

EFFECTS OF INCOHERENT SENTENCES IN ENGLISH UNDERGRADUATE STUDENTS' THESIS BACKGROUND

Agung Budi Kurniawan¹⁾, Sumani²⁾

¹⁾ STKIP PGRI Pacitan, Indonesia, ²⁾ Universitas PGRI Madiun, Indonesia,
agungbudi430@yahoo.co.id¹⁾ (Corresponding Author), sumani@unipma.ac.id²⁾

Abstrak

Kalimat tidak koheren memiliki konten di luar topik paragrafnya. Penelitian ini bertujuan menganalisa efek-efek penggunaan kalimat tidak koheren pada penulisan empat buah latar belakang penelitian skripsi yang dipilih secara selektif. Penelitian ini telah diselesaikan dengan menggunakan design studi kasus. Temuan utama menunjukkan keakuratan informasi mendapatkan efek paling buruk dari penggunaan kalimat tidak koheren. Temuan lain menunjukkan akibat pada kesalahan penyampaian konsep, hipotesis, dan kerangka kerja penelitian. Hal menarik diantara semua temuan adalah penggunaan kalimat yang tidak koheren dapat dilakukan dengan tidak disadari oleh para penulis. Selain itu, efek lain dari penggunaan kalimat yang tidak koheren adalah para pembaca dapat sejutu dengan informasi yang salah dipahami tanpa mereka sadari. Menghindari penggunaan kalimat tidak koheren adalah satu keterampilan yang harus dilatih oleh para penulis. Semua temuan dalam artikel ini belum pernah ditemukan oleh para peneliti lain. Selain itu, semua temuan penelitian ini dapat dipakai untuk mengkonstruksi langkah-langkah dalam penulisan karya ilmiah pada penelitian di masa yang akan datang. Kesimpulan utama bahwa penggunaan kalimat tidak koheren harus dihindari oleh para penulis karena mereka dapat menurunkan tingkat kebenaran dan keterpercayaan pada text.

Keywords: *tidak koherensi, kalimat, bahasa Inggris, latar belakang*

Abstract

An incoherence sentence is a sentence whose content is out of a paragraph or text main topic. This research has a purpose to analyze the effects of incoherence sentence application in English undergraduate background thesis. There are four thesis background texts which were chosen carefully to be analyzed by using a case study design. Findings of this research show that information accuracy gets the worst effect of incoherence sentence application. Other effects are misleading concepts, hypotheses, and research frameworks. One interesting finding is that incoherent sentences can be applied unconsciously by writers. Besides, the effects of incoherent sentence application could also manipulate readers' agreement unconsciously. Avoiding applying incoherent sentences is a skill that must be trained by writers. All of the findings of this study are never found by other researchers. Also, the findings could be developed to construct steps of constructing a draft of effective writing for further study. The conclusion is that incoherent sentences must be avoided by writers because they could decrease the truthfulness and trustworthiness level of a text.

Keywords: *incoherence, sentences, English, background*

INTRODUCTION

Writing gets essential rules based on the perspective of linguistic and cognitive. In the linguistic study, writing proposes a complex system and activity. It is not so simple as collecting and correlating phrases to be a sentence, and sentences to be a paragraph, and paragraphs to be a text. Writing trains students to arrange their idea and activities documentation in written text (V. Lee, 2018). Linguistic skills give writers large opportunities and authority to develop their linguistic skills because writing is integrated micro linguistic skills. Based on the cognitive perspective, writing could be described as a result of the learning and training process that is related to learning material and program. In the scope of teaching writing, there are five parts of theoretical basis, goal orientation, operating procedure, implementation condition, and assessment that improve students' comprehension and skills of writing (Wenjuan & Rui, 2016). In this case, writing a study needs a convenient plan and program. Students need guidance from superior writers such as teachers and lecturers. In addition, internal factors represent personal basic competence that had been obtained from previous experiences and learning processes. It needs a serious program for its application and improvement. Basic linguistic competence of writing indicates that it is not a natural skill or talent. It is the result of the training and learning process.

