An Analysis of Students' Cohesion and Coherence in Writing Argumentative Essay

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Abstrak

Kohesi dan koherensi merupakan aspek-aspek tulisan yang bertujuan untuk meningkatkan kualitas tulisan. Namun, mempertahankan kohesi dan koherensi dalam sebuah teks menjadi tantangan bagi sebagian siswa, khususnya mereka yang belajar bahasa Inggris sebagai bahasa asing (EFL). Berdasarkan observasi awal terhadap mahasiswa Jurusan Bahasa Inggris, penelitian ini menemukan bahwa mahasiswa mengalami kesulitan dalam menjaga komponen kohesi dan koherensi dalam esai mereka. Oleh karena itu, penelitian ini bermaksud untuk menyelidiki komponen kohesi dan koherensi dalam esai argumentatif siswa. Analisis didasarkan pada komponen koherensi teks oleh Oshima & Hogue (2006) yang melibatkan perangkat kohesi, seperti kohesi gramatikal dan kohesi leksikal menciptakan pengulangan kata kunci, konsistensi kata ganti, sinyal transisi, dan urutan logis dari teks. teks. Objek penelitian ini adalah 16 esai argumentatif yang ditulis oleh mahasiswa semester 4 Jurusan Bahasa Inggris Universitas Negeri Gorontalo tahun ajaran 2020/2021. Data dikumpulkan melalui dokumentasi. Selanjutnya data dianalisis dengan menggunakan pendekatan kualitatif dan kuantitatif dengan menggunakan analisis isi yang dikemukakan oleh Denscombe (2014). Hasilnya menunjukkan bahwa esai argumentatif siswa mencapai tingkat penerapan komponen kohesi dan koherensi yang baik. Hal ini ditunjukkan dengan rata-rata skor mereka mencapai 66,95%. Para siswa memanfaatkan perangkat kohesi untuk membangun koherensi esai argumentatif mereka. Mereka akrab dengan komponen kohesi dan koherensi tetapi masih memiliki pemahaman yang terbatas tentang peran beberapa item dalam komponen kohesi dan koherensi. Ini mencakup konsistensi kata ganti dan kata transisi yang dibangun oleh item referensi dan konjungsi. Toh tidak mempengaruhi hasil akhir karena komponen kohesi dan koherensi yang sesuai sudah tampak dominan.

Kata kunci: Kohesi, Koherensi, Esai Argumentatif

Abstract

Cohesion and coherence are aspects of writing that serve the purpose of increasing the quality of writing. However, maintaining cohesion and coherence in a text becomes challenging for some students, particularly those who study English as a foreign language (EFL). Based on the preliminary observation of students in the English Department, this research found that the students had difficulty maintaining their cohesion and coherence components in their essays. Therefore, this study intends to investigate the cohesion and coherence components in students' argumentative essays. The analysis is based on components of coherence text by Oshima & Hogue (2006) that involve the cohesion devices, such as grammatical cohesion and lexical cohesion create the repetition of keywords, the consistency of pronouns, the transitional signal, and the logical order of the text. The object of the study was 16 argumentative essays written by the 4th-semester students of the English Department, Universitas Negeri Gorontalo, in the academic year of 2020/2021. The data were

collected through documentation. Furthermore, the data were analyzed using the qualitative and quantitative approach by applied content analysis proposed by Denscombe (2014). The results show that the students' argumentative essays achieved a good level of applying cohesion and coherence components. It is demonstrated by the average of their score accomplished 66.95%. The students utilized cohesion devices to build the coherence of their argumentative essay. They are familiar with the cohesion and coherence component but still have a limited understanding of the role of several items in the cohesion and coherence component. It includes the consistency of pronouns and the transitional word built by the reference and conjunction items. After all, it does not affect the final result because the appropriate cohesion and coherence components have appeared dominant.

