COHERENCE IN IELTS WRITING PRACTICE BY STUDENTS OF ENGLISH DEPARTMENT OF WIDYA GAMA MAHAKAM UNIVERSITY

Widi Syahtia Pane
Universitas Widya Gama Mahakam Samarinda

Widi.pane@gmail.com

ABSTRACT

Coherence means the smoothness of sentences that are built within the paragraph or text. In this study the researcher wanted to reveal how is the coherence of IELTS writing practice text made by first semester students of Widya Gama Mahakam University. The researcher used qualitative as the study method and six steps of data analysis based on Creswell & Plano (2011). The coherence analysis utilized Oshima & Hogue (2006) theory which stated that there are 4 ways to create coherent paragraph; (1) using Transition Signals, (2) Using Consistent Pronouns, (3) Using Repeat of Keywords, and (4) Arrange the Ideas in Logical Order. The study reveals that all of students used seven types of Transition Signal, 50% students used consistent pronouns, all of the students used at least one repeated keyword from main idea during the paragraph and only 30% of the students Arrange the Ideas in Logical Order.

Keywords: Writing, Coherence, IELTS Writing

ABSTRAK

Koherensi adalah kelancaran kalimat yang dibangun dalam paragraf atau teks. Dalam penelitian ini peneliti ingin mengungkap bagaimana koherensi teks latihan menulis IELTS yang dibuat oleh mahasiswa semester satu Universitas Widya Gama Mahakam. Peneliti menggunakan kualitatif sebagai metode penelitian dan enam langkah analisis data berdasarkan Creswell & Plano (2011). Analisis koherensi menggunakan teori Oshima & Hogue (2006) yang menyatakan bahwa ada empat cara untuk membuat paragraf koheren; (1) menggunakan Isyarat Transisi, (2) Menggunakan Kata Ganti yang Konsisten, (3) Menggunakan Pengulangan Kata Kunci, dan (4) Menyusun Ide dalam Urutan yang Logis. Penelitian ini mengungkapkan bahwa semua siswa menggunakan tujuh jenis Sinyal Transisi, 50% siswa menggunakan kata "ganti yang konsisten", semua siswa menggunakan setidaknya satu "kata kunci yang diulang dari ide utama" dalam paragraf, dan hanya 30% siswa yang "Menyusun Ide dalam Urutan Logis".

Kata Kunci: Menulis, Koherensi, Menulis IELTS

BACKGROUND OF THE STUDY

Writing is one of English skill that is very important to be learnt by EFL (English as Foreign Language) students. In their first semester of university, the students from English Education Department have got a subject deal with writing, which is paragraph writing. In this subject, the students are expected to be able to arrange the good paragraph, whether in free writing or academic writing.

There are some criteria of good writing. One of them is coherence. Coherence

means the connection among sentences within the paragraph. Coherence can be achieved by having transitional words and phrases, pronoun reference, repeated key terms and parallelism (Wirantaka, 2016). Coherence is very important in writing. It makes the paragraph runs smoothly. Whether the academic or non-academic writing should have these criteria to be accepted as the good writing.

IELTS is a kind of test that measure EFL users' English skill and proficiency. Writing is one part of IELTS test. In this part of test, the candidate (test taker) is asked to write two sections of writing. The first session is describing some graph, picture, image of chart etc. Meanwhile the second session is making some kind of Essay related to the topic given. In this study, the second session of IELTS writing will be used to be an instrument. The students will write this IELTS test writing practice to get the research data.

According to the explanation above, the writer aims to analyze the coherence of the first semester student of English Education Program of Faculty of Teacher Training and Education of Widya Gama Mahakam Samarinda in academic year 2019/2020. The interpretation of the result is hoped to be able to help lecturers of Paragraph writing or Academic writing to aware about how is the coherence of their students writing—is it good or need to be improved. Relevant with the statement of the problem stated above, this research object is; to reveal how is IELTS test writing coherence written by the first semester students of English Department of Widya Gama Mahakam University in academic year 2019/2020.

METHODOLOGY

Research Design

The writer will use qualitative research as the design. According to (2019), qualitative research contrasts with quantitative research, it emphasizes on the way the world is understood in researchers' minds, usually using abstract scientific concepts and terminology. This design is suitable for this research because this research will be explained by deeper explanation rather than numbers. The writer will carefully analyze the students' writing and explain the finding qualitatively.