Writing practice and study in English as a second or foreign language requires serious program and evaluation. Program of task-based language teaching could improve students' micro-kills of writing that comprise mechanic, vocabulary, content, and organization (Kafipour, Mahmoudi, & Khojasteh, 2018). Writing practice requires an effort of development and improvement (Ma, 2018). English writing programs could be explored from various variables whether media, instrument or teaching method. It is recommended to apply one specific program to improve one specific micro skill of writing. In this study, researchers focus to evaluate English undergraduate students' thesis background. The evaluation was carried out by involving incoherence sentence analysis. Even, emotion application is very essential in both formal and informal writing practices such as online news (Ciptadi & Girsang, 2019). Writers should be careful with the use of both language and symbols in a written text. They could give different implicit meanings.

Another material that needs to be considered to analyze students' written text is diction and cultural influence. Diction sense based on cultural background also needs to be managed in EFL study (Ghonsooly & Hassanzadeh, 2019). Besides, the cultural perspective determines how students express themselves in both written and spoken text practice (Asakereh, Yousofi, & Weisi, 2019). An

English instructor could evaluate English writing both from a linguistic and non-linguistic perspective and materials. Cultural influence also means as the students need to be prepared for social interaction and strategy practice. Students need to understand that their use of language in written form could have a serious impact which is sometimes to get a longitudinal condition. The strategy practice is a set of principles that must be mastered and practiced behind the training and learning process.

Formal study and practice of writing in English language teaching context also require preparation, program, and evaluation that could be conducted more than once time. The result of this research could be material for the future improvement program. In a study, students were found to get the need to improve their draft in a writing process to improve text final quality (Fung & Mei, 2015). It proves that the evaluation of the writing process could be carried out completely. In this term, students need to realize that any improvement and mistake could be found in process of writing. Meanwhile, selecting a topic was a problem for an object of graduation thesis writing (Han, 2014). Then, media was found to be a variable that determined students' writing progress based on her use of YouTube in EFL students' writing (Styati, 2016). Writing evaluation to students' text could be conducted in various forms and positive orientation. It should not give negative judgment

to students. The evaluation program is expected to give reinforcement rather than a guilty opinion toward students.

The whole variables in English language teaching of academic writing are integrated and influenced to one another. Writers and readers cannot get the perspective that one variable represents the whole or average writing result. Commonly, grammar is justified to be the biggest portion in writing by English second language students. In empiric research, traditional writing exercise could only increase the ability to developing content and arranging organization and vocabulary, but it did not gain unrelated aspects such as spelling, punctuation, capitalization, and mechanic (Kafipour et al., 2018) Even, an intervening variable also influences students' writing result. Agheshteh (2015) found L1 writing ability gave a positive effect on English or second language writing ability. It is evident that the first language is an intervening variable that influences a second language including English writing ability and result. Writing evaluation as the basis of this research could have various orientations.

Related to this research scope and the background, two linguistic theories are applied to be framework basis. They are coherence and incoherence sentence concepts. Both scopes influence text information. All of them are taken from valid sources which are given comprehensive review and exploration.

We need to understand the basic concept of coherence that makes it become different from cohesion. The concept of coherence is on the text level. Coherence refers to readers' understanding of a text (Crossley, Varner, & McNamara, 2013). On the other hand, coherence is considered as a text-building that provides unity and meaning, and coherence that provides a link between bigger units such as paragraphs and chapters (Gafiyatova, Korovina, Solnyshkina, & Yarmakeev, 2017). Based on those terminologies, it is clear to be understood that the coherence area is textual meaning and information. At least, the area of coherence is in a paragraph. It also means the lowest level of coherence application is in a paragraph. It could be concluded that coherence is a connection of ideas and information in a paragraph, text, chapter, even a complete book. Coherence is also one of a qualified text that must be fulfilled.

Another concept of coherence is about building readers' interpretation and mental models (Plakans & Bilki, 2016). An important thing based on the concept is that coherence involves personal interpretation. It means coherence application requires a personal decision. It also means different readers or researchers could give a different interpretation to a text coherence condition and level. Coherence is in contrast with cohesion because cohesion is found in text devices such as words or lexical (Plakans & Bilki, 2016). In this

research, researchers conclude one formula to differentiate cohesion and coherence that cohesion is a connection of ideas or information based on lexical use, and coherence is a connection of ideas and information at least at the paragraph level. Another important understanding is that cohesion is beginning work, and coherence is the next study or work after the cohesion. They are related to one another.

