Signals

In paragraphs, transitions are the words or phrases that link one concept to the next. It serves to clarify to readers the connection between the main idea and the subsequent idea. Transitional phrases lend cohesion to a paragraph and highlight writing abilities. Transitions indicate how the main idea and the supporting ideas relate to one another inside a paragraph (or within a sentence).[30]

Although they can sometimes appear in the middle or conclusion of phrases, transition signals are typically used at the beginning of sentences. Commas are always used to distinguish it from the rest of the phrase. Additionally, not every phrase in a

[30] Aprilliya, Mimid Anggi, A Degree of Strata 1 Thesis: The Students' Ability of Building Coherence and Unity in Argumentative Writing in English Education Department of UIN Sunan Ampel Surabaya (Surabaya: UIN Sunan Ampel Surabaya, 2016), 8.

paragraph needs to employ a transition word, but effective use of transition words will make the relationship between the concepts in writing plain and logical.

b) Types of Transition Signals

The following are the several sorts of transition signals that are offered for general usage by the transition signals' function:

Table 2. 1

Kinds of Transition Signals for General Use

To Show addition	further,furthermore, in addition, moreover, afterwards, net, too, first, second, above all, and, also, besides, etc.
To give example	in fact, specifically, occasionally, usually, frequently, mainly, significantly, indeed, first of all, for example, for instance, toillustrate, etc
To campare	at the same time, like, in the same way, also, in the same manner, similarly,likewise, etc.
To contrast	on the other hand, in contrast, nevertheless, still,unfortunately, but, however, 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	then, when, while, afterwards, simultaneously, immediately, earlier, after, as, before, next, during, later, finally, meanwhile, presently, formally, now, after a while, in the past, last, etc.
To show place or direction	the left, among, here, there,underneath, on top of, next to, behind, above, below, beyond, farther on,nearby, opposite, close, between, to, 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, as a consequence, then, thus, so, hence, for that reason, consequently, as a result, etc
To show concession	certainly, I admit, naturally, after all, admittedly, I concede 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.

The following transitional signals are used to illustrate how one thought relates to the following idea. Because each transition signal serves a different purpose, the writer must be careful when choosing which one to employ to connect the ideas. For instance, if the author wishes to demonstrate a different viewpoint, they may use on the other hand, on the contrary, or another phrase. They forbid using in the same way or at the same time since it suggests making a comparison. To fit from one notion to another idea, it should be used appropriately and for the appropriate purpose.

4) Using the Logical Order

Putting the sentences in some sort of logical order is a fourth approach to establish coherence in addition to the usage of transitional words and repetition of important nouns and pronouns. The key thing to keep in mind is to arrange the thoughts in a way that makes sense to a reader who is familiar with English writing style.

Chronological order, logical idea division, and comparison/contrast are a few examples of logical order that are frequently used in English. Following are some examples of logical order in English:

a) Chronological order is order by time-a sequence of events or steps in a process. For example: after the car broke, while

we wanted to continue toward town, it was at that moment, etc.

b) Logical division of ideas, a topic is divided into parts, and each part is discussed separately.

c) A comparison/contrast paragraph, the similarities and/or differences between two or more items are discussed.

Making a paragraph more chronologically oriented is crucial for the writer because it might make organizing the ideas easier. It is also necessary to make the text less ambiguous.

D. Related Findings

Before beginning the investigation, the researcher evaluates a number of relevant previous researches. There has been various previous research into the coherence of paragraphs conducted by various researchers.

First, the research conducted by Wachida who studied coherence analysis entitled an analysis the cohesion and coherence in students' writing texts. The results showed: From the total number of occurrences in 30 of the students' explanation writings, there were 940 instances of coherence. The ability of the students to produce coherent texts in their writing is quite good. The similarity between researcher wachida is analysis coherence, the differences beween researcher wachida is object.

Second, in their essay titled "Analysis of Coherence in the Background of Graduating Paper," Astuti, Suryani, and Kurniati address coherence. This

study's examination of the data differs slightly from that of the scholars mentioned above since it used thematic analysis and thematic progression. The study's findings show that (1) unmarked-topical themes are the most common type of theme, (2) only 8 of the 55 paragraphs in the graduating paper's seven backdrops have a consistent sort of thematic progression, and (3) the lack of coherence is evident throughout all seven backgrounds. The similarity between researcher Astuti, Suryani, and Kurniati is analysis coherence, the differences beween researcher Astuti, Suryani, and Kurniati are focus on Analysis of Coherence in the Background of Graduating Paper but the researcher on an analysis english department students on coherence in paragraph writing.

