ABSTRACT

This research aimed to provide descriptive accounts of the use of paragraph cohesion in the textbook in learning materials for an essay writing class at UNM Makassar. This research employed a qualitative approach with descriptive data exposure. Qualitative research is research that aims to describe research results. This research analyzes and reveals various qualitative information with a detailed description through cohesion in this textbook. The research design used is descriptive-analytical. This design is a research design that describes the research objectively. Researchers observe in-depth and conduct an in-depth analysis of the object of research. In the application of this research design, the first thing the researcher did was to collect data and references relevant to the object of research, sort and categorize the data found, process the data, and then present the data objectively following the results of interruptions to the object of research conducted. The findings showed. The data analysis presentation consists of (1) cohesion, which includes grammatical cohesion (reference, substitution, ellipsis, and conjunction), and lexical cohesion, which includes repetition, synonym, antonym, hyponym, and collocation. In this textbook, cohesion has an influential role in the learning activity. It is suggested that it is significant to In the preparation of textbooks, it is recommended to study the presentation of the learning material to make it easier for students to understand. To facilitate students’ understanding of the material, each paragraph of the learning material in the textbooks of the essay writing course at UNM should pay more attention to cohesion.

Keywords: Cohesion, Essay Writing, Qualitative Research.

INTRODUCTION

The text of discourse comes from the view of formalist experts who regard discourse as sentences, while in the mind of functionalist experts view discourse as the use of language. Regarding linguistic understanding, discourse is the unity of meaning (semantics) between parts of a language structure. A paragraph combines several sentences with a main sentence and an explanatory sentence that forms a main idea and has a complete meaning. Each paragraph is required to have a forming element; this forming element is called cohesion. Cohesion is formed from one sentence and another sentence in a paragraph. An interrelated relationship is formed from a paragraph where there is a logical meaning.
relationship between sentences between one sentence and another. Each sentence must have cohesion.

Every book used in learning should have the right ideas regarding this cohesion. However, in many books, it is often not found in a systematic arrangement, so it does not allow students to get adequate knowledge from the textbook. Often the textbooks need to be arranged based on a sound paragraph system. Hence, the information conveyed could be clearer to understand or causes misunderstandings between students, their lecturers, and other students.

Moreover, if it is related to courses in the English department, there are particular subjects for learning to write paragraphs. In that course, they must have cohesion textbooks because each student's learning book is expected to make them understand more and pay attention more to the presentation of learning material that will be taught. They get.

Several studies also discuss cohesion in textbooks, one of which, Lestari (2019), shows results that narrative essays of engineering students for 2017 at Universitas PGRI Banyuwangi have not shown the requirements of good cohesion; this is due to the lack of understanding of students in terms of combining sentences with other sentences, there is no logic in the preparation of paragraphs. From those explorative descriptions, it is significant to identify more about the use of cohesion in one EFL textbook for the second-semester students of the English Education Department at UNM, especially in the Essay Writing class. Moreover, from the preliminary research, the writer found that the lecturer used the textbook "Writing Fundamental: Focusing on Writing Paragraphs and Short Essays."

Thus, this research aims to provide descriptive accounts of the cohesion of paragraphs in textbook learning materials in the essay writing course at UNM Makassar.

**METHOD**

This research used Huberman and Miles (1994) with a qualitative approach with descriptive data exposure. Qualitative research aims to describe research results based on the topic of this study, namely "cohesion of paragraphs in textbooks." This research analyzes and reveals various qualitative information with a detailed description through cohesion. The research design used is descriptive-analytical. This design is a research design that describes the research objectively. Researchers observe in-depth and conduct an in-depth analysis of the object of research. In the application of this research design, the first thing the researcher did was to collect data and references relevant to the object of research, sort and categorize the data found, process the data, and then present the data objectively following the results of interruptions to the object of research conducted by the researcher.
FINDINGS AND DISCUSSION

Findings
This section discusses data presentation, which will be presented descriptively. The results and discussion of the study on cohesion in a textbook titled "Writing Fundamentals Focusing on Writing Paragraphs and Short Essays" in the Essay Writing course will be presented. All of the data of these findings have been collected and gathered because many data has similarity, so the data presented here are just the essential data.

The Cohesion of The Paragraphs in The Textbooks of The Essay Writing Course at UNM

Grammatical Cohesion Data Presentation
There are several types of grammatical cohesion of the paragraph in the textbook in Essay Writing Class; several of them will state below.