The last, incoherence sentence has very specific terminology. An incoherent sentence is a sentence whose content is out of a paragraph or text topic (Thornbury, 2005). The position of incoherence sentence could be identified from its orientation and content. It could be identified by comparing with whole sentence contents in a paragraph or text. In this term, incoherent sentences cannot stand alone. It must be in a paragraph or a text. A good writer must avoid writing an incoherent sentence in a paragraph or text. Sometimes, a writer could write an incoherent sentence unconsciously. Incoherence sentence could be assumed to be an inappropriate aspect for a paragraph of text coherence.

Based on the background and literature review, the researchers propose one research question which is "how are incoherence sentence effects in undergraduate English students' background thesis? Answer and explanation of the question could be seen in the findings and discussion section.

METHOD

The method of this research covers some specific areas. They are design, participants, instruments, and technique of collecting and analyzing data. All of them are explained to propose a stratified and scientific research method. They are connected to one another.

The design of this research is a mixed method of descriptive quantitative and qualitative in the scope of a case study. The mixed-method involves quantitative and qualitative approaches. This research is more than simply collecting and describing the data (Creswell, 2009). Qualitative data is dominant, but a little quantitative data is also applied to get assistance.

The object of this research is a background of four theses of undergraduate students of the eighth semester of English education program of

STKIP PGRI Pacitan in the academic year 2018-2019. They were taken by using a purposive sampling technique. Criteria of the object is background thesis whose topic is one of four language skills and field-based research. The object is also limited to four pages for its maximum number. The four theses were in a step of final examination before being graduated from a bachelor degree program in English teacher education. STKIP PGRI Pacitan is a private college which is located in the East Java province of Indonesia.

The instrument of this research is an observation sheet of identifying the main topic. It is a simple table that was applied to identify paragraph and sentence content or topic. The instrument is applied to every paragraph of every text.

Table 1. Research Instrument

Identification of paragraph 1					
Paragraph Topic	Sentence	Direct Quotation	Sentence Topic	Incoherence Sentence Status	
				Yes	No
.....	1		
	2		
	3		
	4		

Researchers conducted stratified steps to collect research data. First, every paragraph was concluded for its main topic. Then, researchers

separated every sentence in the paragraph and copied them into the instrument. Third, the sentence was identified for its main topic. In the

last step, researchers compared the sentence topic with the paragraph topic to decide whether the sentence is an incoherent sentence or not.

Researchers identified information flow, accuracy, and efficiency to analyze how effect of incoherence sentence in a paragraph. The main indicator is that whether the paragraph's main topic information is disturbed by the incoherence sentence or not. The second point is to identify how far the effects of the possibility of miscommunication or misunderstanding that could happen because of the incoherence sentence. The researchers also identify whether the incoherence sentence gives a fatal impact on

scientific information in the objects or thesis or not.

FINDINGS

The number of incoherent sentence findings is 15 inside four texts. Every finding is identified by comparing it with its paragraph topic. It represents a sentence whose content is out of paragraph topic. The findings were taken directly from the objects. The focus and limitation of this research are to find out incoherence sentences. All findings are tabulated into the table below.

Table 2. Research Findings

Object	Location	Paragraph Topic	Incoherence Sentence Findings
Text 1	Paragraph 1	Writing is one of four linguistic skills	– "Writing involves several interconnected aspects such as vocabulary, grammar, punctuation, paragraph, capitalization, and many others". (Sentence 3)
	Paragraph 3	Objectives of teaching and training writing	– "There are four main types of writing such as expository, descriptive, persuasive, and narrative". (Sentence 2)
	Paragraph 4	Narrative text social purpose and generic structure	– "In this research, the researcher will focus in writing narrative text". (Sentence 1)
	Paragraph 5	Students' different score writing ability	– "It makes students feel bored and less motivation". (Sentence 7)
Text 2	Paragraph 1	Human being communication terminology	– "Someone that has communication ability will be easier associate in the society". (Sentence 4)
	Paragraph 3	Speaking process	– "Speaking is a skill that has been practiced by a human when they were a child to communicate with other people". (Sentence 3)