Third, research was conducted by fengjie, xiuying and chuanze (2014) Analysis of the problems of coherence in college English writing. The method of research is qualitative research, this essay will mainly focus on the analysis of the syntactical problem on coherence in college English writing, then explore the main reasons for the problem in students' writing to help them improve their English writing, the corpus for this essay was collected from the 18 students of one experimental class in Tianjin University of finance and economics in China. In the first term in the school year 2013 to 2014, from the analysis of the college's English writing corpus, the authors find that most students can express their ideas correctly in English without serious grammar mistakes. However , when it comes to the effectiveness of sentences , it is quite a different thing . The next part of this essay mainly focuses on the analysis of the common syntactical problems based on students' college English writing from the

perspective of coherence, Based on this research, from the analysis of the college English writing corpus, the authors find that most students can express their ideas correctively in English without serious grammar mistakes. However , when it comes to the effectiveness of sentences , it is quite a different thing . The next part of this essay mainly focuses on the analysis of the common syntactical problems based on students' college English writing from the perspective of coherence. From the essays, the authors find that students are susceptible to coherent issues in writing. Now let's take a closer look at what problems the students have through the analysis of some typical sentences from their essays. according to the rules (Ding & Wu, 1998, p.62) listed above respectively. The similarity between researcher fengjie, xiuying and chuanze is coherence. The differences between researchers fengjie, xiuying and chuanze are focus and object. fengjie, xiuying and chuanze on of the syntactical problem on coherence in college, but the researcher on focused on coherence ability. fengjie , xiuying and chuanzes objects are in Tianjin University Finance and Economics in China. In the first term in the Researcher object is english department students of IAIN Curup.

Following the previous studies, the researcher performed research on many topics and things. The study's english department students from IAIN Curup are both its subject and its purpose, which is coherent paragraph writing. The researcher will employ quantitative research as an approach.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was designed as a descriptive study, which required data collection to answer research questions about the existing situation or phenomenon. According to Arikunto, descriptive research is a study that is intended to learn more about a pattern that emerges from a variable, indication, and circumstance when the study is conducted.[31] Gay explains descriptive research involves collecting data in order to answer the question concerning the subject of study.[32] Therefore , this research described about the students' writing coherence in essays test.

Using quantitative analysis, the coherence of students' paragraph writing is analyzed. By doing this analysis, the researcher applied a quantitative technique in a methodical and objective manner from analyzing the writing test and rate it by using rubric score. Muhadjir stated that quantitative data will give more specific description about the data.[33] By employing this technique to analyze the data, the researcher can identify the specific writing skills of the students in quantitative data.

[31] Arikunto , Suharsimi . Prosedur Penelitian : Suatu Pendekatan Praktik . Jakarta : Rineka Cipta . 2010. P. 234

[32] Gay . LR . , Geoffrey E. Mills , and Petter Airasian . Educational Research : Competencies for Analysis and Applications . New Jersey Pearson Education . 2009. P. 10

[33] Muhadjir , Noeng . Metodologi penelitian kualitatif . Yogyakarta : Rake Sarasin . 2000. P. 29

B. Population and Sample

1. Population

One component of research technique is population. Objects or people with certain features and attributes chosen by the researcher to be researched and used to draw conclusions makes the population, which is a generalization area.[34] The population of the research was the english department students at the fourth and sixth semester of IAIN Curup 2021/2022 academic year. Look at the following tables for more information:

Table 3.1

Number of english department students TBI IAIN Curup

NO	CLASS	Number of students
1.	TBI 4 A	18
2.	TBI 4 B	17
3.	TBI 4 C	17
4.	TBI 4 D	15
5.	TBI 6 A	19
6.	TBI 6 B	22
7.	TBI 6 C	20
	Total	128

[34] Prof. Dr. Sugiyono, Metode penelitian pendidikan, page 117

2. Sample

According to Sugiono, “Sample is a portion of number and characteristic of a population”. This is accordance with Arikunto’s suggestion (2006:130) “ if the subject of the population is less than one hundred, it is better that all the population are taken as the sample and if the subject of the population is more than one hundred, the sample can be taken between 10-15% or 20-25% of population”. Based on the quotation above, the population of the research was more than 100. The researcher took some as the representative sample of research, by the consideration of the need of the research. The researcher took 25% of 128 students become sample of the research. So, the researcher took 32 respondents as a sample. This research is conducted by using sample random sampling technique in taking the sample.

C. Research Instrument

1. Test

A test is a set of questions or exercises that is used to evaluate a person's or a group's competence, intelligence, ability, or talent.[35]

The paragraph writing test was used in this study's data collection technique as the instrument. In the academic year 2021–2022, the English Department at IAIN Curup will employ the writing test to assess students' proficiency in writing coherent paragraphs. Additionally, the instrument used in this research was used to collect data from the fourth and sixth semester English Department students at IAIN Curup. The topic was

[35] Arikunto. S. Prosedur penelitian. Jakarta : Rineka cipta, 2013. Hal. 193

provided before they started to produce their paragraph and write it into a decent paragraph so that they might achieve a natural result of the test.

Writing test
1. write 3-4 paragraphs writing. 2. The paragraphs writing consist of introductory, body and concluding. 3. The allocation time is 1 hour. The topic is: **Digital Technology In Learning English**

Rater of the Research

For this research, the researcher need a rater in order to get the body of the data in order to know the writing coherence devices accuracy. The rater of this research was the lecturer who master in English subject because the researcher need to know if the coherence devices are accurate or inaccurate. Good rater must have some criteria. First, raters have one or more years of experience working related field. Second, have the ability to be objective and independent in applying the instruments. And last, have strong verbal and written communication skills.[36]

The rater in this research was an English lecturer in IAIN Curup because he has ability in teaching writing in English study program of IAIN Curup. He understand about writing subject especially about coherence and suitable as the rater.