Keywords: Cohesion, Coherence, Argumentative Essay

INTRODUCTION

Cohesion and coherence are the importance aspects in writing. The components of cohesion contribute in the way of sentences for connecting each other, and the connection is built by the cohesive devices. Cohesion reflects the meaning of a text is dependent on another so that the text becomes unity. It indicates that cohesion leads the text to become coherent through the continuity of cohesion devices within the text. This is supported by Suwandi (2016) that proposed the use of cohesive devices capable to connect the ideas from one sentence to another for building the coherence of the text.

However, maintaining cohesion and coherence in a text becomes challenging for some students, particularly those who study English as foreign language (EFL). English as foreign language students struggling from the difficulty to transfer their thoughts into word and become a paragraph in a good way. The difficulty of applying the cohesion and coherence components also encountered by the students of English Department, Universitas Negeri Gorontalo. Based on the observation, some students of English Department face the problem in applying those items in their writing, particularly when they write an argumentative essay. The students experience an issue to organize their ideas in an argumentative essay through the cohesion and coherence components. They are confusing in applying the conjunction and reference items that have function to provide the interconnection of ideas within the paragraph of essay.

Based on the phenomena, this study is interested in investigating deeply how students establish cohesion and coherence in their argumentative essays. The examination conducts due to cohesion and coherence becomes an essential part of the writing components to compose the readable argumentative essay. Moreover, this research has intention to reveal how students construct the cohesion and coherence components in their essay. Therefore, the analysis focuses on how the cohesion and coherence components are applied by students in their argumentative essay.

In this research, 16 students who have enrolling Writing for Academic purposes subject in the fourth semester of English department, Universitas Negeri Gorontalo are selected as the participants of this research. These participants are chosen because they have attended Writing for Academic purposes class. It means that they are already familiar with composing an academic text, mainly an essay. Furthermore, sixteen students were selected because they are qualifying to write an argumentative essay correctly. As a result, This Study Obtain The Appropriate Argumentative Essays.

The Definition of Cohesion and Coherence

The construction of cohesion indicates that the text is delivered coherently. This is because, the coherence refers to the impact that given by the cohesive devices, it was stipulated by Thompson (2014) that surface textual cohesiveness is a trait that play an essential part in the establishment of coherence. Through the interconnection, cohesive devices can signal text coherence. A coherent text

means that the message is delivered logically, so that the text becomes comprehensible. The interesting view was proposed by Oshima & Hogue (2006) that coherence appears when ideas of sentence are connected and flow together smoothly. It signifies that coherence is achieved when each paragraph's sentences flow easily from one to the next. As a result, the reader can simply follow the idea from one sentence to the next, as well as from one paragraph to the next.

Cohesion and coherence are systematic features of a text that integrated each other, and it plays a unique role to create the logical text. Cohesion arranges the organization of how the ideas are expressed in a text in a good way, which is building the interconnection within the text to reach the coherence. Moreover, the cohesion has a function to make sure that the sentence sticks together through several supporting elements such as grammatical and lexical items. It will contribute in the comprehension of the sentence. In brief, when all the supporting sentences connect with one another in their support of the topic sentence, we are able to realize the which means exist within the text. Thus, we are able to say that the paragraph is coherent.

Components of Cohesion and Coherence

According to Richards (1985) as cited in Masithoh & Fadlilah (2017) expressed that cohesion is the grammatical and lexical relationships between the various parts of the text. Therefore, cohesion devices divided into two components, namely grammatical cohesion and lexical cohesion.

According to Azzouz (2009) grammatical cohesion is built by various of grammatical element in a text. The element can be used to make the relation among sentences more explicit. It is included reference and conjunction items. Reference item constructs the relation of paragraph by emphasizes the word referring to other word (Eggins, 1999 as cited in Sudirman & Tiasari, 2015). Meanwhile, the conjunction item gives the significance effect, allowing the logical relations to flow within the text to reach the cohesiveness of the text (Heino, 2010). Those are grammatical cohesion that commonly found in academic written expressions (De Beaugrande & Dressier, 1981 as cited in Karadeniz, 2017).

