

# COHERENCE AND COHESION OF STUDENTS' ANSWERS TO QUESTIONS IN SPEAKING TEST AT LITERATURE FACULTY IN UNIVERSITY OF PUTERA BATAM

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## *Abstract*

This research is conducted to give description about coherence and cohesion of the students answers to speaking final exam in Putera Batam University. Data of this research comes from any written and electronic sources about coherence and cohesion. They are in the form of audio file. The data are transcribed and categorized into two grand categories namely coherence and cohesion. From both grand categories, they are broken down until sub-sub categories which do not contain more than 10 data, then they are analyzed in order to draw some substantive theories. From substantive theories arising, then they are grouped into two grand substantive theories. They are 1) Correct grammatical aspect in every component of a sentence can make cohesion of the sentence. 2) Combination of cohesive sentences in an answer can determine the cohesive answers. The method of collecting data in this research by recording students' answers to final exam of speaking subject.

**Keywords:** Coherence, substantive theory, grand substantive theory

## **1. INTRODUCTION**

### **A. Background of the Research**

Answering is an activity to give information to the questioner. Answering question is usually controlled by questioners' question in order they match each other. In answering questions, the answer of the question shall be coherent and cohesive because the failure of answering questions can make communicant get bad risk, for example getting some fines, penalties, imprisonment even dead sentence. The failure of answering question can be caused by the coherence and cohesion of the answer.

### **B. Identification of the Problems**

Coherence and cohesion of students' answers to English speaking test in University of Putera Batam relates to several components, they are cause and effect, chronological order, explanation, conjunction, repetition, reference and substitution.

### **C. Problems Limitation**

As stated above that there are some statements of the problems, therefore the writer would like to focus on the statement namely coherence and cohesion of students answers to speaking test at Faculty of Literature in University of Putera Batam.

### **D. Problems Formulation**

How are coherence and cohesion of students' answers to speaking English Test in University of Putera Batam?

### **E. Objectives of the Research**

This research is conducted in order to find out and to reveal coherence and cohesion of the students' answers to questions in speaking test at University of Putera Batam.

## **2. THEORETICAL BACKGROUND**

### **A. Theoretical Review**

In relating with coherence and cohesion, Halliday and Hasan (1976:238) mention that the causal conjunction is a type of conjunction that signals causal relationship between sentences. They also divided conjunction into four categories, namely, additive, adversative, causal, and temporal conjunctions.

## **3. RESEARCH METHODS**

### **A. Type of Research**

This research uses naturalistic, qualitative method because the sources of the data is taken from natural situation and directly from the subject of research and the data is in the form of sentences with the aim to gather an in-depth understanding about answering question in speaking final exam.

### **B. Research Setting**

The research setting is located at Faculty of Literature for fourth semester students in Putera Batam University in academic year 2013 – 2014. It located on Jalan Brigjend Katamso Mukakuning – Batam. The total of the students who take the speaking test are about 100 students divided into 4 classes. Each class was

tested by one lecturer with duration of time for each student for about five to seven minutes.

### **C. Research Subject**

The source of data are taken from the students themselves. This data is got from recorded final examination for speaking 4 subject which was conducted on Wednesday, 3<sup>rd</sup> September 2014. The duration of the record is about 100 minutes which contains 26 students. Actually population of the data is three classes, but as sample only taken one class. The class code which is taken is ELO59-N1.

### **D. Methods of collecting Data and Research Instruments**

The data has already been existed in the form of audio record which was Taken from final examination for speaking subject academic year 2013 – 2014. The researcher only took the record from campus office and copied it to his laptop for his raw data.

### **E. Technique of Data Analysis**

#### **1. Analysis category**

The final result of two grand categories, namely coherence (CHE) and cohesion (CSION) are consist of 19 sub-sub categories. All categories which contain not more than ten data will be analyzed and described in the next chapter.

#### **2. Descriptive Analysis**

After each table are described and analyzed then substantive theories are drawn based on the analysis.

## **4. DATA ANALYSIS, FINDINGS AND SUBSTANTIVE THEORY**

### **A. Data Analysis**

All 19 categorizations are the result of breaking students' answers to speaking test into the smallest categorizations. Each smallest categorization will be presented in the table and then they will be analyzed.