[36] Rather criteria. www.earlychildhood.virginia.gov/document/rater%20criteria.pdf

The researcher referred to the indicators of the ideal coherence devices to analyze the coherence devices presented by the students in their writing paragraph. The following table shows the grading criteria related to certain indicators:

Table 3.2

Rubric of using coherence devices in writing paragraph by oshima and hamp lyons[37]

INDICATORS	SCORE/CATEGORY	CRITERIA
Repetition of key nouns	6 High / Excellent	All paragraph contain the repetitions of key nouns related to the paragraph topic which are well chosen and appropriately repeated.
	5 Good	Most paragraphs contain repetitions of key nouns related to the paragraph topic which are well chosen and appropriately repeated.
	4 High Average	Some paragraphs contain repetitions of key nouns related to the paragraph topic which are well chosen and appropriately repeated.
	3 Low Average	Occasional paragraphs contain repetitions of key nouns related to the paragraph topic which are well chosen and appropriately repeated.

[37] Hamp-lyons, L.1992. "Holistic writing assessment for LEP students". Washington. P. 6-7

	2 Weak	The repetitions of the key nouns are absent in some paragraphs, and are effectively or inappropriately used in some other paragraph.
	1 Low/ Poor	The repetitions of key nouns are absent.
The use of pronouns	6 High / Excellent	All pronouns appear in all paragraphs and are well chosen and effectively used.
	5 Good	Most pronoun appear in most paragraphs and are well chosen and attempt to be used effectively.
	4 High Average	Some pronouns appear in some paragraphs and are well chosen and effectively used.
	3 Low Average	Occasional pronouns appear in occasional paragraphs and are well chosen and effectively used but some others are ineffectively used.
	2 Weak	Most pronouns do not appear in most paragraph and are misused and/ or ineffectively used.
	1 Low / Poor	All pronouns are absent in all paragraphs.
The use of	6 High / Excellent	All transition words appear in all

transition signal		paragraphs and are well chosen to indicated the relationship between the ideas they connect.
	5 Good	Most transition words appear in all paragraphs and are well chosen to indicated the relationship between the ideas they connect.
	4 High Average	Some transition words appear in all paragraphs and are well chosen to indicated the relationship between the ideas they connect.
	3 Low Average	Occasional transition words appear in all paragraphs and are well chosen to indicated the relationship between the ideas they connect.
	2 Weak	Most transition signals do not appear in most paragraphs but some others are effectively and/ or ineffectively used.
	1 Low / Poor	All transitional signals do not appeared in all paragraphs or missing.
Logical orders	6 High / Excellent	All paragraphs are in logical orders and are showing the relationship of ideas among the sentences.

	5 Good	Most paragraphs are in logical orders and are showing the relationship of ideas among the sentences.
	4 High Average	Some paragraphs are in logical orders and are showing the relationship of ideas among the sentences.
	3 Low Average	Occasional paragraphs are in logical orders and some are not showing the relationship of ideas among the sentences.
	2 Weak	Almost paragraphs are not in logical orders and are not showing the relationship of ideas among the sentences.
	1 Low / Poor	All paragraphs are not in logical orders and are not showing the relationship of ideas among the sentences.

The researcher used a formula to calculate the score:

$$= \frac{\sum score}{\sum respondent \times \sum item \times \sum nilai\ tertinggi} \times 100\%$$

D. Technique of Collecting Data

The English Department Lecturer at IAIN Curup assisted the researcher in collecting data by providing feedback on students' writing paragraphs based on coherence device grading criteria. Writing tests were used as the instrument or method of data collection for this study. How the researcher collected the data is described below:

1. The researcher visited the class and gave the students a task to write a paragraph writing.
2. Before beginning to write, the researcher in the class assigned the topic for the essay. To prevent misunderstandings, the researcher provided a brief explanation of coherence in paragraph composition. Then, in order to prevent plagiarism in paragraph writing, the researcher gives the students one hour to complete their paragraph. As a result, the students produce paragraphs in accordance with their ability. not using sources such as the internet or other books to copy.
3. The students turned in their completed writing paragraph to the researcher for analysis and evaluation after finishing it.

The researcher will carry out several procedures in order to analyze and evaluate the writing test:

a. The first step is to evaluate the coherence techniques used in students' writing.
b. The second step involves categorizing the student writing into some groups based on the usage of coherence indicators such as the repetition

of key nouns, the use of pronouns, the use of transitional signals, and logical order. When the researcher read the students' writing, the researcher underlined any text that had coherence devices or not.

c. The researcher examined students' final written paragraphs to determine whether or not they contained coherence devices. To determine the students' capacity for writing coherently, the researcher also calculated the percentage of students' scores. The coherence of the paragraphs the students wrote were then evaluated.