Lexical cohesion refers to relationship among lexical items in a text and among content words. It was supported by Morris & Hirst (1991), they said that lexical cohesion derives from semantic relation between word. Lexical cohesion is not dealing with the grammatical, it involves the vocabulary instead. This type of cohesion is achieved by the selection of vocabulary.

Basically, cohesion is the internal element consist of cohesive devices that build the coherent text. In line with that Oshima & Hogue (2006) clarified four ways in achieving coherence in writing, these ways involve the cohesive devices. They are the *repetition of keywords, the consistency of pronouns, the transitional signal, and the logical order of the text.*

Repeating keyword in a text is a crucial technique to build the coherence. Ahmed (2019) proposed that repetition of a word which is the theme or the topic of a sentence is one way to control the organization of ideas in a paragraph. The idea of each paragraph in a text must be focused on one idea, because of that the repetition of keyword is required. For this reason, the writer need applying cohesion devices such as lexical items to reach some variation of word in a text.

The use of consistent pronoun can be achieved by reference items in cohesive devices. Personal references, which are made up of personal pronouns, possessive determiners also known as "possessive adjectives", and possessive pronouns are all included in the reference item. It is important to use those items to build the coherence, because the meaning of the text is easier to reach and assists the repetition in a good way by referring to the subject that was earlier mentioned or the following sentence.

The transitional word items capable build the internal relation to strengthen the formation of cohesion and coherence in a text (Ampa, Akib, & Sari, 2019). The transitional signal word includes in

the category of cohesion, namely conjunction. The conjunction in a text has function as the transitional signal to sign the new or different point but still connect with the ideas that have delivered.

To create coherence, the writer should arrange the writing in a logical order. The writer's topic and intent will determine the logical sequence. The sequence of a writing must make sense to a reader who is familiar with the English writing style. In English, there are three types of logical order: chronological order, logical division of concepts, and comparison/contrast.

METHOD

This research belongs to a mixed methods study, since the data analyzed quantitatively and qualitatively. Sixteen argumentative essays of the students in English Department, Universitas Negeri Gorontalo were collected purposively become the data of this research. Those argumentative essays were taken from official midtest of the Writing for Academic subject class in academic year 2020/2021. The analysis used some steps. First, read the entire data set, which is a students' argumentative essay. Secondly, this study used the step of content analysis by Denscombe (2014). Content Analysis as a mixed methods approach which is containing qualitative and quantitative steps of analysis. A step by step model of the qualitative-quantitative research process is presented below:

1. Coding argumentative essays with number as a marker for each students' argumentative essay.
2. Reading the entire argumentative essays and then focus to each paragraph and sentences of argumentative essays.
3. Underlining the text which contain the appropriate cohesive devices and classifying them into table based on types of cohesion.
4. Marks the cohesive devices as the sign of coherence components.
5. Counting the number of appropriate the cohesive and coherence devices that had been found in the argumentative essay in the percentage form.

$$X = \frac{N}{\sum N} \text{ x } 100\%$$

X= The percentage of appropriate cohesive devices and coherence marker

N = The number of appropriate cohesive devices and coherence marker

∑N = The total number of cohesive devices and coherence marker

6. Taking conclusion the category of appropriate cohesion and coherence components based on the following criteria:

Categories	Percentage
Poor	0-25%
Fair	26-50%
Good	51-75%
Excellent	76-100%

(Masithoh & Fadlilah, 2017)

RESULTS AND DISCUSSION

The cohesion and coherence components of 16 students' argumentative essays were examined in this study. The analysis was based on how cohesion components contributed to the coherence requirement proposed by Oshima and Hogue (2006). They were the repetition of keyword, the consistency of pronoun, the transition signal, and the logical order of ideas. The examination was carried out by counting the number of appropriate components of cohesion and coherence in the students' argumentative essays. The items marked as appropriate items when the students put the

cohesion and coherence components based on the function within the text correctly. The correct application of these components lead the clarity of ideas that the students delivered in their argumentative essays. The students' attempted to express their opinion logically using the cohesion devices for reaching the coherent argumentative essay. The table below displayed the total number and percentage of appropriate cohesion and coherence items found in students' argumentative essays.