	Paragraph 5	Integration of speaking skill and communication strategy	– “Communication strategy is a systematic technique employed by a speaker to express his meaning when faced some difficulties”. (Sentence 5)
Text 3	Paragraph 1	General language function	– “English is one of the most important subjects because it is an international language”. (Sentence 3)
	Paragraph 2	An essential benefit of reading skill	– "One of the important aspects is a linguistic aspect which covers grammar, vocabulary, pronunciation, structure, and so on". (Sentence 5)
	Paragraph 5	The complexity of teaching reading	– "One of the strategies which are available is Listen-Read-Discuss (LRD) strategies". (Sentence 4)
Text 4	Paragraph 1	English speaking skill for students	– “People communicate with others by using language”. (Sentence 3) – "This indicates that using a language is more important than just knowing about it". (Sentence 4) – “Since language, communication, and life cannot be separated”. (Sentence 6)
	Paragraph 3	Audiovisual terminology	– "Audiovisual aids is a good solution in teaching speaking because students interesting with a motion of picture and sound". (Sentence 9) – "It is a reason why students comfortable to learn speaking in the classroom by using audiovisual aids". (Sentence 11)

Discussion

Some aspects could be discussed from the findings. Correlations of incoherence sentences and paragraph topic represent some unexpected information results. The information cannot fulfill its main purposes, but it could be identified as its deeper values. Researchers present how the effects of incoherence sentence to text information based on the findings into six categories.

Giving Unclear Concept, Theory, and Hypothesis

Application of incoherence sentence gives unclear limitation of concept and theory of study to readers. The concept of a study field cannot be understood totally by readers because writers apply incoherent sentences. An incoherent sentence in a paragraph that explains a concept requires readers to guess what the real concept of the study field is. Application of incoherence sentence gives ambiguity of study concept, e.g.

paragraph 1 of text 1 topic of writing as one of the linguistic skills is disturbed by sentence 3 which informs about writing component. Readers could ask a question what different of writing skill and writing component is. Skill and component seem to be similar, but it has a different scope of the area. The first talks about competence, and the second talks about the material of learning and training. Even, certain theories from certain experts could also be disturbed by the use of incoherent sentences. The theory could be asked whether comes from experts or from writers' idea of findings, e.g. paragraph 4 of text 1 topic of narrative text social purpose and generic structure which contains incoherence sentence of "in this research, the researcher will focus in writing narrative text". It gives a question of whether the narrative text formula comes from a quotation in paragraph 4 or writers' findings. Of course, a good application of coherence could produce a meaningful message (Yetiş, 2017). Meaningful message or information helps readers to understand directly what the text concept is. In another study, discourse organization is ultimately accounted for discourse coherence (Dejica-Cartis & Cozma, 2013). Arrangement of information could reduce unclear information of concept or hypothesis. It needs high effort from writers. They must control information flow before realizing a text for publication.

Besides, an unclear hypothesis is also a result of incoherence sentence application. A hypothesis is very crucial in an academic or research text. Incoherence information between a paragraph topic with hypothesis sentence decreases the scientific value of the research. It is about how to arrange stratified information. One finding is paragraph 3 of text 4 topic of audiovisual terminology contains an incoherent sentence hypothesis of "audiovisual aids is a good solution in teaching speaking because students interesting with a motion of picture and sounds". Wrong placement of the hypothesis makes readers ask the question of whether the research is empiric enough or including manipulation data. Coherence to information represents people's priority in giving knowledge (Jeon, 2014). A hypothesis must also be placed as one of the most priority statements in a research paper. The hypothesis sentence should be written in a special paragraph which discusses the research hypothesis or assumption in the background so the information could be clear. In this case, positioning information is very important to build a scientific impression and trust. Incoherence information of incoherence sentence with paragraph main topic encourages readers to search information from other sources or leave it as soon as possible. Thematic information in a paragraph gives a clear direction to readers to understand the text information (Jing, 2015). A critical reader will search other

sources of information when they will be facing unclear hypothesis information. On the other hand, the reader will decide to leave the information directly. One finding is paragraph 1 of text 2 whose topic of human being communication terminology contains incoherence sentence of "someone that has communication ability will be easier associate in the society". The incoherence sentence is a hypothesis which incoherence with the paragraph topic.