**B. Descriptive Analysis**

**1. Coherence of Students Answers to Speaking Exam Relates to Outside Factor**

Table 1. Coherence of Students Answers to Speaking Exam Relates to outside factor

No	Data
1	My job. I like about is I can learn English <b>because</b> all of company is speaking the first English speaking language . And what I don't like about it is I have to work on weekend on Saturday and Sunday when most of my friends they have a break
2	OK. <b>Because</b> I work as a ..... staff also <b>because</b> of the limitation of the employees what in the department of legess, legalization . I don't like about the, about the the boss and also the client. Because sometimes they do not, they do not understand about the procedure legess part (not clear)
3	Actually I have no expected for here the president <b>because</b> OK Indonesia has aaaa need to have a leader, but so far from year by year I see nothing. But I hope Indonesia can good have a good leader good president for next for me

In the table of all data above uses conjunction "because" to show cause and effect relationship.

Data 1 is not coherence because the sentences in that data do not united one and another. This can be seen from the first part of the data "My job" and "I like about is I can learn English because all of company is speaking the first English speaking language". Between the first sentence and second sentence do not tie one

another. This is contradictive against opinion of Halliday and Hasan (1976).

Substantive theory from this data can be drawn that the use of conjunction in every sentence will determine the cohesion of the sentence.

**2. Coherence of Students Answers to Speaking Exam Relates to Internal Factor**

Table 2. Coherence of the Students Answers to Speaking Test relate to internal cause

No	Data
1	OK. <b>Because</b> I work as a ..... staff <b>also</b> because of the limitation of the employees what in the department of legess, legalization . I don't like about the, about the the boss and also the client. Because sometimes they do not, they do not understand about the procedure legess part (not clear)
2	My job is very interesting and have a good people in there. Yea I like <b>because</b> aaaa, I like my job but I think my job has a bit prestation, I think. Emmm. As responsible as possible Because I think myself is rrrrr not good in
3	My job is very interesting. And have a good people in there. Yea I like because aaaa, I like my job but I think my job has a bit prestation, I think. Emmm. As responsible as possible <b>Because</b> I think myself is rrrrr not good in

The data in the table above do not show the cohesion in every sentence. For example in data 1 The use of cohesive device "because" does not show the cause and effect relationship. Even in this data, the student use two conjunction because. The double conjunction "because" in this data show that the data is not cohesive. This statement is in line with Halliday and Hasan (1976: 23). In Halliday and Hasan's definition, coherence refers to the elements internal to a text which consist of cohesion and register. In data 2 and 3, The use of cohesive device "because" in above data make the unity

connectedness as an aspect of coherence as stated by Hekayama (1985).

The substantive theory which can be drawn from this data namely main idea which usually appear in the beginning of the paragraph or data shall be supported by supporting detail which come after the main idea.

### 3. Coherence of Students Answers to Speaking Exam Relates to Chronological Order

Table 3 Coherence of students answers to speaking class based on Chronological Order

No	Data
1	My job is aaaa. Every Monday to Friday, the teacher a a, the children comes to my house and I teach them at least two hours or last, <b>after that</b> they can play in my house. I like teaching because basicly I like children. Like this, like this but sometimes they little bit naughty.
2	Someone I really respect is person like more or less. I have two, <b>first</b> is my father and <b>second</b> is my Taikwondo chairman. Because they teach me something what to do and don't what to do.
3	<b>First</b> I respect my friend at Pekanbaru, but I haven't seen him a long time. He is like a brother to me because when I am in trouble he always help me and we always help each other.

All data show the use of chronological order. In sentence 1 the use of "after that" as chronological order is not correct because "after that" shall be followed by the first chronological order. In data 2, the use of chronological order "first" and "second" are already correct because the student has already explained it in order. In data 3, the use of chronological order "first" is not correct because the student only mention the first phase not followed by the next. This analysis is in line with Brown ((Brown, 2003, 166) .

The substantive theory which can be drawn from those data namely in chronological

order sentences, cohesive devices must come orderly.