An explanatory research will be conducted in this study. According to Maxwell and Mittapalli (2008) the term explanatory research implies that the research in question is intended to explain, rather than simply to describe, the phenomena studied. The researchers used mixed method to conduct this study.

Research Sites and Subjects

The subject in this study was a class of the first semester students of English Department of Widya Gama Mahakam University in academic year 2019/2020. There are 38 active students from one class. All of them will be asked to write IELTS test writing practice in order to get the research data, but the researcher only selected some of the writing that are decently written in form of grammar and vocabulary. The writing that doesn't meet the criteria of good grammar and vocabulary will be excluded from this research.

Data Collection Methods and Procedures

The data in this study will be collected as follows:

(1) The writer will choose one or two of IELTS writing tests that is suitable for the first semester students who are also still studying paragraph writing.

(2) The writer will gather the students and give time allocation for students to finish IELTS test writing practice, which is 40 minutes.

(3) The result will be collected by writer to be analyzed.

3.4. Data Analysis Techniques

The writer will use six steps of data analysis based on Creswell & Plano (2011) the six steps are; (1) Organize and prepare the data. (2) Read through all the data. (3) Begin detailed analysis with a coding process. (4) Generate codes for the description. (5) Advance how the description will be represented in the qualitative research. (6) Make an interpretation or meaning of the data. The explanation of each steps will be explain as follows:

(1)   Organize and Prepare the Data.

In this first step, the writer will collect all of the data from the subjects which is IELTS test writing practice. The data will be remained as students' original handwriting instead of re-typing them because the writer wants to keep it as original as possible.

(2)   Read Through all the Data.

To find out how was the coherence of the writing, the writer will carefully read the whole data.

(3)   Begin Detailed Analysis with a Coding Process.

According to Saldana (2009), coding is one of qualitative inquiry that is mostly a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/ or evocative attribute for a portion of language-based or visual data. It involves taking text data or pictures, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term.

In this study of analyzing the coherence of students' IELTS test writing practice, the writers will analyze the data by giving some codes and marking different highlight color for each certain coherence.

(4)   Generate Codes for the Description.

After reading and giving code the whole data, the researchers generated the codes in some categories of coherence to be categorized in each type.

(5)   Advance How the Description will be Represented in the Qualitative Research.

The most popular approach is to use the table to convey the findings of the analysis. This will mention the whole analysis and the categories in one table to simplify the analysis before making the interpretation. Then describe how the coherence of writing made by the students.

(6)   Make an Interpretation or Meaning of the Data.

A final step in data analysis involves making an interpretation or meaning of the data. This step would be the writer's personal interpretation about the analysis that has already been put in the table and formula. By this interpretation, the way students' making their writing will be revealed, is it already good or need to be improved.

Codes

In order to facilitate the analysis process, the researcher made some codes or the term as the keyword to the data that want to be selected, the terms of 4 wasy to achieve coherence (Oshima & Hogue, 2006) are showed as follows:

a. Using Transition Signal (TS)

    1. To show addition   : (Add)

    2. To give example   : (Exa)

    3. To compare   : (Com)

    4. To contrast   : (Cont)

    5. To summarize   : (Sum)

    6. To show time   :   (Time)

    7. To show place : (Pla)

    8. Logical relation: (Logic)

    9. Cause-Reason : (Rea)

    10. To show result   : (Res)

    11. Concession   : (Conc)

12. Repetition   : (Rep)

b. Using Consistent Pronounce (CP)

c. Using Repetition of Keywords (RK)

c. Using Logical Order (LO)

    1. Chronological Order   : (Chrono)

    2. Logical division   : (Div)

    3. Contrast Paragraph

FINDINGS AND DISCUSSION

Findings

According to the result of students IELTS simulation writing test, only 16 students writing (out of 35 students' writing) that can be analyzed because they met the standard of grammar for analyzing coherence. Based on the data obtained by conducting Creswell & Plano (2011) analysis steps including coding application, the researchers found the data as displayed on the table bellows:

Table 4.1.1 Students Coherence

in IELTS Writing Test

STUDENTS	COHERENCE IN WRITING				
	Transition Signals		Consistent Pronouns	Repetition of Keywords	Logical Order
1	Add	And (3)	It (1)	Single career	Chronological order
	Cont	But (3)	Our (7)	Multiple careers	
	Rea	Since (1)	We (4)		
	Time	Now (1)	Their (1)		
2	Exa	For example (1)	We (4)	Wealthy nations	-
	Add	In addition (1)	I (5)	Poor nations	
		And (1)	They (2)		
		Further more (1)	It (1)		
	Cont	But (1)	Themselves (1)		
		Different from (1)	Them (1)		
	Rea	Because (1)	Their (1)		
3	Rea	Because (2)	Their (10)	Poorer nations	-
	Logic	Even if (1)	They (5)	Wealthy countries	
		If (1)	Them (1)	Responsibility	
			My (1)		
4	exa	For example (1)	We (4)	Career/ Careers	-
	Add	And (5)	It (2)		
	Com	Like (1)	They (10)		
	Logic	If (3)	Their (5)		
			Them (1)		
			I (6)		
5	Rea	Because (1)	I (3)	Single career	-

No	Type	Connector	Pronoun	Topic	Order
	Add	And (1)	You (5)	Several careers	
	Cont	But (2)	Your (14)		
			They (1)		
			Yourself (1)		
6	Logic	So (1)	You (7)	Single career	-
		If (3)	Your (2)	Several careers	
			They (2)	Trend	
	Cont	But (1)	Their (1)		
	Rea	Because (1)	I (1)		
	Exa	Example (1)			
	Com	Like (2)			
7	Logic	So (1)	You (5)	Single career	-
		If (1)	Your (3)	Multiple careers	
	Exa	For example (1)			
8	Cont	But (3)	I (1)	Wealthy nations	Chronological Order
	Add	Beside (2)	We (1)	Poorer nations	
		And (1)			
	Time	Now days (1)			
	Logic	So (1)			
	Rea	Since (2)			
9	Cont	But (4)	We (3)	Single career	Logical Division
	Add	And (3)	Our (1)	Multiple careers	
	Rea	Because (1)	He (4)		
	Exa	For example (1)	His (1)		
			Him (3)		
10	Cont	But (1)	It (3)	Poorer nations	-
	Logic	So (2)	Their (2)	Wealthy nations	
	Add	And (1)			
	Rea	Because (1)			
	Com	Like (1)			
11	Logic	If (2)	We (2)	Job/Jobs	Chronological Order
	Cont	But (2)	You (5)		
	Exa	For example (1)	Our (1)		
	Time	After that (1)	They (1)		
			Your (1)		
			I (3)		
			Me (1)		
			My (1)		
12	Cont	But (2)	Yourself (1)	Career	-
	Time	Then (1)	Ourselves (1)		
	Logic	So (1)	We (1)		
		If (1)	Our (1)		

	Rea	Cause (1)	You (15)		
	Add	And (1)	Your (7)		
13	Add	Besides (1)	Our (1)	Career	-
		And (1)	Us (1)		
	Rea	Because (1)	You (2), Your (2), It (1), I (1)		
	Cont	But (1)			
14	Exa	For example (1)	Our (1)	Responsibility	-
	Rea	Cause (1)	Us (1)	Successful Country	
		Because (2)	Ourselves (1)	Poorer nations	
	Logic	If (2) So (2)	I (2)		
15	Time	Firstly (1)	You (14)	Career	Logical Division
		Secondly (1)	Your (9)		
	Exa	For example (1)	It (5)		
	Cont	But (1) If (1) So (1)			
	Logic	In conclusion (1)			
	Rea	Cause (1)			

16	Rea	Because (1)	Their (5)	Government	-
	Logic	If (3) So (2)		Responsibility	
	Time	When (1)			

From the table above, it can be seen that Most of the students who wrote their IELTS simulation writing test used the four way to create coherence. They are Transition Signals, Consistent Pronouns, Repetition of Keywords, and Logical Order. Among the four ways, only Logical Order that were not used by every student. Meanwhile all of students use Transition Signal, Consistent Pronouns and Repetition of Keywords quite frequently. The table bellows will show the detail data in each way:

Table 4.1.2 Transition Signal

NO	Signals
Students 1	**Add**; And (3), **Cont**; But (3), **Rea**; Since (1), **Time**; Now (1)
Student 2	**Exa**; For example (1), **Add**; In addition (1), And (1), Further more (1), But (1), Different from (1), **Cont**; But (1), Different from (1), **Rea**; Because (1)
Student 3	**Rea**; Because (2), **Logic**; Even if (1), If (1)
Student 4	**Exa**; For example (1), **Add**; And (5), **Com**; Like (1), **Logic**; If (3)
Student 5	**Rea**; Because (1), **Add**; And (1), **Cont**; But (2)
Student 6	**Logic**; So (1), If (3), **Cont**; But (1), **Rea**; Because (1), **Exa**; Example (1), **Com**; Like (2)
Student 7	**Logic**; So (1), If (1), **Exa**; For example (1)
Student 8	**Cont**; But (3), **Add**; Beside (2), And (1), **Time**; Now days (1), **Logic**; So

	(1), **Rea;** Since (2)
Student 9	**Cont;** But (4), **Add;** And (3), **Rea;** Because (1), **Exa;** For example (1)
Student 10	**Cont;** But (1), **Logic;** So (2), **Add;** And (1), **Rea;** Because (1), **Com;** Like (1)
Student 11	**Logic;** If (2), **Cont;** But (2), **Exa;** For example (1), **Time;** After that (1)
Student 12	**Add;** Besides (1), And (1), **Rea;** Because (1), **Cont;** But (1)
Student 13	**Add;** Besides (1), And (1), **Rea;** Because (1), **Cont;** But (1)
Student 14	**Exa;** For example (1), **Rea;** Cause (1), Because (2), **Logic;** If (2), So (2)
Student 15	**Time;** Firstly (1), Secondly (1), **Exa;** For example (1), **Cont;** But (1), If (1), So (1), **Logic;** In conclusion (1)
Student 16	**Rea;** Because (1), **Logic;** If (3), So (2), **Time;** When (1)

NO	Pronounce	Consistent
Students 1	It (1), Our (7), We (4), Their (1)	√
Student 2	We (4), I (5), They (2), It (1), Themselves (1), Them (1), Their (1)	-
Student 3	Their (10), They (5), Them (1), My (1)	√
Student 4	We (4), It (2), They (10), Their (5), Them (1)	-
Student 5	I (3), You (5), Your (14), They (1), Yourself (1)	√
Student 6	You (7), Your (2), They (2), Their (2), I (1)	-
Student 7	You (5), Your (3)	√
Student 8	I (1), We (1)	-
Student 9	We (3), Our (1), He (4), His (1), Him (3)	√
Student 10	It (3), Their (2)	√
Student 11	We (2), You (5), Our (1), They (1), Your (1), I (3), Me (1), My (1)	-
Student 12	Yourself (1), Ourselves (1), We (1), Our (1), You (15), Your (7)	-
Student 13	Our (1), Us (1), You (2), Your (2), It (1), I (1)	-
Student 14	Our (1), Us (1), Ourselves (1), I (2)	-
Student 15	You (14), Your (9),	("it"

As can be seen in the table 4.1.2. Transition Signal, all of the students used signal of transition to create the smooth coherence in their IELTS writing simulation. The transition signal that they used are; to show addition (and, in addition, besides, furthermore), to contrast (but), To give cause or reason (since, cause, because), to show the time (now, when, after that), to give example (for example, example), to compare (like), To show logical order (Even if, if, so, in conclusion). The most common signals that students use are; to show addition (18 signals) and the least frequent one is to show comparison (two signals). From 12 transition signals types generated by Oshima & Hogue, (2006), there were only seven of them the students used in this study. The five other signals that students did not use are; signal to summarize/conclude, to show place, to give result, to show concession, and repetition.

Table 4.1.3 Consistent Pronounce

15	It (5)	should be "them")
Student 16	Their (5)	√

According to the data displayed above, it can be seen that all of the students utilized at least one pronoun. Most of the pronouns that they used are consistent and linked to each other in some sentences along the paragraph. There are half of students who used consistent pronouns. Or in other words, there are eight students who put their pronouns consistently and there are who did not. The eight students who did not use the consistent ones are from students 2, students 4, student 6, student 8, student 11, student 12, student 13 and student 14. Their main problem was they did not use the consistent point of view. When they open the paragraph with "we", they sometimes changed it into "I" and considered the reader as "you", instead of keep engaging reading with "we" point of view. Here is the example:

*"**I** believe they should work together so both countries or nations can get multiple needs. As **we** all know……."*