Reference
Reference is the identity of the particular thing of the class being referred to, and the cohesion lies in the continuity of reference (Halliday and Hasan, 1976: 31). Then, the writer finds the data of personal reference. The data are explained below.

a. Personal Reference
A personal reference is a reference through function in the speech situation through the category of person. Personal reference items are expressed through pronouns and determiners (Nunan, 1993: 23). In this textbook, the researcher has found 64 kinds of personal preferences, as illustrated below:

Extract 1a
An essay or composition is a collection of paragraphs covering a particular topic. The organization of an essay is the same as a paragraph. It contains an introduction, just as a paragraph contains a topic sentence.

In the paragraph above, the word 'it' is one type of personal reference, namely a singular personal pronoun. The word 'it' replaces the word 'essay,' and the meaning of the sentence indicates that the word 'introduction' is part of an essay

b. Demonstrative Reference

Extract 1b
In many parts of the world today, the younger generation has embraced tattoos as symbols of their freedom, individuality, and independence. These same individuals, sometime in the future, will regret the day they made the impulsive decision to get a tattoo.
In the paragraph above, the word "these" is one of the demonstrative references explaining that some young generation individuals make tattoos a symbol of their freedom.

c. **Comparative Reference**

**Extract 1c**

_The introductory paragraph has two primary functions: to indicate what the essay will be about and to attract the reader's attention._

The words "there" and "another" in the paragraph above indicate comparative reference because the sentence compares two functions of the introduction of a paragraph.

**Substitution**

d. **Nominal substitution**

**Extract 1a**

_One hundred years ago, ensuring an adequate supply of fresh, dirt-free apparel was a monumental task. However, today, with the modern washing machine, maintaining one’s wardrobe requires nothing more than the press of a few buttons._

In the above paragraph, "one's" replaces the word "people" and makes it a nominal substitution.

e. **Verbal Substitution**

Verbal substitution is the most common substitution for the verb do, which is sometimes used in conjunction with so as in doing so. Forty-six kinds of verbal substitution are presented in this study; examples of the sentences are below.

**Extract 1b**

_Drug users will do just about anything to obtain money so they can satisfy their cravings. After being denied loans from family and friends, these once trustworthy individuals stoop to stealing from the people they love._

The word "do" in the above paragraph is one type of verbal substitution.

f. **Clausal substitution**

**Extract 1c**

_Is your heart as healthy as it should be? Many doctors would probably answer no. Millions of people throughout the world are currently living sedentary lifestyles and eating vast amounts of food lacking in nutritional
value, and by doing so, they are inadvertently creating problems for their hearts.

The marked clause in the paragraph above is a type of clausal substitution.

**Ellipsis**

a. **Nominal Ellipsis**

**Extract 1a**

*Initially, the purchase price of a film camera may be cheaper than a digital camera, but one still needs to buy the film and pay for the cost of developing the pictures. This can be up to ten to fifteen dollars for a roll of 24 exposures.*

In the paragraph above, the word 'one' is a type of nominal ellipsis.

b. **Verbal Ellipsis**

Verbal Ellipsis refers to an ellipsis within the verbal group where the elliptical verb depends on a preceding verbal group. After collecting data from the textbook of the essay writing course at UNM Makassar, the writer did not find any type or kind of verbal ellipsis.

c. **Clausal Ellipsis**

Clausal ellipsis is the omission of an item within clausal. In the researched textbook, there are 64 types of nominal ellipsis, some examples of which are:

**Extract 1c**

*The introductory paragraph lets the reader know what the essay will be about. An essay has body paragraphs, which develop the topic stated in the introduction in the same way that supporting sentences develop the topic sentence in a paragraph. The body paragraphs, usually the longest part of the essay, contain support for the thesis statement.*

The clause marked in the above paragraph is a type of clausal ellipsis.

**Conjunction**

a. **Adaptive conjunction**

**Extract 1a**

*The introduction may include making an initial general statement and narrowing it down to the thesis statement or explaining the importance of the topic. In addition, the introduction may provide the reader with background information, set the limits of the discussion, or clarify the meaning of words.*

The word ‘in” in the paragraph above are adaptive conjunction.
b. **Adversative conjunction**

Adversative conjunction is a conjunction that moderates or qualifies the information in the following sentence of a text with the information in the preceding. There are several adversative conjunctions below.