Table 1 The Percentages of Appropriate Cohesion and Coherence Items in Students' Argumentative Essays

ESSAY CODE	NUMBER OF COHESION AND COHERENCE ITEMS			PERCENT (%)
	CORRECT	INCORRECT	TOTAL	
01	11	11	22	50.00%
02	10	3	13	76.92%
03	10	4	14	71.43%
04	17	3	20	85.00%
05	28	4	32	87.50%
06	25	4	29	86.21%
07	15	8	23	65.22%
08	10	11	21	47.62%
09	10	5	15	66.67%
10	7	5	12	58.33%
11	9	9	18	50.00%
12	7	3	10	70.00%
13	12	6	18	66.67%
14	14	7	21	66.67%
15	11	6	17	64.71%
16	7	5	12	58.33%
TOTAL	203	94	297	1071.27%
AVERAGE	12.6875	5.875	18.5625	66.95%

An inspection of the data in the table 1 revealed that the majority of the total number of appropriate cohesive and coherent items in students' argumentative essays were classified into a good category. It was proven by the 10 students' argumentative essays (62.50%) achieve the frequency approximately 57.14% – 71.43%. Meanwhile, the four students' essays (25.00%) recorded as the excellent category, because it attained 76.92% – 87.50%. Lastly, the two students' argumentative essays (12.50%) accumulated as the fair category in the number 50.00%. To sum up, there were no students' argumentative essays that categorized into poor category, however, it belonged to the fair, good, and excellent category instead. To be specific, it illustrated in the following chart:
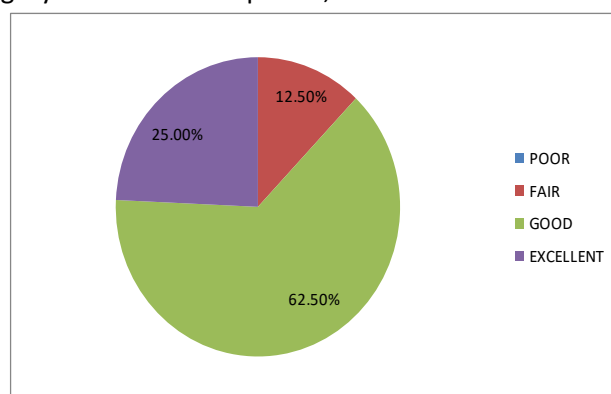

Figure 1 The Percentages of Category students in Achieving Cohesion and Coherence Components

The appropriateness of cohesion and coherence found in the students' argumentative essays were examined based on their components. According to Alarcon & Morales (2011), cohesion is divided into two components, namely grammatical cohesion and lexical cohesion. These two components formed the connectivity of the text, where it signed the coherence of the text. The items of cohesive ties could be categorized into Oshima & Hogue's (2006) way to accomplish the coherent text based on their function in the text. These items include the repetition of keywords, the consistency of pronouns, the transitional signal, and logical order. They display in the following table:

Table 2 The Distribution of Cohesion and Coherence Components in Students' Argumentative Essays