E. Technique of Analyzing Data

In this study, the quantitative method was used to analyze the data that had been collected. the information obtained from tests. The researcher examined the data after collecting it. The researcher began by evaluating the document before moving on to the data. When examining the document, it began with:

1. Analysis of Writing Test

The data was collected from the performance test or writing test.

a. Read the paragraph first to get the information in general.
b. The data was organized based on coherence indicators, which were filled out using scoring criteria obtained from the coherence skills of several experts.
c. Category the ability (using transition signals to link ideas, using consistent pronouns, using repetition of key word, and using the logical order in arrange the ideas).

d. The scores were collected and entered into a table with the purpose of determining the mean of the scores that had previously been grouped.

e. Calculate the percentage of students' ability in writing paragraphs. The formula used is:

$$\mathbf{P} = \frac{\boldsymbol{f}}{\boldsymbol{N}} \times \mathbf{100}\ \%$$

P : number of percentage

f : number of frequency of total population

N : amount of respondent

100% : constant value

f. The researcher gave the score classification. There are five levels of the english department students ability on coherence in paragraph writing encompassing poor, fair, adequate, good and excellent.

Table 4.6 : score criteria for english department students ability on coherence in paragraph writing[38]

Percentage	Criteria
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Adequate
61% - 80%	Good
81% - 100%	Excellent

[38] Ridwan. Belajar Mudah Penelitian Untuk Guru, Karyawan, dan peneliti Pemula, (Bandung: Alfabeta. 2005), p. 89.

g. The researcher showing the data in the table form or essay to be more easily understood.

h. As a result of continuous description and evaluation of the data throughout the research, the researcher draws the data. The researcher then came to a conclusion after interpreting the data. Analysis of english department students' writing coherence is the study's key finding.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. The ability of english department students on coherence in paragraph writing.

Based on the data of the english department students on coherence in paragraph writing test. The answers were scored based on the four indicators, they are :

Table 4.1

The Result Of Writing Paragraphs

NO	Types of coherence	RATHER 1	RATHER 2	
1	Repetition of keynoun	170	164	
2	Consistent pronoun	126	128	
3	Transition signal	124	130	
4	Logical order	142	146	
	Total	**562**	**568**	**Average : 565**

Note :

RK : Repetition keynoun

CP : Consistent pronoun

TS : Transition signals

LO : Logical order

The researcher calculated the score by using formula :

$$= \frac{565}{32 \times 4 \times 6} \times 100\%$$

$$= \frac{565}{768} \times 100\%$$

$$= 73.56\ \%$$

From on the table, showed that the english department students ability was 73,56 %. so, by looking at the criteria above, the english department students fourth and sixth semester of english study program (TBI) IAIN Curup ability on coherence in paragraph writing can be categorized into good categories.

2. Types of coherence are dominantly applied by english department students in paragraph writing

Table 4.6 : Types of coherence applied

No	Students' Initial	Types of coherence applied			
		RK	CP	TS	LO
1	RT	4	1	9	1
2	PR	1	1	6	1
3	NS	4	2	10	1
4	CK	3	3	7	1
5	NAD	3	0	3	1
6	MH	4	1	9	1
7	WC	4	1	8	1

8	RA	4	1	7	1
9	A	1	1	9	1
10	DPR	5	1	8	1
11	SDS	1	3	10	1
12	AYH	5	1	9	1
13	LP	2	1	5	1
14	SN	1	0	4	1
15	KW	1	3	8	1
16	REA	3	1	6	0
17	MA	3	1	9	1
18	SA	3	2	2	1
19	NS	1	1	4	0
20	YPU	1	0	6	1
21	DA	5	3	4	1
22	YDC	2	0	6	1
23	SY	2	1	9	1
24	L	3	0	5	1
25	AA	2	1	4	1
26	SP	1	2	5	1
27	MS	1	3	8	1
28	SA	5	0	6	1
29	YRP	4	0	3	1
30	AS	6	0	2	1
31	MF	2	0	2	1
32	BN	3	1	8	1
TOTAL		**90**	**36**	**201**	**30**
Percentage (100%)		**25.2**	**10.1**	**56.3**	**8.4**

1. Repeating Key Noun

The first technique used by english department students to apply coherence when writing a paragraph is repetition of the important noun. In the paragraphs that the english department students wrote, 90 nouns were used. Nouns are names for individuals, places, objects, and concepts. The words with the greatest significance in a paragraph are known as key nouns. The words a writer wants the reader to pay attention to as the paragraph progresses are known as the key nouns.

2. Consistent Pronoun

The pronoun that are used in the paragraph writing in this research involve personal pronoun and possesive pronoun. Personal pronoun such as “it” and possesive pronoun such as “its”.

There were 36 pronoun applied in the english department students writing paragraph. however, not every paragraph has consistent pronouns, but at least the english department students applied this way in their paragraph writing.

3. Transition Signal

In this research, there were 201 transition signals that have been analyzed. The transition signals that are used in their paragraph writing involved show addition (and,in addition, first, second), to give example (such as, especially, for example), to contrast (but, however, not only) , to conclude(in the end, in conclussion, finally), to show time (now,today,

nowadays), to indicated logical relationship (therefore, if,), to show cause and reason (because).