**Extract 1b**

*Mr. Adams went on a regular, though not strenuous, exercise program. As explained by the doctor, exercise was necessary to help reduce the amount of cholesterol in his body. A high level of cholesterol is the major cause of the narrowing of the arteries.*

The word "though" in the paragraph above are adversative conjunction.

c. **Causal conjunction**

**Extract 1c**

*Modern technology has provided two ways for these images to be captured so they last forever. But which camera is best: a digital camera or an older camera that uses film? Digital cameras offer several advantages over film cameras.*

The word "so" in the paragraph above are causal conjunction.

d. **Temporal conjunction**

**Extract 1d**

*Writing a five-paragraph essay may seem daunting at first; however, if the following format scheme is followed, with the essay broken down into its constituent parts, the task is much more manageable. The following guidelines can be used to make the writing process less overwhelming.*

The word 'first" in the paragraph above are kind of temporal conjunction.

**Lexical Cohesion Data Presentation**

**Repetition**

Repetition refers to the repetition of a lexical item or the occurrence of a synonym. There are ten kinds of repetitions found in the textbook, several of them are listed below:

**Extract 1**

*Several techniques can be used in introductions to help get the reader's attention. These are anecdotes, quotes, surprises with an unexpected view, questions, interesting facts or statistics, background or historical information, or a combination.*
This paragraph is one of lexical cohesion that is repetition.

**Collocation**

Collocation is how words are used together regularly. Collocation refers to the restriction on how words can be used together. There are 75 kinds of collocation found in the textbook, several of them are listed below:

**Extract 1**

The percentage of people preferring action movies has vacillated, going up and down from 1985 to 2000. The same thing can be said about the percentage of people that enjoy comedies. The percentage of people who enjoy dramas has remained relatively constant. Romance movies have taken an overall decline in preference over the last twenty years.

This paragraph is one of lexical cohesion that is collocation.

**Discussion**

Here are the elaborations of the findings of cohesion from "Writing Fundamentals: Focusing on Writing Paragraphs and Short Essays," book beginning from chapter 7 through chapter 12; in this part, we elaborate on: 1. The cohesive of the paragraphs in the textbook of an essay writing course at UNM.

**The Cohesiveness of the Paragraphs in The Textbooks of The Essay Writing Course at UNM**

Based on the data analysis, the discussion of research findings for the first research question, and the use of paragraph cohesion in the textbooks of the essay writing course at UNM show that cohesion is entirely appropriate. According to the theory proposed by Sumarlam (2008: 23-34), cohesion consists of grammatical and lexical cohesion. Grammatical cohesion includes reference, substitution, ellipsis, and conjunction. In reference (RF), there are 1. Personal Pronoun: She, her, hers, has 64; 2. Demonstrative Reference: this, the, that. Has 86; 3. Comparative reference: There were, another, some. has 72. In substitution (ST), there are 1. Nominal substitution: cheaper one. Has 2; 2. Verbal substitution: think – drink, does. Has 46; 3. Clausal substitution: (?) to (+) sentence has 6. In ellipsis (EL), there are: 1. Nominal Ellipsis: Ali and Alo = the two, has12; 2. Verbal Ellipsis: Yes/No question has 0; 3. Clausal Ellipsis: W-H question words for statement (noun clause, adjective clause, adverbial clause) has 64. In Conjunction (CJ), there are 1. Adaptive conjunction: Furthermore, neither has 41; 2. Adversative conjunction: but, though has 38; 3. Causal conjunction: because has 21; 4. Temporal conjunction: After that, finally has 22

According to David Nunan (1993), cohesive lexical devices are about selecting vocabulary in organizing relations within a text. These devices do not deal with grammatical and semantic connections but with the connection based on the words used. Lexical cohesion in the textbook under study includes repetition: famous (well-known) has 10; Collocation: love-hate, idioms have 75. Cohesion in
each textbook paragraph is essential to ensure unity in form. Cohesion is a marker for integrating sentences in a paragraph, making it easier for readers to understand the text.

CONCLUSION
The use of paragraph cohesion the textbooks of the essay writing course at UNM consist of (1) paragraph cohesion, which includes grammatical cohesion, such as reference, substitution, ellipsis, conjunction, and lexical cohesion, such as repetition, synonymy, antonymy, hyponymy, collocation, equivalence. The conclusions for the research question in this study are as follows: The use of cohesion in paragraph materials in the textbook is appropriate, which can be seen from the use of grammatical and lexical cohesion, including reference, substitution, ellipsis, conjunction, repetition, synonymy, antonymy, hyponymy, and collocation.

REFERENCES
Andayani, et. al. (2014). An Analysis of the Cohesion and Coherence of the Students' Narrative Writings in SMP Negeri 2 Banjar.
Mawardi. (2014). An Analysis of the Cohesion and Coherence of the Students’ Narrative Writings in the English Language Education Department of Nahdlatul Wathan Mataram University, GaneÇSwara, Vol. 8 No.1