ESSAY CODE	GRAMMATICAL COHESION								LEXICAL COHESION	
	THE REPETITION OF KEYWORD		THE CONSISTENCY OF PRONOUN		THE TRANSITION SIGNAL		LOGICAL ORDER		THE REPETITION OF KEYWORD	
	CORRECT	INCORRECT	CORRECT	INCORRECT	CORRECT	INCORRECT	CORRECT	INCORRECT	CORRECT	INCORRECT
01	4	8	2	4	3	1	0	0	0	0
02	1	1	6	2	3	0	0	0	0	0
03	2	2	4	0	3	2	0	0	1	0
04	4	0	7	1	5	2	0	0	1	0
05	4	1	5	1	18	2	1	0	0	0
06	3	0	11	1	10	3	0	0	1	0
07	2	2	1	0	13	5	0	0	0	0
08	2	1	3	6	4	4	0	0	1	0
09	2	1	4	1	6	1	0	0	0	0
10	2	2	2	0	3	3	0	0	0	0
11	2	5	4	3	3	2	0	0	0	0
12	1	0	0	2	4	3	0	0	0	0
13	2	1	2	4	7	1	0	0	1	0
14	1	3	8	0	5	4	0	0	0	0
15	3	0	4	4	4	2	0	0	0	0
16	1	3	0	0	6	2	0	0	0	0
TOTAL	36	30	63	29	97	37	1	0	5	0

Based on the table 2, it indicated that the prominence of appropriate cohesion aspects were grammatical cohesion, which contributed in the formation of transitional signal. Ninety-seven of grammatical cohesion took role as the transitional words were found in the students' argumentative essays. In terms of the consistency of pronoun component, 63 grammatical cohesion were discovered for representing how students controlled their consistency of pronoun in their essays. Whereas, the grammatical cohesion items that had function for repeating the keyword accomplished 36 appropriate items. Compared to grammatical cohesion as the logical order, it confirmed that only one paragraph was developed in the logical order systematic through the cohesive items. It was similar to the lexical cohesion that significant lower than other cohesive items, it was about five items.

Furthermore, from students' argumentative essays it is found that there were inappropriate the cohesion and coherence items. This claimed as inappropriate because the students misused in applying the cohesion and coherence components in their argumentative essays. It displayed on the table 2 that the highest number inappropriate reached by the using of grammatical cohesion as the transitional signal. From the 16 students' essays, there were 37 inappropriate transitional signal that the students applied in their essays. It was because the transition signal was the most items that used in the students' argumentative essays. Therefore, the occurrences of the mistake were relative higher than other items. Different from the repetition of keyword and the consistency of pronoun, inappropriate of using these were significantly lower than transitional signal, it attained 30 and 29 respectively. Moreover, the misuse of grammatical cohesion and lexical cohesion items was very less reached by logical order and the repetition of keyword used the lexical cohesion aspects. There was no mistake in using those systems for developing students paragraph, because the items were rarely using by students in their essays.

This research discovered the qualitative findings, which is the the words, sentences and paragraph that represented the cohesion and coherence components in students' argumentative essays. The qualitative findings described how students' applied the cohesion and coherence components in their essays.

Components of Cohesion and Coherence in Students' Argumentative Essays

Cohesion and coherence are two terms that cannot be separated in the text's formation. Those components have significant roles to sign the clarity of meaning in the text. This research revealed that there were 297 items of cohesive devices were found in students' argumentative essays. These devices

contributed in the arrangement of coherence based on the aspects by Oshima & Hogue (2006), namely the repetition of keyword, the consistency of pronoun, the transitional signal logical order in students' argumentative essays.

Grammatical cohesion as the repetition of keyword

This section explained the reference items that appeared as the repetition of the keyword in students' argumentative essay. The repetition of keyword was one of the requirement for the coherence of text. It builds the text integrate each other for achieved the logical text. The students used grammatical cohesion to repeat what they had discussed in the previous or the following sentence to become a keyword discussed in other terms. The grammatical items were found as the repetition of keyword, namely "this" "it" and "them". These items were represented the grammatical cohesion in terms of reference that build by several pronouns such as demonstrative pronoun and objective pronoun. These items observed had function repeated the keyword of sentences. It signed that the text well-developed to reach the coherent text. The illustration can be seen as follows:

The government has implemented a quarantine policy and urged all people to stay at home. ***This*** *also has an impact on the education system.* **(Essay code: 01, Paragraph: 1)**