Proposing Unclear Research Framework

Another information effect of incoherence sentence is to construct an unclear research framework. The research framework is not easy to be understood because of the use of incoherent sentences. It decreases the validity impression of the research text information. Information finding in fourth chapter is also questionable because of the incoherence sentence used in the background. A writer could be justified to be inconsistent to conduct his or her research because he or she proposes an incoherent sentence in the background. Incoherence sentence of "there are four main types of writing such as expository, descriptive, persuasive, and narrative" in paragraph 3 of text 1 is one example of proposing an unclear research framework. It is in a paragraph whose topic of objectives in teaching and training writing. Unclear framework in the background gives negative

influence toward research procedure of collecting data of third chapter. Readability and syntactic complexity are center points of information clearness in English textbooks (Plakans & Bilki, 2016). A writer should place his or her information of research framework as clear as possible because it helps readers recognizing what the writer's work type orientation is. The research framework represents the main foundation of working which is taken from theory and previous study reviews. It proves that the research is not just taken for granted.

Determining Ambiguity Limitation between Process and Results

Results or findings of the research could be misinterpreted by readers because of the use of an incoherent sentence. Readers could be more focused on the research process rather than the result. The text's main purpose is to inform the positive result of the research. Readers could get the misinterpretation of information unconsciously. In this case, a writer needs to construct a clear limitation and schema of presenting ideas before starting writing. Paragraph 5 of text 1 whose main topic of students' different score writing ability contains an incoherent sentence of "it makes students feel bored and less motivation". The participant of "it" refers to the previous writing process. The finding leads readers to misinterpret results and

processes. They could more focus on the process of writing rather than information on the students' score finding. Paragraph 2 of text 3 whose main topic of an essential benefit of reading skill contains an incoherent sentence of "one of the important aspects is the linguistic aspect which covers grammar, vocabulary, pronunciation, structure, and so on". Readers could get misinterpretations that linguistic aspects are a benefit of reading skill. Correlation between essay quality and text collaboration is one of writing coherence (Crossley & McNamara, 2016). Writers have to separate portions of presenting process and result in a paragraph. The limitation of information must be clear to solve this problem type. A qualified text does not mean to cover as large as information, but it should contain specific and deep information. A writer should give different portion of information. Position of information determines readers' comprehension level.

Ambiguity information could also happen in another study design whose purpose is to improve the learning process. An incoherent sentence could place result information to be a dominant factor in a paragraph that makes readers more focused on process rather than results. Information of process must be prepared very well because most readers are more familiar with result improvement rather than process. In paragraph 3 of text 2 whose main topic of the speaking process contains an incoherent sentence

of "speaking is a skill that has been practiced by a human when they were a child to communicate with other people". It seems to be similar between process and result of skill definition. A writer should give direct limitations when arranging ideas of writing. Giving old information before new information constructs an information structure that guides readers to understand information organization (Garing, 2014). A writer should be creative to attract readers' attention to the center of information in a text or paper. Not all readers have a similar capacity to recognize information structure, so a writer gets a task to give simultaneous direction to them. Information structure could arrange portion difference between process and result information in a text or paper.

Decreasing Field of Study

Application of incoherence sentence also decreases validity and qualification of a field of study. The incoherent sentences cause readers to get half information. Even, readers could get nothing of the field study information. Information of a study field could be misinterpreted by readers when they get unexpected information. Paragraph 5 of text 2 whose main topic of integration of speaking skill and communication strategy contains one incoherence sentence of "communication strategy is a systematic technique employed by a speaker to express his meaning when faced some

difficulties". The incoherence sentence just presents half information which is "the communication strategy" definition. On other hand, the paragraph topic is about a combination of speaking skills and communication strategy. Half information in an incoherent sentence gives a negative impression to the research study field. Readers could think that the topic is just taken for granted. Constructing discourse coherence must propose theme, thesis sentence, correct grammar, cohesion and coherence, a purpose, and genre (Yu, 2012). A combination of complete supporting material for field study information strengthens the field study scientific impression. The complete materials increase readers' trust level. In this case, a writer should be responsible to ensure that their information of the study field could be trusted. The credibility of information increases readers' interest to read a text completely too.