### 4. Coherence of Students Answers to Speaking Exam Relates JiD (Job in Door)

Table 4. Coherence of students answers to speaking exam based on JiD (Job in Door)

No	Data
1	<b>My job is</b> aaaa. Every Monday to Friday, the teacher a a, the children comes to my house and I teach them at least two hours or last, after that they can play in my house. I is like teaching because basicly I like children. Like this, like this but sometimes they little bit naughty.
2	My goals. May be I, I want to have a a a. I <b>wonna be a teacher</b> some day. I don't what I will be in the next day but I want to be a teacher.
3	My job, <b>my job in Mukakuning is</b> my position is about technical so my job is (not clear) service, customers. Sometimes very busy. I don't like too because so I won't like I don't like to be pushed about my job. So thank you for collage what I love in my job is when I went to campus is (not clear)
4	<b>My job is very interesting</b> and have a good people in there. Yea I like because aaaa, I like my job but I think my job has a bit prestation, I think. Emmm. As rrsponsible as possible Because I think myself is rrrrr not good in

There are seven data from above table. All data above relates the coherence of the students answers when they describe about their job and the reason why they like or dislike their jobs. In data number 1 is not coherence. The elements of this sentence is not cohesive. It can be seen from the pausing of aaaa. It means that the student does not have enough vocabulary to deliver his message in this data. The un-cohesion can also be seen in the verb agreement at second sentence. The word children is a plural word, on the other hand the verb "comes" with suffix s shall be used for the third person singular. The use of phrase "at least two hour or last" is not

correct. The correct shall use preposition “for” to indicate the duration of a time.

The substantive theory which can be drawn from this data is the use of preposition “for” to indicate the duration of time can make the sentence become cohesive

### 5. Coherence of Students Answers to Speaking Exam Relates to Job out Door

Table 5. Coherence of Students Answers to Speaking Exam Relates to Job out Door

No	Data
1	I think to be a translator may be and then to be an <b>interpreter</b> but I think to be a writer is so fun. I have some other now but still have a fun to write.
2	<b>My job is</b> about the talking about the business <b>advisor</b> disease in Indonesia especially in Batam and a human trafficking cases. I like because I am helping a lot of people for me is like pleasure. I don't like the one is like sometimes get stressful and like head. S omeone called me in the middle of night. I must do some their activities, that's a problem.
3	Mr. Jokowi??? <b>I think</b> he is the one of elected <b>president</b> as he's different with previous president. I think he is simple one as humble. rrr he can lead Indonesia to better.

The table above has 4 data. Each data describes about outdoor job such as business advisor, president and marketing staff. While interpreter (data 1) can be indoor and outdoor depend on situation where he interprets.

Data 1 is not coherent. This can be seen from the units of the sentences in the data. The data consists of more than one main idea. The main idea of the data above is “to be a translator is fun”. Yet in the next sentence which should become supporting detail does not modify or

explain the main idea. On the contrary the second sentence has its own main idea namely “an interpreter is fun”. These is contradictive against Beaugrande and Dressler (1981) in Almaden (2006:128).

The substantive theory which can be drawn in this data if a phrase does not have any function in a sentence it is called redundancy. Redundancy is one of cohesion characteristic.

### 6. Coherence of Students Answers to Speaking Exam Relates to Both sexes

Table 6. Coherence of Students Answers to Speaking Exam Relates to Both sexes

No	Data
1	About him? I <b>really</b> respect <b>someone</b> is not Pak <b>Jokowi</b> . How is some people have great attitude. The person is <b>my mom</b> . Because she's everything to me, she's the one my best
2	Someone I <b>really</b> respect is person like more or less. I have two, first is my father and second is my Taikwondo chairman. Because they teach me something what to do and don't what to do.
3	I teach in Kindergarten class, I love them and I make a good socialization with children, but sometimes I <b>really</b> write their parents. the complaint from their parents.
4	I teach in Kindergarten class, I love them and I make a good socialization with children, but sometimes I <b>really</b> write their <b>parents</b> . the complaint from their parents.
5	Sorry. Someone I <b>really</b> respect Just <b>my parent</b> . OK. All people I can respect because I always tell for myself. If you want anybody respect to you, you need to respect with other people.
6	Sorry. Someone I <b>really</b> respect Just my parent. OK. <b>All people</b> I can respect because I always tell for myself. If you want <b>anybody</b> respect to you, you need to respect with other people.