4. Logical Order

the english department students logically order the concepts in this research. A paragraph with a clear objective that is simple for readers can be created by authors with the aid of logical organization. The topic and purpose of the text are taken into consideration while using logical order in paragraph writing. Logical order is one of the more challenging coherence methods for paragraph writing for english department students. Because there were only 30 texts, the paragraphs were written in logical order.

B. DISCUSSION

One element of creating good writing is coherence. The text's ideas are related to one another through coherence. The reader can quickly comprehend the key aspects of a text when it is coherent.[39] That's rude; coherence refers to how the material fits together to create meaning or a feeling of purpose. Therefore, applied coherence in writing refers to how sentences or paragraphs genuinely link to one another through the use of appropriate repeated keynouns, consistent pronouns, transition signals, and logical order.[40]

In this section, the researcher describes the discussion of analysis english department students on coherence in paragraph writing. Analyzing

[39] Dorothy E Zemach, lisa A Rumisek, academic writing from paragraph to essay.(oxford:Macmilllan publisher limited, 2005) p. 78

[40] Alice oshima and ann hogue, introduction to academic writing (3nd edition),(white plains,NY:Pearson/longman,2006), p.34

english department students on coherence in paragraph writing is very important to do because it can help english lectures to find out the students ability in writing. So, the researcher does this research in IAIN Curup at the fourth and sixth semester. The researcher take 32 students as the sample from 128 populations. This research was started on june 03nd 2022. In this research, researcher used a quantitative approach with analysis design that is used to answer research question.

In this research, the researcher used writing paragraph test as the instrument in this research. The procedure of test is students write the paragraph writing with a predetermined topic about "Digital Technology In Learning English". This topic is related to the way english department students learn in the digital era like today. They are often given topics to write about today's technology by paragraph writing and essay lectures. In the English department IAIN Curup, there are also ICT (Information And Communication Technology) courses that have discussed technology. So, this topic is expected to be easy for english department students to compose paragraph writing and be able to apply the coherence aspect. At the format of writing test, the researcher give explanation about types of coherence and give an example of a paragraph that contains good coherence. In identification, english department students write 3 paragraph, include introduction, body, and conclussion. The test shared to the english department students in their class. To collecting the data the researcher take 1 month. After the data was collected, the next step is the researcher needs some helps

from the rather of this research to give a score of coherence in paragraph writing sheets.

Based on the result of data analysis, there were some brief discussion concerning to answer of the research question. The explanation of research questions are followed: “How is the ability of english department students on coherence in their paragraph writing?” it can be answered according the data owned the test. The result showed that the english department students ability was 73,56%. So, by looking at the criteria above, the english department students fourth and sixth semester of english study program (TBI) IAIN Curup ability on coherence in paragraph writing can be categorized into **good** categories. This study in the same line with previous study that has been conducted by Wachidah (2016). In their research, the result showed that from the total number of occurrences in 30 of the students' explanation writings, there were 940 instances of coherence. The ability of the students to produce coherent texts in their writing is quite good.[41]

The second research question was “What type of coherence are dominantly applied by english department students in paragraph writing?” throught the analysis of writing test, the researcher found that english department students applied repetition key nouns as much as 90 (25.2%), consistent pronoun as much as 36 (10.1%), transition signals as much as 201 (56.3%), and arrange logical order as much as 30 (8.4%). The **transition signal** is the dominant applied by english department students on coherence

[41] Wachidah, wahyu dyah nur anis. 2017. An analysis of cohesion and coherence in the students’ writing text. Diploma thesis, IAIN Salatiga

in paragraph writing. There were 201 transition signals that have been analyzed. The transition signals that are used in their paragraph writing involved show addition (and,in addition, first, second), to give example (such as, especially, for example), to contrast (but, however, not only), to conclude (in the end, in conclussion, finally), to show time (now,today, nowadays), to indicated logical relationship (therefore, if,), to show cause and reason (because). As a result, it can be seen that most students have already understood the use of coherence aspects especially in transition signal and almost all of english department students frequently used the type of transition signals to introduce an opposite ideas in their paragraph writing. This is similar to previous research was conducted by Djahimo (2018), his study showed that the use of transition signals was most used by the students. On the other hand, in Djahimo's study students used all of types of transition signals in their writing with addition as a highest rank.[42]

There are several obstacles that researcher found when conducting test on english department students. It is very difficult for researcher to arrange a schedule to meet with students because they still have a lot of course, assigments and exam schedule.

[42] Happy rosita djahimo. 2018. An analysis of transition signals in discussion texts written by the sixth semester students of the english study program of udana in academic year 2016/2017

CHAPTER V

CONCLUSSION

A. Conclussion

The researcher comes to the following conclusions based on the research and discussions from the previous sections:

1. The finding of the result showed the positive impact in the english department students ability on coherence in paragraph writing. The result showed that the english department students ability was was 73,56 %. So, by looking at the criteria above, the english department students fourth and sixth semester of english study program (TBI) IAIN Curup ability on coherence in paragraph writing can be categorized into good categories.
2. The english department students applied repetition key nouns as much as 90 (25.2%), consistent pronoun as much as 36 (10.1%), transition signals as much as 201 (56.3%), and arrange logical order as much as 30 (8.4%). The transition signals is the dominant aspect applied by english department students on coherence in paragraph writing.