I agree that gadgets can be used by children but parental supervision is very important, **It** *is allowed in terms of learning* **(Essay code: 03, Paragraph:2)**

There are many technologies that make great changes to a person's life, *such as computers, cellphones, and others. One of* ***them*** *is a gadget that makes parents sure* **(Essay code: 15, Paragraph: 1)**

The study also found that there were students' still made mistakes in applying the cohesion components to repeat the keyword on the sentences of their essays. To repeat the keyword, students used the kind of pronouns such as *"this"* and *"it"*. These items also misused by students in their argumentative essays, whereas it signed that the cohesive relation was built. Therefore, it gave an impact in their quality of writing that lack of coherence because of the flow of ideas difficult to reach. To give an illustration how the student misused the cohesion components in terms of grammatical cohesion that had a function to repeat the keyword, look at the example below:

Online learning makes ***it*** *difficult for students to focus on learning and understand the material. This is because students understand more quickly if* ***it*** *is explained face-to-face.* ***It*** *is not uncommon for students to complain about the large number of assignments given because they do not understand the material which makes* ***it*** *difficult for them to do* ***it****. The deadline for submission of assignments is adjacent to other assignments.* **(Essay code:01, Paragraph:2)**

The paragraph above represented how students misused the use of grammatical cohesion as the repetition of keyword. The paragraph showed that the students overused in the use of pronoun *"it"*. Consequently, the text flows imperfectly because there was a grammatical cohesion that was not used based on the function.

The use of grammatical cohesion in terms of references items in students' essay was crucial. This was because of the items as part of grammatical cohesive devices creates cohesive and coherent text by connecting elements within the text. It was supported by Priangan et al. (2020) asserted that references, as grammatical cohesive devices, have the function of retrieving presupposed information in a text and must be identifiable in order to be considered the text was written coherently. This research discovered that the students elaborate on their thoughts or arguments about a person, thing,

or event. As a result, when a person (either himself or someone else), thing, or event is mentioned in the text, it was frequently replaced by a pronoun.

Grammatical cohesion as the consistency of pronoun

The consistent pronoun acted to connect the sentence by referring to preceding pronouns. It was done to avoid the wordiness in the sentences. The consistency of pronouns could be achieved by applying the reference items in grammatical cohesion, for instance, personal pronoun, possessive pronoun, and objective pronoun. This study observed that grammatical cohesion played an essential role in the consistency of pronouns in 16 students' argumentative essays. The result revealed that there were 63 appropriate and 28 inappropriate items of cohesive devices, which was involved in the formation of consistent pronoun in the students' essays. They were subjective pronouns *(he & they),* objective pronoun (*them)* and possessive pronouns *(his, their & its).* These pronouns guided the students' argumentative essays to become a cohesive and coherent text, where the ideas integrate each other by referred to the person and things mentioned in the earlier. To be illustrated look at the data below:

*The founder of Microsoft Bill Gates did not allow **his** children to own personal gadgets and Bill Gates only allowed **them** after **they** turned 14.* **(Essay code: 02, Paragraph: 2)**

Firstly, it was shown that there was the use of part cohesion items, namely reference in grammatical cohesion. The use of pronouns could sign the reference. In this case, the pronoun that had been used, namely the possessive pronoun **"his"**, the objective pronoun **"them"**, and the subjective pronoun **"they"**. The possessive pronoun **"his"** implied Bill Gates's possession; it was the word **"children".** This emphasized that the children who have been discussed were Bill Gates' Children.

Secondly, the objective pronoun **"them"** and the subjective pronoun **"they"** referred to the word **"children"**. This was because the next sentence brought the agent or the subject that had been discussed earlier. It indicated that the text was written cohesively and coherently; it appeared by the relation built by the grammatical cohesion, which was reference items signed by pronouns in the text. Thus, the pronouns linked two clauses in one idea become interconnected so that the reader could recognize what had been being discussed by only looked at the pronoun itself.