Another aspect of decreasing a study field is to propose different study field terminology through an incoherent sentence. Different study field gives fatal impact because it decreases the whole research topic good impression. Readers could assume that the research topic was not selected and considered before being decided to be a research topic. Paragraph 5 of text 3 whose topic of complexity teaching reading contains an incoherent sentence of "one of the strategies which are available is Listen-Read-Discuss (LRD) strategies". Although those two study

fields have similar scope, they still have different terminology. Incoherence information of theme in one paragraph encourages readers to get misinterpretation about the real concept. On the other hand, it also decreases the validity impression of the study field. Careful attention must be given to consider the effect of incoherence information toward further researchers' or practitioners' assumption because they could choose to replicate a research study field. Lack of information in an academic paper makes students be lack of cooperative attitude (Ahmed, 2010). Readers must expect to get valid and valuable information by reading a text. Different information for one specific study field makes readers feel that their effort of reading is useless. A writer needs not to propose different or antithesis information of terminology of a study field. Appropriate choice of study field definition or terminology should be determined first before writing a text.

Building Unclear Overgeneralization

Application of incoherence sentence in a paragraph that explains the basic concept of research could give the effect of giving information of overgeneralization. Readers could be manipulated to agree with the overgeneralization indirectly by reading the incoherence sentence. A writer should not mislead his or her readers. Paragraph 1 of text 3 whose topic of general language function

contains an incoherent sentence of "English is one of the most important subjects because it is an international language". It could mislead readers that English function and position represent all language types in this world. Moreover, the sentence is also out of the paragraph topic. The statement of incoherence sentence is difficult to be identified if it is very close to the paragraph topic. They seem to be similar if they are looked at a glance. A writer needs to consider his or her readers' knowledge background to avoid giving overgeneralization information. The result of text information coherence is an interaction between text and readers' knowledge and experience of the world (Bozorgi & Jabbari, 2014). Readers' background of knowledge must be identified first by a writer. Even, it should be conducted before deciding on a research topic. A study also finds that proposition and coherence determine generalization (I. Lee, 2002). The main topic and supporting ideas and facts could be managed to avoid giving unclear overgeneralization to readers. On the other hand, overgeneralization does not always contain a negative value, but it is about how appropriate to give information according to the context of use.

On the other hand, the overgeneralization effect of incoherent sentence application also misleads readers to believe a statement to be a research finding. Readers could believe an incoherent sentence to be a finding if it has

content that is close to the paragraph topic. This effect is very fragile because it could manipulate readers to believe unfounded statements to be a scientific claim. Paragraph 3 of text 4 whose topic of audiovisual terminology contains a rogue sentence of "it is a reason why students comfortable to learn speaking in the classroom by using audiovisual aids". The position of an incoherent sentence could be accepted as a finding claim if readers do not read the whole paragraph contents carefully. Overgeneralization effect toward finding statement decreases the level of the paper scientific value and validity impression. What seems to be coherence in a particular genre may require modification to be transferred to another study (Bozorgi & Jabbari, 2014). A writer must give clear differentiation between finding statements and opinion. It is not recommended to inform a finding and previous study findings simultaneously in a statement. Readers must be given information on findings as clearly as possible. Readers should be given authority to justify a text content quality without being manipulated.

Giving Wrong Justification

Incoherence information because of the use of an incoherent sentence encourages writers to give wrong justification. The wrong justification is caused by the wrong identification of the participant or object. Wrong identification requires readers to spend more time and effort to

identify the identification truthfulness. Paragraph 1 of text 4 whose main topic of English speaking skill for students contains three incoherent sentences which are about people's use of language for communication, language rules, and connection among language, communication, and life. Wrong identification is probably caused by unserious attention of identifying participants and objects. Moreover, it is for a complex thesis whose process improvement orientation. Writers must be more aware of their research participants' or objects' identity, rule, and contribution. Metadiscourse markers are recommended to help readers organizing, interpreting, and evaluating information (Garing, 2014). Also, relevant wording helps readers identifying the content of the current sentence (Rustipa, 2013). Incoherence sentence should not only occur for main information, but also in supporting sentence such as participant identity. Wrong justification of participant identity gives effect to whole text information. Writing a scientific paper involves careful selection of determining writing material. Justification must be explainable.