For student 6, the problem was the subject of the example in the text used by the student; first the student used "you" as the sample of a case, then the student use "they" instead of keep using "you" as the example of the case provided by student in IELT writing simulation. Here is the excerpt from the students IELTS writing that contains one of students pronounces inconsistency:

*"**People** doing two jobs for earning much money for future. So **they** don't think much for **their** future, because **their** future is guaranteed from now on.*

***Some people** say having several careers is not easy. Of course have several careers not easy but if **YOU** like the job **YOU** can do it, but not everyone can have several careers."*

As can be seen above the student as the writer should keep using the pronoun "they" to refer "People" and "some people" instead of using "you". This makes the pronoun used is misused by this student. Other thing that student did that was slightly inappropriate as in term of pronounce consistency is the students used "it" for something that should be "them".

Table 4.1.4 Repetition of Keywords

NO	Keyword(s)	Number	Repeated from main idea
Students 1	Single career, Multiple careers	2	√
Student 2	Wealthy nations, Poor nations	2	√
Student 3	Poorer nations, Wealthy countries, Responsibility	3	√
Student 4	Career/Careers	1	√
Student 5	Single career, Several careers	2	√
Student 6	Single career, Several careers, Trend	3	√
Student 7	Single career, Multiple careers	2	√
Student 8	Wealthy nations, Poorer	2	√

	nations		
Student 9	Single career, Multiple careers	2	√
Student 10	Poorer nations, Wealthy nations	2	√
Student 11	Job/Jobs	1	√
Student 12	Career	1	√
Student 13	Career	1	√
Student 14	Responsibility, Successful Country, Poorer nations	3	√
Student 15	Career	1	√
Student 16	Government, Responsibility	2	√

The table shows that all of the students used repetition of keyword in their IELTS writing text. Three of them used three keywords as the point that they repeat along in the text. Eight of them use two keywords, and the rest, five students only use one keyword on their text. Since they have two choices of IELTS questions, the keywords shown above can be classified into two variation (First; poorer nations, wealthier nations & responsibility, second; single career, multiple careers, career/careers, job/jobs). All of the keywords mentioned were stated on their text main idea and they were repeated through the text, whether with the same exact diction, or other synonyms or even pronouns.

Table 4.1.5 Logical Order

NO	Chronological Order	Logical division	Contrast Paragraph
Students 1	√	-	-
Student 2	-	-	-
Student 3	-	-	-
Student 4	-	-	-
Student 5	-	-	-
Student 6	-	-	-
Student 7	-	-	-
Student 8	√	-	-
Student 9	-	√	-
Student 10	-	-	-
Student 11	√	-	-
Student 12	-	-	-
Student 13	-	-	-
Student 14	-	-	-
Student 15	-	√	-
Student 16	-	-	-
TOTAL	3	2	0
PERCENTAGE	18,75%	12,5 %	0%

According to the table above, there are three students (60%) who wrote their IELTS writing using Chronological Order as their way to achieve coherence of the text. For Logical Division, there are only two students (40%) that include this to their writing. Meanwhile no one (0%) of the students used contrast paragraph. Generally, from all of 16 students who took IELTS writing simulation test made, only 31,25% students who used three Logical Order by Oshima & Hogue (2006).

Discussion

Based on the findings, the researcher found that almost of the students of first semester of Widya Gama Mahakam University Samarinda wrote their IELTS simulation writing test used the four ways of creating smooth coherence in writing stated by Oshima & Hogue (2006). They are; Transition Signals, Consistent Pronouns, Repetition of Keywords, and Logical Order. It was only Logical Order that were not used by every student. Meanwhile all of students use Transition Signal, Consistent Pronouns and Repetition of Keywords quite frequently.

In term of Transition Signals, all of the students used signal of transition to create the smooth coherence in their IELTS writing simulation, but they only used seven type of signal out of 12 types generated by Oshima & Hogue, (2006). The Transition Signal types that they used are; to show addition (and, in addition, besides, furthermore), to contrast (but), To give cause or reason (since, cause, because), to show the time (now, when, after that), to give example (for example, example), to compare (like), To show logical order (Even if, if, so, in conclusion). The most common signals that students use are; to show addition (18 signals) and the least frequent one is to show comparison (two signals).