Grammatical cohesion as the transitional signal

The transitional signal items can be classified based on the cohesion components in terms of conjunction, such as additive, adversative, causal, and temporal. Those items will be described below:

Additive

Additive conjunction was a connector item that had a function to link the similar ideas in the text. The additive conjunction was aimed to give further explanation or introduce new information related to the earlier sentences. This research had analyzed the use of appropriate transitional signals in terms of additive conjunction. Additive conjunction was the transitional word in students' argumentative essays to connect similar ideas in different sentences or phrases. To give an example look at the data below:

*Smartphone is very helpful for students to dig up information, **especially** information related to the science*. **(Essay code: 11, Paragraph:1)**

The transitional word had been connected to the previous sentence and the subsequent phrases. The word **"especially"** on the first text signed the further information mentioned in the preceding sentence. It was about the smartphone was very helpful for students to gain the information, and the transitional word initiated the particular of what kind of information that was referred. It made the text coherent because the transitional word relation guided the reader understood the message regarding the additional ideas in the particular.

Adversative

Adversative conjunction items were serving the purposes of transitional signal that highlight the contrast and opposite of preceding information. This item made a connection of two opposition statement in the text to build an interrelated text. This research revealed that adversative conjunction acted as the transitional signal of the contrary statement within the text. Those items represent adversative conjunction to create an opposite student's argument in their essays. The students tend to use the adversative conjunction for establishing the relation between the contrary sentences of the text. The appropriate adversative conjunction that found out, such as *"however"*. The illustration in the following data:

*Parents provide electronic tools such as heandphones and computers to support their children's learn activities. **However**, in the use of electronic devices have a positive and negative impact.* **(Essay code: 05, Paragraph:1)**

Causal

Causal conjunction was one type of conjunction in grammatical cohesion. The conjunction took a role as the transitional word for signing the causal relation. This relation included the explanation of reason, purpose, and results in the text. The causal relation presented in the clause become the cause and the another become a result. The use of causal conjunction in the 16 students' argumentative essays were used by the students to clarify the cause and result relation. This relation was developed simultaneously in the text to build the cohesive and coherent text. The words and phrases of causal conjunction that contributed in the formation of transitional in the causal relation such as *"since".* The example the causal conjunction in students argumentative essay could be seen as follows:

Since *Covid 19 entered Indonesia, <u>the government has implemented a quarantine policy and urged all people to stay at home.</u>* **(Essay Code: 01, Paragrapgh: 1)**

Temporal

Temporal conjunction was one of the cohesive items for creating the transitional signal. The item served as the formation of sequence text. This study had been analyzing the cohesion components in students' argumentative essay, and the findings revealed that the temporal conjunction contributed the arrangement of transitional word of sentence for signing the sequence of ideas in the text. The students used the temporal conjunction to lead the reader to the flow of ideas that students had written in their essays. Thus, it allowed the reader followed the students' ideas in the argumentative essay perfectly. The items of temporal conjunction in students' argumentative essays, for instance "as a result", The data displayed in the following example:

*It will lead to dependency and cause them to become increasingly isolated from social life. **As a result,** they will be prone to depression when "forced" to deal with the real world*. **(Essay code: 02, paragraph:2)**

According to Dang (2020) the presence of conjunction defined the meaning of an element of the

text. For example, the students used the adversative conjunction signed for the additional explanation or add new information within their argumentative essay. Moreover, for constructing the contrast and opposite argument of the essay, the student applied the adversative conjunction. There was also causal conjunction that contributed to the formation of cause and results relation of the essay's argument. Furthermore, the temporal conjunctions lead the successive ideas of students' argumentative essay to become unity. This fact explained that the student already familiar with the use of grammatical cohesion in terms of conjunction item for supporting their coherence in writing the argumentative essay.