Table above consists of 6 data. All data is talking about person in both sexes (male and female) and giving stress by using word “really” to each verb in the data. In data 1, the student mentioned Pak Jokowi (male) and my mom

(female). The use of “someone” in this data make the sentence is not is not coherent it is not correct. The correct one is “Someone I really respect is not Pak Jokowi”. In data 2 also not coherent. The sentence “ I have two” shall come in the beginning of the data.

Data 5 and 6 are identical. It is copied because those data contain many male and female person. Those data are not coherent because each data contains many ideas. It is contradictive with (Almaden, 2006: 128).

Substantive theory which can be drawn from this data incorrect arrangement of the sentence will make the sentence is not cohesive. If the sentence is not cohesive it will make the data or paragraph incoherent.

### 7. Coherence of Students Answers to Speaking Exam Relates to Female sex

Table 7. Coherence of Students Answers to Speaking Exam Relates to Female sex

No	Data
1	About him? I <b>really</b> respect someone is not Pak Jokowi. How is some people have great attitude. The person is <b>my mom</b> , because she’s everything to me, she’s the one my best
2	<b>My mom</b> . I don’t know. I love her. Since I open my eyes, she is one eye, she <b>really</b> loves, really see. She has everything what I want to be.
3	I <b>really</b> respect <b>my mother</b> because when we still lived in German we don’t have a lot of money. So she worked two jobs at the same time. First she worked in a kindergarten and then she was cleaning people’s houses. And she never really bored just forced.

In Data 3, it can be seen that the student tried to answer the question coherently. She gave the reason why she loved her mother. The coherence also can be seen from the use of chronological order by using the word “first” and “ then”. The coherence in above data as created because every sentence in that data has already

cohesive. This statement is inline with Murcia and Olshtain (2000:125).

Substantive theory based on above explanation is the correct order of chronological order will determine whether the sentence is cohesive or not.

### 8. Coherence of Students Answers to Speaking Exam Relates to male sex

Table 8 Coherence of Students Answers to Speaking Exam Relates to male sex

No	Data
1	I think. I was a new president. Mr Jokowi I have voted for him. I just I don’t know yaa. But for He is a simplest person better than someone else I think because <b>actually</b> I more like <b>SBY</b> for our president but he is will be changed by Mr. Jokowi. So I think she going to be our president and he is the best governor how to I say Jakarta so I think lead our country to the bright future.
2	<b>Actually</b> I have no expected for here <b>the president</b> because. OK Indonesia has aaaa need to have a leader, but so far from year by year I see nothing. But I hope Indonesia can good have a good leader good president for next for me
3	I think. I was a new president. Mr Jokowi I have voted for him. I just I don’t know yaa. But for He is a simplest person better than someone else I think. Because <b>actually</b> I more like SBY for our president but he is will be changed by Mr. Jokowi. So I think she going to be our president and he is the best governor how to I say Jakarta so I think lead our country to the bright future.
4	<b>Actually</b> I have no expected for here the president because. OK Indonesia has aaaa need to have a leader, but so far from year by year I see nothing. But I hope Indonesia can good have a good leader good president for next for me
5	Someone I <b>really</b> respect is <b>person</b> like more or less. I have two, first is my father and second is my Taikwondo chairman. Because they teach me something what to do and don’t what to do.
6	aaa hkm, someone who I <b>really</b> respect is <b>my father</b> because he is the father I think that Why I say like that because he is want do anything for his family and of course he is a good thing

All data has same ways to give stress to each verb on every data by using the word “really”. Data 8 gave specific stress by using “actually”, instead of “actually”

In Data 1, The description of the student about a male person in that data is not cohesive, because there are many repetition of pronoun “I” and among one sentence to another does not closely binding to other sentences to give one main idea. The data above is contradictive with Halliday and Hassan (1976).

The substantive theory based on the data above is the use of pronoun will determine the cohesion of the sentence. If the pronoun is wrong, the sentence will be un-cohesive and if the use of pronoun is correct the sentence will be cohesive.