B. Suggestions

In relation to the conclussion, suggestion are staged as follow :

1. For the students

   The researcher would like to suggest that it is important to use coherence while composing text. It helps the readers understand the text. Additionally, students should use coherence in their paragraph writing.

2. For the teacher

   The explanation makes the point that using coherence is important. The researcher recommends that teachers be able to instruct students on coherence and use that knowledge in their writing.

3. For the other researcher

   More research can be done by other researchers than what has been done in this research. They may analyze various types of text for coherence devices.

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APPENDIX

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jalan : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http : www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 351 Tahun 2022

Tentang

PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI

INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang :

a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;

b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :

1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Penyelenggaraan dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 01955/B.II/3/2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022-2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 22 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

Memperhatikan :

1. Surat Rekomendasi dari Prodi Tadris Bahasa Inggris Nomor /FT.2/PP.00.9/TBI/2022
2. Berita Acara Seminar Proposal Hari Senin, 18 April 2022

M E M U T U S K A N :

Menetapkan

Pertama :

1. Bayu Senjahari, M.Pd. 198003062002121004
2. Paidi Gusmuliana, M.Pd 198408172015031007

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	Yeni Rahayu
N I M	:	18551067
JUDUL SKRIPSI	:	**"An Analysis EFL Students On Coherence In Paragraph Writing"**

kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 31 Mei 2022
Dekan,

HAMENGKUBUWONO

Tembusan :

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
IAIN CURUP Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: a.fmn@iaincurup.ac.id Kode Pos 39119

2 Juni 2022

Nomor : S1O/In.34/FT/PP.00.9/06/2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Yeni Rahayu
NIM	: 18551067
Fakultas/Prodi	: Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi	: An Analysis EFL Students On Coherence In Paragraph Writing
Waktu Penelitian	: 2 Juni s.d 2 September 2022
Tempat Penelitian	:IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

Wakil Dekan I ,

Sakut Anshori, S.Pd.I, M.Hum

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	28/05/2022	Perbaikan research question		
2	06/06/2022	Bab 1.2.3		
3	28/06/2022	Bab 4 Penelitian		
4	16/08/2022	Penambahan teori di discussion		
5	23/08/2022	Penambahan teori dan fakta yang dilapangan		
6	29/08/2022	Bab 5 Conclussion		
7	09/09/2022	ACC Munaqasyah		
8				

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	25/05/2022	Bab 1.2.3		
2	07/06/2022	Revisi Bab 1.2.3		
3	28/06/2022	Bab 4 Penelitian		
4	27/07/2022	Perbaikan Bab 4		
5	09/08/2022	Bab 5 Conclussion		
6	05/09/2022	Revisi Abstrak		
7	08/09/2022	Melengkapi Daftar isi Perbaikan References		
8	19/09/2022	ACC Munaqasyah		

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS
IAIN CURUP
Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul	:	**An Analysis EFL Students' on Coherence in Paragraph Writing**
Penulis	:	**Yeni Rahayu**
NIM	:	18551067

Dengan tingkat kesamaan sebesar 31%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 09 November 2022
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd

WRITING PARAGRAPH TEST

NAME : SITI AISYAH

CLASS : TBI 4C

NIM : 20551067

1. Please write a paragraph writing
2. The paragraph writing consist introductory, body and concluding
3. The allocation time is 1 hour
4. The topic is **"Digital Technology In Learning English"**

Digital Technologi In learning English

Currently, Information technology in education has Penetrated into various Subjects including English subjects. There are so many roles of Information technology in learning English, especially in the era of the covid-19 pandemic which has shifted learning from school to online.

As new networking technologies emerge including 5G and the possibility of global broadban satellite networks, learning opportunities will become a reality for people all over the world

Access to better technology is proving valuable in the eyes of those learning English. Now they will be better equipped to continue to study independently and begin to see the importance of Face-to-face classes with their teachers and fellow students — meaning they are more likely to complete their studies to the end.

Repetition of key nouns	: 6	3
Consistent pronoun	: 5	2
Transition signal	: ~~3~~	2
Logical order	: 6	1

WRITING PARAGRAPH TEST

NAME : Sonia Novalisa

CLASS : TBI 4C

NIM : 2055 1069.

1. Please write a paragraph writing
2. The paragraph writing consist introductory, body and concluding
3. The allocation time is 1 hour
4. The topic is **"Digital Technology In Learning English"**

Introductory:
Since it beginning in late 2019, The COVID-19 Pandemic has spread throughout most of the world. Familiarly known as 'Corona' in Indonesia, The [illegible] order, which had stood strong for decades, has suddenly become vulnerable to economic collapse. maintaining a viable education system has emerged as a priority focus for governments and universities there has been a widespread effort to deliver emergency remote education using digital technology.

Body:
With the rapidly growing access to the internet comes a considerable expectation that learners of English as a foreign language (EFL) have the maximum advantages from it for their learning agenda.
Following many previous studies on online learning, the present study did not use summative assessment of learning outcomes, such as course grades. Instead, learning outcomes used here refer to the learners' increased interest in online learning and their satisfaction with the learning arrangement.