The earlier research is conducted by Alarcon & Morales (2011) revealed that the use of conjunction as the grammatical items accomplish the second position among the other items. It shows the slightly different from the present research that conjunctions items attain the first rank among the others. This is because the conjunction items of grammatical cohesion helps students in the formation of transitional signal in their argumentative essays. It was supported by Ampa et al (2019), they stipulated that the transitional word connecting the ideas in paragraph to encourage the internal relation of cohesion and coherence in a text.

Lexical cohesion as the repetition of keyword

Lexical cohesion was used to attain the cohesive relation among the sentences in the text. The lexical items were built by the variation of vocabulary, another terms of vocabulary but the same meaning built the cohesive relation. It was significant to differ from the grammatical cohesion items that was built by the grammatical element. Therefore, the lexical cohesion served the purpose of giving the repetition of keyword in sentence. It was because variation of vocabulary could sign the repetition of keyword in the text. As a result, the lexical items were capable to control the development of sentence in students' essays within one single idea. This research had analyzed the 16 students' argumentative essay, and the result exposed that lexical cohesion appeared five times constructed the repetition of keyword in students' essay. The number of lexical cohesion was confirmed lower than other, because the student tend to using the grammatical cohesion instead of lexical cohesion. The findings of lexical cohesion demonstrated in the following example:

*Learning by using <u>gadgets</u> can help children in learning. No doubt the development of **technology** is increasingly sophisticated today.* **(Essay code: 09, Paragraph: 1)**

The latest study was conducted by Priangan et al (2020), in their research had been examining the use lexical cohesion in students' writing. The findings define that the lexical cohesion items are most frequently used by student to repeat their keyword in the text. It encounters the contradicting to the present research, because this research exposes that the students minimize the use of lexical cohesion to build their cohesive relation. They tend to use the grammatical items for building the coherence in their essay through the cohesive devices.

Logical order

The use of logical order took an importance role in developing the ideas within the paragraph. The logical order helped the reader understanding the information in the text easily. This study found 1 paragraph that was written in logical order. There three kinds of logical order in a text, they are chronological order, logical division, and comparison or contrast paragraph. However, this study only found the chronological order in students' argumentative essay. As well as, there was only one paragraph that applied the logical order in the students' essay. The students' logical order in their essay presented in the following paragraph:

***Firstly,** handphone and computer is a sophisticated communication tool, so it can be used to access information easily use the internet.. **Secondly,** handphone and computer are very helpful for students to do the task.* **(Essay code: 05, Paragraph: 2)**

The use of coherence component namely logical order is reported extremely low frequency in students' argumentative essay. The occurrences of this items only one times among 16 students' essay. This confirms that the students unconcern to the logical order aspect in the development of their paragraph within the essay. Consequently, some students' paragraph in argumentative essays is not organize effectively. This view was supported by Suparmo (2019) that the logical order guides the students for expressing their ideas in a text, so that they will be easier to put their thoughts in written form.

CONCLUSION

The results of this research claim that the percentages of the total number of appropriate cohesion and coherence components in each student's argumentative essays are categorized into good level. It is demonstrated by the average of their score accomplished 66.95%. Furthermore, the results revealed that the students face issues in adopting some items of cohesion components to complete the coherence aspect. They apply inappropriate cohesion components to accomplish the coherence aspect in their essay. In particular, the use of grammatical cohesion, such as the reference and conjunction items. These items are the coherence components' requirement, namely the consistency of pronoun and the transitional word. The students were observed sometimes overused in applying the pronoun and conjunction. Besides that, they misuse the use of those items without considering the function within the text. As a result, their pronouns and conjunction items are categorized as incorrect items.

Based on the explanation, it can be concluded that the cohesion and coherence in students' argumentative essays achieve the good category. The students are already familiar with the cohesion and coherence component. However, they still encounter limited knowledge regarding the function of some items in cohesion and coherence components within the text. It is included the consistency of pronouns and the transitional word built by the reference and conjunction items. After all, it does not affect the final result because the appropriate cohesion and coherence components have appeared dominant.

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