### 9. Coherence of Students Answers to Speaking Exam Relates to Place

Table 9. Coherence of Students Answers to Speaking Exam Relates to Place

No	Data
1	My company is in <b>Batam Center</b> . I work as a renovation clerk. So my company is renovation company. I like about is I can have a holiday when I don't have a work. So I can go home when my work is done. What I don't like is sometimes the place is too crowded with another worker so when I have to work I have to wait another worker to finish their work.
2	My job, <b>my job in Mukakuning</b> is my position is about technical so my job is (not clear) service, customers. Sometimes very busy. I don't like too because so I won't like I don't like to be pushed about my job. So thank you for collage what I love in my job is when I went to campus is (not clear)
3	<b>My job, my job in Mukakuning</b> is my position is about technical so my job is (not clear) service, customers. Sometimes very busy. I don't like too because so I won't like I don't like to be pushed about my job. So thank you for collage what I love in my job is when I went to <b>campus</b> is (not clear)

Table above consists of 3 data. Each data describes about a place. Data 2 and data 3 are identical. Those data are doubled because each data (data 2 or 3) mentions two places namely “Mukakuning” in data 2 and “collage” data 3.

Data 1 are not coherence, it can be seen from the first sentence and second sentence of that data where in the second sentence “I work as a renovation clerk” as supporting detail in that data does not modify the main idea of the answers. Thus data 1 has more than one main idea. They are “My company is in Batam Center” and “I work as a renovation clerk”. Data 1 is contradictive against Almaden (2006:128).

### 10. Coherence of Students Answers to Speaking Exam Relates Thing

Table 10. Coherence of Students Answers to Speaking Exam Relates thing

No	Data
1	Sorry. My purpose. I want to learn speak <b>English</b> more than before. Before there is stupid about me. May be I want to get slow and slow. I want good one. Dealing with English. I want to be good job with boss from English
2	Learning English. I think Learning <b>English</b> is very good for me because I think English is a international. If I can speak English and can interact, interact another people from another country we can have good interaction.
3	I think Indonesian had followed to combat <b>corruption</b> . I think corruption is bad. Corruption especially in government official. I think we should make aaaa legalition system. For official
4	I actually want to write something like <b>a book</b> or something I really know about it. Because I like reading. It will be interesting if I read <b>the book</b> myself.

The table above consists of 4 data. Each data describes about thing. The data 1 and data 2 are same. They describe about “English” as a thing, data 3 describes about “corruption”, while data 4 describes about “book”.

In data 2, The relationship among one sentence to the others are not tied become unity. They are not coherence because in every single element in the sentence does not support to become correct sentence. In data 3 the repetition of “ I think” is wordy. This repetition make the sentence not effective and not cohesive. This is contrary against Halliday and Hasan (1976: 6). The substantive theory from this analysis is the correct repetition will determine whether the sentence is cohesive or not.

**11. Students’ answers to speaking Exam Based on Coordinating Conjunction And**

Table 11. Students’ answers to speaking exam based on Coordinating Conjunction And

No	Data
1	My goal is I want get many experiences <b>and</b> get many knowledge about English
2	Jokowi, I think he is simple simple person <b>and</b> talkless but may be he is will do more for our country
3	Sorry? Jokowi? I opinion but is kind of “rajin” <b>and</b> so far so good for society. Simple man.
4	Change, about the education <b>and</b> about like may be like the job for Indonesian people.
5	I want to improve my English <b>and</b> I also want to find a job with the English have money change
6	I want to improve my English skill for speaking, writing <b>and</b> another

Each data in the table above uses transitional conjunction “and”. They relate sentence with other sentence. In data 1 the use of conjunction “and” is grammatically correct. The data is cohesive because the sentences are sequence as stated by Halliday and Hassan (1976).

In data 2 the use of conjunction “and” is not correct because “simple person” is a noun phrase, while talkless is adjective thus these words are not equal. The correct one shall be ,“I think he is simple and talkless person”.

The substantive theory of this analysis is the correct usage of conjunction will determine the cohesive sentence.

**12. Students’ answers to speaking exam based on Coordinating Conjunction But**

Table 12. Students’ answers to speaking exam based on Coordinating Conjunction But

No	Data
1	Actually I am not very good at political <b>but</b> I see from the newspaper politic side that our president is from be number (not clear) to get from Jakarta because make president He make (not clear)
2	Actually I didn’t interest with the politic <b>but</b> I think -----(not clear) low profile
3	My goal English is not only speaking better <b>but</b> also writing (not clear)

Table above has 3 data. All data uses conjunction “but”. The use of conjunction “but” has already correct. That conjunction connect sentence with other sentence.