For Using Consistent Pronouns, at least one pronoun was used by all of the students in their IELTS writing simulation. Most of the pronouns that they used are consistent and linked to each other in some sentences along the paragraph, but there are eight students who put their pronouns consistently and there are who did not. Their main problem was they did not use the consistent point of view. When they open the paragraph with "we", they sometimes changed it into "I" and considered the reader as "you", instead of keep engaging reading with "we" point of view. This should not be appropriate since, as the writer they have to avoid confusing shift of point of view. Point of view is the perspective where the text is written; consistence point of view means the writer

consistently use the same person or personal noun throughout the text. It can be singular person (I), first person plural (we), second person singular or plural (you), third person singular (he, she, it, one), or third person plural (they) (Long Beach City College WRSC, 2019).

For one of the students, the problem was the subject of the example in the text; first the student used "you" as the sample of a case, then the student use "they" instead of keep using "you" as the example of the case provided by student in IELT writing simulation. The student as the writer should keep using the pronoun "they" to refer "People" and "some people" instead of using "you". This makes the pronoun used is misused by this student. Other thing that student did that was slightly inappropriate as in term of pronounce consistency is the students used "it" for something that should be "them". This thing is actually common error in writing, that is why it is important to understand the special rules along with the basic rule to ensure that nouns and pronouns agree (lacounty.gov, 2019)

The students used repetition of keyword in their IELTS writing text. Three of them used three keywords as the point that they repeat along in the text. Eight of them use two keywords, and the rest, five students only use one keyword on their text. Since they have two choices of IELTS questions, the keywords shown above can be classified into two variation (First; poorer nations, wealthier nations & responsibility, second; single career, multiple careers, career/careers, job/jobs). All of the keywords mentioned were stated on their text main idea and they were repeated through the text, whether with the same exact diction, or other synonyms or even pronouns.

Meanwhile for logical order, there are three students (60%) who wrote their IELTS writing using Chronological Order as their way to achieve coherence of the text. For Logical Division, there are only two students

(40%) that include this to their writing. Meanwhile no one (0%) of the students used contrast paragraph. Generally, from all of 16 students who took IELTS writing simulation test made, only 31,25% students who used three Logical Order by Oshima & Hogue (2006). It seems like the students did not really organize the text as a whole part. The brainstorming process need to be more emphasized to the first thing that students do, therefore their paragraph organization and logical order can be more organized and also coherence.

CONCLUSION AND SUGGESTION

Conclusion

According to the discussions, it is known that almost of the students of first semester of Widya Gama Mahakam University Samarinda wrote their IELTS simulation writing test used the four ways of creating smooth coherence in writing stated by Oshima & Hogue (2006). The only way that was not used by every student is Logical Order. Meanwhile all of students use Transition Signal, Consistent Pronouns and Repetition of Keywords quite frequently.

In term of Transition Signals, all of the students used signal of transition to create the smooth coherence in their IELTS writing simulation, but they only used seven type of signal out of 12 types generated by Oshima & Hogue, (2006). For Using Consistent Pronouns, at least one pronoun was used by all of the students in their IELTS writing simulation. Most of the pronouns that they used are consistent and linked to each other in some sentences along the paragraph, but there are eight students who put their pronouns consistently and there are who did not. Their main problem was they did not use the consistent point of view, the inconsistent subject of the example in the text. All of students also used repetition of keyword in their IELTS writing text. Three of them used three keywords as the point that they repeat

along in the text. All of the keywords mentioned were stated on their text main idea and they were repeated through the text, whether with the same exact diction, or other synonyms or even pronouns. The last, for logical order, there are three students (60%) who wrote their IELTS writing using Chronological Order as their way to achieve coherence of the text. For Logical Division, there are only two students (40%) that include this to their writing. Meanwhile no one (0%) of the students used contrast paragraph. Generally, from all of 16 students who took IELTS writing simulation test made, only 31,25% students who used three Logical Order by Oshima & Hogue (2006).

Suggestion

In this study, generally students can create coherent IELTS writing simulation text, but there were still some problem that they face to write it. For example, the pronouns consistency that should be improved, and also the logical orders that were not too organized, therefore it is suggested to students to learn and practice more about writing, especially IELTS writing. It is also suggested for lecturers or teachers to always lead and monitor the students to write so the text that students created can always be improved from time to time. This suggestion is also directed to the future researchers that want to conduct the same topic. This research use qualitative method so the future researcher can use quantitative study to write this kind of study with more update and variated theories about writing.

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