Concluding:
learning interest describes how learners respond to a particular topic learning to learners' attention and learners who have a higher interest in learning are more likely to possess Positive attitudes towards learning results and display high satisfaction.

Repetition of key nouns	: 4	1
Consistent pronoun	: 3	0
Transition signal	: 3	4
Logical order	: 3	1

WRITING PARAGRAPH TEST

NAME : Lola pitaloka

CLASS : TBI UC

NIM : 20551030

1. Please write a paragraph writing
2. The paragraph writing consist introductory, body and concluding
3. The allocation time is 1 hour
4. The topic is **"Digital Technology In Learning English"**

Digital technologies are electric tools, systems, device and resources that generate. store or process data. well know example include social media, online game multi media and mobile phones. Digital Learning is any type of learning that uses technology.

social media plays a dominant role in english language learning because it provides opportonitites to the english languge learners to improve their writing, reading, and similary, to read new text and phrases to improve their vocabulary.

technology in learning english is becoming increasingly widespread and productive for learners. beside, knowledge also can learn from technology more easily.

Repetition of key nouns : 5 | 2

Consistent pronoun : 4 | 1

Transition signal : 3 | 5

Logical order : ~~[illegible]~~ 4
~~(introduction, body, and conclusion)~~.

WRITING PARAGRAPH TEST

NAME : Sena Yulianti

CLASS : TBI 4D

NIM : 2035 1076

1. Please write a paragraph writing
2. The paragraph writing consist introductory, body and concluding
3. The allocation time is 1 hour
4. The topic is **"Digital Technology In Learning English"**

English is an international language that we can learn. The emergence of digital platforms can support the advantages of the English learning process. we can use the platform easily, Practically, and flexibly.

By learning to speak English properly and correctly through digital platforms, We can reap many benefits, one of which is expanding our communication network, both directly and online through social media, for example. This certainly makes it easier for us to make friends in various parts of the world so that language is not a barrier to socializing both at home and abroad. Broad social relations are important because they can improve the quality of ourselves.

Not only that, by mastering English, we will be greatly facilitated when traveling abroad and reduce the risk of being scammed in other countries.

Repetition of key nouns	: 5	2
Consistent pronoun	: 5	1
Transition signal	: 3	3
Logical order	: 6	1

WRITING PARAGRAPH TEST

NAME : Kiki Widyawati

CLASS : TBI 4C

NIM : 20551028

1. Please write a paragraph writing
2. The paragraph writing consist introductory, body and concluding
3. The allocation time is 1 hour
4. The topic is **"Digital Technology In Learning English"**

Currently, information technology in the world of education has penetrated into various subjects including English subjects. There are so many roles of information technology in learning English, especially in the era of the Covid-19 pandemic which has shifted learning from school to online.

With regard to application technology that is very effective in learning English such as Edmodo, zoom meeting, google classroom and quipper school and others. These app help teachers and students in online or distance learning. And of course the app has advantages and disadvantages in its use in learning English.

With these aptlications, it is very easy for teachers to teach and make it easier for students to learn English. Apart from those mentioned above, there are many other digital technologies that can facilitate these online learning activities.

6 Repetition of key nouns : TEchnology

4 Consistent pronoun : These, those.

5 Transition signal : Currenty, With.

6 Logical order : Introduction of technology, Application Technology, Benefit technology for student and teacher.

1
3
8
1

WRITING PARAGRAPH TEST

NAME : Rosi Afriya

CLASS : TBI 4B

NIM : 2055059

1. Please write a paragraph writing
2. The paragraph writing consist introductory, body and concluding
3. The allocation time is 1 hour
4. The topic is **"Digital Technology In Learning English"**

Digital Technology is one of platfrom that used in english learning. This platfrom, even it the credibility is questionable helping the student on their way to study.

Platfrom the usually used for learning english is WhatsApp, Youtube, Google, meet, Zoom and Digital Technology effect the education from internal in a nutsell, Digital Technology change the condition of mentals of student with - various Variabels the change however even with smad amount Could affect the student within.

Social Network have its light and dark sides. but, We still need to consider and maintain the positive and negative of this thing. however, Digital Technology stil help education to make the better world.

Repetition of key nouns	: 6	4
Consistent pronoun	: 4	1
Transition signal	: 3	7
Logical order	: 4	1

WRITING PARAGRAPH TEST

NAME : Maya Hermita

CLASS : TBI-4D

NIM : 20551031

1. Please write a paragraph writing
2. The paragraph writing consist introductory, body and concluding
3. The allocation time is 1 hour
4. The topic is **"Digital Technology In Learning English"**

Introduction:

Language is one of the significant elements that affects international communication activities. Students utilize different parts of Engys skills such as listening, speaking, reading and writing for their proficiency and communication (Grabe & Stoller). In addition, Ahmadi (2012) stated that one of the important element for language class in which teachers have regarded as an important instructional instrument for learning process.