Data 1 hasn’t been cohesive yet because there is a mistake in the use of word “political”. It is an adjective so it cannot be use after preposition since all preposition shall be followed by noun. The correct answer is “politic” instead of “political”. For additional information, the first time the student gives statement about the topic, later on he gave a contradictive statement than the first explanation. This is in line with Halliday and Hasan (1976:238).

Substantial theory which can be drawn in this analysis is the important of correct part of speech use. If all part of speech which are used to construct a sentence is correct, the sentence will be cohesive.

**13. Students’ answers to speaking exam based on no word Subordinate Conjunction**

Table 13. Students’ answers to speaking exam based on no word Subordinate Conjunction



No	Data
1	<b>Because</b> I don't interest in the politic so don't have any idea.
2	<b>Because</b> I don't that about the politic. The hospital and then patient. I don't like that.

Table above has 2 data. Each data consists of the use of subordinating conjunction "because". That subordinating conjunction above do not relate anything before the conjunction to sentence. In data 1 is not cohesive because there is a mistake about the use of participle "don't interest". The correct on is "am not interested". Data 2 is worse that data 1. Every sentence in that data are not united each other. The first sentence is about politic "Because I don't that about the politic" and the second sentence "The hospital and then patient". Both sentences do not have any cohesion each other because they do not have relationship each other. This condition is contradictive against the principle of cohesion and coherence stated by Halliday and Hasan (1976).

The substantive theory which can be drawn in this analysis is if the units of a sentence do not unit each other, the sentence will not be cohesive.

#### 14. Cohesion of students' answers to speaking exam based on SCPH (Subordinating Conjunction Relating Phrase

Table 14. Students' Answers to speaking based on Subordinating Conjunction Relating Phrase

No	Data
1	My mother <b>because</b> when I have hard time and support me.
2	Of course my parents <b>because</b> they always take care of me. Always give their ....(not clear)

Table above consists of two data. Each data has subordinating conjunction "because" to describe cause and effect. Data 1 is not cohesive because grammatical aspect in that data is not correct, whereas the cohesion focus on grammar in a sentence. The use of conjunction "because" in that data is already correct, but the use of coordinating "and" is not correct because function of "and" relate the word with word, phrase with phrase and sentence with sentence whose the same level such as noun with noun, adjective with adjective and the like.

Substantive theory in this analysis namely the cohesion of a sentence determined by the correct grammatical aspect in every aspect of a sentence.

#### 15. Cohesion of students' answers to speaking exam based on SCSS (Subordinating Conjunction relating to Sentence to Sentence)

Table 15. Students' answers based on Subordinating Conjunction relates Sentence to Sentence

No	Data
1	Emm for me is a a a not too, I want to, I don't want to back them but <b>because</b> that is the president so I respect him.
2	Errrr, I would like to change is the mindset of the people <b>because</b> basically Indonesian have a mindset is little bit low than any other country.
3	Asking in (bahasa) My mother. <b>because</b> she is like "macan" sir. Afraid.
4	Both of my parents <b>because</b> I don't know, but I feel that they are just the strongest parents that I say.
5	Actually I have no expected for here the president <b>because</b> . OK Indonesia has aaaa need to have a leader, but so far from year by year I see nothing. But I hope Indonesia can good have a good leader good president for next for

me
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Table above consists of 7 data. Each data has similar type namely the function of subordinate conjunction “because” relates sentence to sentence. Data 1 until 5 are not cohesive. These can be seen from grammatical point of view that those data are incorrect grammatically. This is contradictive against the statement of Almaden (2006:128).

### 16. Cohesion of students’ answers to speaking exam based on Repetition (Repe)

Table 16. Cohesion of students’ answers to speaking exam based on Repetition (Repe)

No	Data
1	I, I respect for someone that he or he want to be respectful because hmm he or she want to be respectful.
2	Change, <b>about</b> the education and <b>about</b> like may be like the job for Indonesian people.
3	Sorry sir, Emmm. <b>I want</b> people respect, each other. <b>I want</b> children for education.
4	Sorry sir, Emmm. <b>I want</b> people respect, each other. <b>I want</b> children for education. Sorry sir, mmmmm.