CONCLUSIONS

Incoherence sentence effects must be identified and eliminated by writers. It is caused by incoherence sentence serious effect to academic and scientific value. The worst effect is decreasing scientific, truthfulness, and trustworthiness information of a paper. Writers should identify their micro materials of writing first before starting writing

a paper. It could help them to organize ideas and avoid applying incoherent sentences. Misleading concepts, hypotheses, and frameworks are one of the information effects of incoherence sentence application. The accuracy of information will be meaningless if a writer uses an incoherent sentence for any purpose. Even, an incoherent sentence could manipulate readers' unconscious agreement. Preparing the organization of information is a key point to avoid using incoherence sentences. A good academic and scientific text must not apply incoherent sentences. Avoiding applying incoherence sentences and their effect is a skill of writing. Writers need to train how to keep the limitation of their information and ideas. It is caused that both novice and expert writers could apply incoherence sentences unconsciously. A good paragraph does not contain as large as information, but it needs to keep its consistency and accuracy to propose information.

REFERENCES

- Agheshteh, H. (2015). On the effects of L2 on Iranian bilinguals' L1 writing ability. *Advances in Language and Literary Studies*, 6(4), 48–52. <https://doi.org/10.7575/aiac.all.s.v.6n.4p.48>
- Ahmed, A. H. (2010). Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspectives. *Literacy Information and Computer Education Journal*, 1(4), 211–221. <https://doi.org/10.20533/licej.2040.2589.2010.0030>
- Asakereh, A., Yousofi, N., & Weisi, H. (2019). Critical content analysis of English textbooks used in the Iranian education system: Focusing on ELF features. *Issues in Educational Research*, 29(4), 1016–1038. Retrieved from

<http://www.iier.org.au/iier29/asakereh-abs.html>

- Bozorgi, A., & Jabbari, M. J. (2014). An explanatory vs. supplemental approach to coherence in English translations of the holy quran. *Global Journal of Interdisciplinary Social Sciences*, 3(6), 55–62. Retrieved from <https://www.longdom.org/abstract/an-explanatory-vs-supplemental-approach-to-coherence-in-english-translations-of-the-holy-quran-2443.html>
- Ciptadi, & Girsang, A. S. (2019). Emotion classification based on public opinion analysis on online news. *International Journal of Scientific & Technology Research*, 8(6), 176–182.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (Third). Thousand Oaks, California: SAGE Publication.
- Crossley, S. A., & McNamara, D. S. (2016). Say more and be more coherence: How text elaboration and cohesion can increase writing quality. *Journal of Writing Research*, 7(3), 351–370. Retrieved from https://www.jowr.org/abstracts/vol7_3/Crossley_McNamara_2016_7_3_abstract.html
- Crossley, S. A., Varner, L. K., & McNamara, D. S. (2013). Cohesion - based prompt effects in argumentative writing. In C. Boonthum-Denecke & G. M. Youngblood (Eds.), *Proceedings of the Twenty-Sixth International Florida Artificial Intelligence Research Society Conference* (pp. 202–207). St. Pete Beach, Florida: AAAI Press, Palo Alto, California. Retrieved from <https://www.aaai.org/ocs/index.php/FLAIRS/FLAIRS13/paper/view/5896>
- Dejica-Cartis, D., & Cozma, M. (2013). Using theme-rheme analysis for improving coherence and cohesion in target-texts: A methodological approach. *Procedia - Social and Behavioral Sciences*, 84, 890–894. <https://doi.org/10.1016/j.sbspro.2013.06.66>
- Fung, Y. M., & Mei, H. C. (2015). Improving undergraduates' argumentative group essay writing through self-assessment. *Advances in Language and Literary Studies*, 6(5), 214–224. <https://doi.org/10.7575/aiac.all.v.6n.5p.214>
- Gafiyatova, E. V., Korovina, I. V., Solnyshkina, M. I., & Yarmakeev, I. E. (2017). Deictic elements as means of text cohesion and coherence in academic discourse. *Journal of Social Studies Education Research*, 8(3), 190–200. Retrieved from <https://www.jsser.org/index.php/jsser/article/view/227>
- Garing, A. G. (2014). Coherence in the argumentative essays of first year college of liberal arts students at de la salle university. In *DLSU research congress toward rigorous, relevant and socially responsive lasallian research* (pp. 1–17). Manila. Retrieved from <https://ejournals.ph/article.php?id=5702>
- Ghonsooly, B., & Hassanzadeh, T. (2019). Effect of interactionist dynamic assessment on English vocabulary learning: Cultural perspectives in focus. *Issues in Educational Research*, 29(1), 70–88. Retrieved from <http://www.iier.org.au/iier29/ghonsooly-abs.html>
- Han, Y. (2014). An analysis of current graduation thesis writing by English majors in independent institute. *English Language Teaching*, 7(1), 120–127. <https://doi.org/10.5539/elt.v7n1p120>
- Jeon, M. (2014). Analyzing the cohesion of English text and discourse with automated computer tools. *Pan-Pacific Association of Applied Linguistics*, 18(2), 123–133. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1051334.pdf>