Body:

Definition of Technology and Techonology integration

Techonogy has been defined by different researchers. According to ISMAN (2012) it is the practical use of knowledge particulary in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. The use techonological includes not only machines (computer hardware) and instruments, but also involves structured relations with order humans, machines, and the environment (ISMAN, 2012)

Concluding:

In this paper, the researcher reviewed some important issues pertinent to the use of technology in language learning. The literature review indicated that technology resources cannot guarantee teachers' teaching and learning. Teachers should be convinced of the usefulness and advantages of technology in improving learning.

Repetition of key nouns	:	5	4
Consistent pronoun	:	3	1
Transition signal	:	6	9
Logical order	:	3	1

WRITING PARAGRAPH TEST

NAME : C ka kristanti

CLASS : TBI 1A

NIM : 2095102

1. Please write a paragraph writing
2. The paragraph writing consist introductory, body and concluding
3. The allocation time is 1 hour
4. The topic is **"Digital Technology In Learning English"**

Importants Of Technology in Education

In the world that we currently live in, technology is a very vital factor. With each passing day a new software or Gadget is being brought into the market that serves to improve our lives in one way or another and make it much easier and also to advance an already existing software or gadget.

Technology that is made use of in the classroom is very beneficial in helping the students understand and absorb what they are being thought. for instance, since there are a number of students who are virual learners, projection screens connected to Computers could be put in classrooms to let the students see their notes as opposed to simply sitting down and listening to instructor teach.

We need to face the truth, technology is the 'in thing' in the horld today and it has become necessary in each and every aspect of our lives and education has without doubt not been left behind. It is very useful in providing more knowledge to our students and also on making them competitive in the Job market.

Repetition of key nouns	: 5	3
Consistent pronoun	: 5	5
Transition signal	: 5	7
Logical order	: 4	1

WRITING PARAGRAPH TEST

NAME : NESA SALSABILLA

CLASS : TBI 4A

NIM : 2055 1043

1. Please write a paragraph writing
2. The paragraph writing consist introductory, body and concluding
3. The allocation time is 1 hour
4. The topic is **"Digital Technology In Learning English"**

Digital Technology in learning English.
" Platform for learning English"

In this modern era, digital technology is developing rapidly. Currently, information technology in education has penetrated into various subjects including English subject. Use the technology has been proven to increase students interest in learning because it has a more attractive appearance so that it will avoid feeling bored during learning process, especially in English subjects.

There are many digital platforms that can help improve English skills more fluently. Such as: Edomodo, Duo Lingo, Coke, Busuu, Fluent U, Memrise, Beelinguapp and the others. Each platform provides facilities and features that can help improve English skills gradually.

The development of digital technology is very important, especially in education. Platforms and applications regarding the english language. For example were created with the aim of helping improve student's skills. Therefore as a student, must be responsible for using applications and online platforms for learning, in accordance with the purpose of making these applications.

Repetition of key nouns	: 6	4
Consistent pronoun	: 3	2
Transition signal	: 5	10
Logical order	: 5	2

WRITING PARAGRAPH TEST

NAME : Rica triani

CLASS : TBI A A

NIM : 2055107

1. Please write a paragraph writing
2. The paragraph writing consist introductory, body and concluding
3. The allocation time is 1 hour
4. The topic is **"Digital Technology In Learning English"**

★ Introduction

↳ Language is one of the significant element that affect international communication activities, students utilize different part of english skills such as listening, speaking, reading and writing for this proficiency and communication. In addition, ahmadi (2017) stated that one of the important element for language class in which teacher have regarded as an important instructional instrument for learning process.

★ Body

↳ Definition of technology and technology integration. Technology has been defined by different researchess. according to I soman (2012) it is the pratical use of knowledge particulary in a specific area and is a way of doing a task esricially using technical processes, methods, or knowledge. The use technology includes not only machines (computer hardware) and instruments, but also involves structured relations with other humans, machines and the environment.

★ Concluding

↳ In this paper, the research reviewed some important issues pertinent to the use of technology in laguange learning. the literature review indicated that technology resources cannot guarantee teachers teaching and learning. teacher should be convinced of the usefulness and advantages of technology in improving learnes learning.

—	Repetition of key nouns	: 5	4
⊔	Consistent pronoun	: 3	1
⊃	Transition signal	: 6	9
○	Logical order	: 3	1

DOCUMENTATION

BIOGRAPHY

The researcher's name is Yeni Rahayu. She was born in Tulungagung on May 1st 1999. She is a daughter from the best couple Mr Surata and Mrs Sukamsri. She has 2 sister (Santi Lestari, S. Kom and Junita Adzkia) and 1 brother (Padan Nur Ikhsan). Her hobbies are listening music, travelling and reading a book. Her educational background began 2005 in garden school (TK) Dharma wanita IV Kresikan, kec. Tanggunggunung, kab. Tulungagung and graduate on 2006. She continue her study in same year on 2006 in SDN IV Kresikan, kec. Tanggunggunung, kab. Tulungagung and graduated on 2011. She continued her study at SMPN 5 Sungkai Utara, kec. Sungkai Utara, kab. Lampung Utara and graduated on 2014. She registered in senior high school MAN 2 Lampung Utara and graduated on 2017. She continued her education at IAIN Curup, kab. Rejang Lebong, prov. Bengkulu and took english departement.