Table above consist of 4 data. All data in the table has repetition of words. The words which are repeated are pronoun “I” (in data 1), preposition “about” (data 2) and verb “want” in (data 3 and 4). In data 3 and 4, repetition happen to the same word “want”. The repetition in a sentence shows that the sentence is not cohesion.

### 17. Cohesion of students’ answers to speaking exam based on Pronoun (Pro)

Table 17. Cohesion of students’ answers to speaking exam based on Pronoun (Pro)

No	Data
1	<b>English, may be can</b> speak English in clearly.
2	May be change about <b>(not clear)</b>
3	I’d like to change is <b>(Not clear)</b> and change situation to lend the couple more easier to get one finance.
4	Actually I didn’t interest with the politic but I think ----- <b>(not clear)</b> low profile
5	I don’t like <b>Jokowi</b> because I think <b>Jokowi</b> just have little of experience about the government, Ya I don’t think Jokowi can like----- (not clear) people

Table above contain 5data. All data are not cohesive because of the missing personal pronoun. Data 1 missing the first person singular “I”. Data 2 missing the third nonperson “it”. Data 3 missing the third non person “it”. Data 4 missing the third personal pronoun him. In data 5, there is a repetition of “Jokowi”. This repetition can be omitted by changing to him.

### 18. Cohesion of students’ answers to speaking exam based on Vocabulary (Voc)

Table 18. Cohesion of students’ answers to speaking exam based on Vocabulary (Voc)

No	Data
1	<b>Emm</b> for me is a a a not too, I want to, I don’t want to back them but because that is the president so I respect him.
2	Emm for me is <b>a a a not</b> too, I want to, I don’t want to back them but because that is the president so I respect him.
3	May be I will change, what??? The ... <b>Hmmm</b> . About poor people yes.
4	I really want to be a teacher, really interesting. <b>And aa.....</b>
5	Marketing staff. <b>Hmmmm?</b> (speak Bahasa) May be for (Indonesia)
6	Asking in <b>(bahasa)</b> My mother. because she is like <b>“macan”</b> sir. Afraid.
7	Aaaaa. <b>( in bahasa)</b>
8	Sorry? Jokowi? I opinion but is kind of <b>“rajin”</b> and so far so good for society. Simple man

Table above contain 10 data. All data above are not cohesive because of missing vocabulary. Data 8 and 9 are identical. It is shown by mentioning mother tongue. Data 1 and 2 are identical but these data are put in this category because they contain different phrase which relate to vocabulary.

Substantive theory which can be drawn in this analysis is the use of correct vocabulary will determine the cohesion units of the sentence.

**19. Cohesion of students' answers to speaking exam based on Substitution (Subt)**

Table 19. Cohesion of students' answers to speaking exam based on Substitution (Subt)

No	Data
1	I want to improve my English skill for speaking, writing and <b>another</b>
2	Pak <b>Jokowi</b> ? <b>Jokowi</b> ????? No, <b>Jokowi</b> is from Solo. Jokowi is humble person but, yes, humble person. Hmmm no idea

Table above contain 2 data. Each data has similar characteristic namely the substitution of the word with other word. The substitution is also known by elliptical construction in grammar and structure. Both data are not cohesive because of failed substitution elliptical construction.

Substantive theory which can be drawn in this analysis is the correct elliptical construction can determine whether the sentence is cohesive or not. If the elliptical construction is the sentence is correct, the sentence is considered to be cohesive.

From all substantive theories above can be grouped into some substantive theory, they are:

1. Correct grammatical aspect in every unit of sentence can make cohesion of the sentence.

2. Combination of cohesive sentences in an answer the coherence of the answer.

**5. CONCLUSIONS AND SUGGESTIONS**

**A. Conclusion**

The data is about coherence and cohesion of the students answer to question in speaking final exam are negative. The negative responses are caused by the mistakes in the level of sentences. This happen because the students get difficulties in answering questions coherently and cohesively.

**B. Suggestions**

The lecturers, as person who always get in touch with the students need to know how to handle the class well for the purpose of successful transferring knowledge to the students. They also need to update themselves about method of teaching and others in order their approach and method can create fun teaching process.

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