- Jing, W. (2015). Theme and thematic progression in English writing teaching. *Journal of Education and Practice*, 6(21), 178–188. Retrieved from <https://www.iiste.org/Journals/index.php/JEP/article/view/24410>
- Kafipour, R., Mahmoudi, E., & Khojasteh, L. (2018). The effect of task-based language teaching on analytic writing in EFL classrooms. *Cogent Education*, 5, 1–16. <https://doi.org/10.1080/2331186X.2018.1496627>
- Lee, I. (2002). Helping students develop coherence in writing. *English Teaching Forum*, 40(3), 32–39. Retrieved from <https://americanenglish.state.gov/resources/english-teaching-forum-2002-volume-40-number-3#child-191>
- Lee, V. (2018). L1 and L2 writing: The learning journal for pedagogy. *The Asian Journal of Applied Linguistics*, 5(1), 36–45. Retrieved from <http://caes.hku.hk/ajal>
- Ma, X. (2018). L2 postgraduate students' conceptions of English academic writing: Perspectives of mainland Chinese students. *The Asian Journal of Applied Linguistics*, 5(1), 81–92. Retrieved from <http://caes.hku.hk/ajal>
- Plakans, L., & Bilki, Z. (2016). Cohesion features in ESL reading: Comparing beginning, intermediate and advanced textbooks. *Reading in a Foreign Language*, 28(1), 79–100. Retrieved from <https://nflrc.hawaii.edu/rfl/April2016/abstracts.html#plakans>
- Rustipa, K. (2013). The pedagogical implications of coherence in English argumentative discourse by Indonesian professionals. *Excellence in Higher Education*, 4, 40–52. <https://doi.org/10.5195/ehe.2013.80>
- Styati, E. W. (2016). Effect of youtube videos and pictures on EFL students' writing performance. *Dinamika Ilmu*, 16(2), 307–317. Retrieved from https://journal.iain-samarinda.ac.id/index.php/dinamika_ilmu/article/view/534
- Thornbury, S. (2005). *Beyond the sentence: Introducing discourse analysis*. Oxford: Macmillan Education.
- Wenjuan, H., & Rui, L. (2016). The construction of teaching model on college English writing from the perspective of cognitive genre. *English Language Teaching*, 9(10), 31–38. <https://doi.org/10.5539/elt.v9n10p31>
- Yetiş, V. A. (2017). The role of composing process and coherence/cohesion in FFL writing. *Journal of Language and Linguistic Studies*, 13(1), 336–351. Retrieved from <https://www.jlls.org/index.php/jlls/article/view/545>
- Yu, A. (2012). Analysis of the problems of the Chinese college students' EFL classroom writings. *International Education Studies*, 5(5), 199–203. <https://doi.org/10.5539/ies.v5n5p199>