Cohesion and Coherence Analysis in the Book Entitled *Academic Writing: A Handbook for International Students (Second Edition)* by Stephen Bailey

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Abstract

This research is conducted to explain Cohesion and Coherence Analysis in the book entitled Academic Writing : A Handbook for International Students (Second Edition) by Stephen Bailey. The researcher used qualitative method to examine the problem. The collecting data of the research method includes reading and understanding, finding out, collecting, identifying, and classifying and arranging. The analyzing data of the research method by used displaying, explaining, interpreting, and concluding. The theories and approaches used by researchers are discourse analysis, cohesion and coherence analysis. The results of the study are cohesion type, and coherence type. Grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Lexical cohesion includes the type of reiteration, and collocation. Coherence type includes resemblence relations, cause-effect relations, and contiguity relations.

Keywords: *discourse analysis, grammatical cohesion, lexical cohesion, coherence*

Introduction

In linguistics, discourse refers to a unit of language longer than a single sentence. The word discourse is derived from the latin prefix dis- meaning "away" and the root word currece meaning "to run". Discourse, therefore, translates to "run away" and refers to the way that conversations flow. To study discourse is to analyze the use of spoken or written language in a social context. Discourse studies look at the form and function of language in conversation beyond its small grammatical pieces such as phonemes and morphemes. This field of study, which Dutch linguist Teun van Dijk is largely responsible for developing, is interested in how larger units of language-includinh lexemes, syntax, and context-contribute meaning to conversations.

Cohesion is one of two qualities that give a written or spoken text unity and purpose, the other being coherence. It refers to the use of linguistic devices to join

sentences together, including conjunctions, reference words, substitution, and lexical devices such as repetition of words, collocations, and lexical goups.

Coherence is one of the two qualities that give a written or spoken text unity and purpose. The other is cohesion. Coherence refers to the general sense that a text makes sense through the organisiton of its context. In writing, it is provided by a clear and understood structuring of paragraphs and sentences in writing.

Literary Review

Discourse Analysis

According to Van Dijk (1977 : 3), discourse is systematically related to communicate action. In other words, the pragmatic component should not merely specify appropriteness conditions for sentences, but also for discourse.

According to Taylor (2013 : 49), because discourse analysis deals with the use of language as a social phenomenon, it inevitably goes beyond speakers and newspaper articles to find features with more general relevance. This is a potentially confusing point, as research publications are commonly presented using examples, and analysts can select a single example or case to illustrate the features to be discussed. However, these traits are social, not individual phenomen.

According to Kehler (2004 : 2), Discourse coherence is a place that up to now has generally been studied in relative isolation, as a postcursor to the manufacturing and processing of the syntactic and semantic systems of person sentences. I intend to show, however, with the aid of using manner of growing a principle of coherence after which the usage of it as a critical issue in analyses of 5 various linguistic phenomena, that coherence isn't most effective a beneficial device for reading mainstream linguistic problems, however additionally a important one.

Cohesion

According to Halliday & Hasan, Cohesion is expressed partly gramatically and partly lexically and the purposes of cohesion it is important to clarify and explain the structure up to this point (1976 : 42).

Grammatical Cohesion

According to Halliday & Hasan, the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define is as a text (1976 : 4). Halliday & Hasan (1976 : 6) classify grammatical cohesion into reference, substitution, ellipsis, and, conjunction.

Reference

According to Halliday & Hasan (1976 : 32), Reference is a specific type of the information advertised for searching. In the case of reference the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to; and the cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time.

According to Halliday & Hasan (1976 : 33), based on the position of reference, the interpretation of reference can be divided into two kinds and they are exophora (situational) & endophora (textual) reference. Exophora is not simply a synonym for referential meaning. Endophoric reference as the norm; not implying by this that it is the logically prior form of the reference relation. Then for endophora (textual) is divided into 2 kinds and they are anaphora & cataphora. Anaphora, the one that refers to the preceding text, and cataphora, which refers to the text that is to follow. (Taboada, 2004 : 160)

According to Halliday & Hasan (1976 : 37), There are three types of reference: personal reference, demonstrative referennce. and comparative reference. Personal reference includes personal pronouns (*I, you, he, she, we...; me, him, her, us...*), possessive determiners (*my, your, his, her, our...*) and possessive pronouns (*mine, yours, his, hers, ours...*). These will only be considered cohesive when they link to some other element in the text. Demonstrative reference uses determiners (either as modifiers or as heads) and adverbs, such as *this, these, that, those, here, there,* then, to point to other items in the text. Comparative reference establishes relations of identity of similarity with the use of adjectives and adverbs: *same, identical, better, more, less, etc.* (Taboada, 2004 : 161)

Substitution

According to Halliday & Hasan (1976 : 90), substitution is also usually as relation in the wording rather than in the meaning. The criterion is the grammar function of the substitution item. Then, Taboada (2004 : 162) stated that substitution comes in three flavours: nominal, verbal or clausal, depending on the item being substituted. *One* or *ones* are the terms most commonly used for nominal substitution in English. Verbal substitution is realized through an auxiliary verb (*do, be, have*), sometimes together with another substitute term such as so or the same. Clausal substitution, where *so* substitutes the previous clause. The terms used in clausal substitution are *so* and *not*.

Ellipsis

According to Halliday & Hasan (1976 : 144), ellipses or something closely related can also occur within clauses, and there are certain special structural possibilities and types of branching structures that do not occur when premises are between clauses. The essential characteristic of ellipsis is something that is present in the selection of underlying (systematic) option that omitted in the structure. According to Taboada (1976 : 163), the subtypes for ellipsis are the same: nominal ellipsis, verbal ellipsis, and clausal ellipsis.

Conjunction

Conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are nor primarily devices for reaching out into the preceding (or following) text, but they express certain meaning which presuppose the presence of other components in the discourse (Halliday and Hasan, 1976: 226). Hasan and Halliday (1976: 238) adopt a scheme of just four categories, namely additive, adversative, causal, and temporal.

Lexical Cohesion

The Type of Reiteration

According to Haliiday & Hasan (1976 : 278), reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between - the use of a synonym, near-synonym, or superordinate. Taboada (2004 : 164) stated that lexical cohesion is divided into

different types, according to the relationship between the terms. Types of lexical cohesion into reiteration (repetition, synonym, superordinate, and general word), and collocation. (Halliday & Hasan, 1976 : 288)

Collocation

According to Taboada (2004 : 165), Collocation is achieved through the association of lexical items that regularly co-occur. In the corpus, many items were cohesive simply because they all had to do with meetings, agendas, calendars and availability

Coherence

According to Brown & Yule (1983 : 66) stated that coherence is to search for cues to coherence within the text and this may indeed yield a descriptive account of the characteristics of some types of text. The type of coherence based on Kehler (2002 : 15), coherence is divided into three kinds. They are resemblance, cause-effect, and contiguity relaions.

Resemblence Relations

According to Kehler (2002 : 15), the recognition of Resemblance requires that commonalities and contrasts among corresponding sets of entities and relations be recognized. Resemblance Coherence is divided into 6 kinds, they are Parallel, Contrast, Exemplification, Generalization, Exception, and Elaboration relation.

Cause-effect Relations

According to Kehler (2002 : 15), the establishment of a Cause- Effect relation is based primarily on a different type of reasoning than that for Resemblance. Cause-Effect relation is divided into 4 kinds. They are Result, Explanation, The Violated Expectation, and Denial of Preventer relation.

Contiguity Relations

The category is a bit murkier than the other two in several respects, and according to Kehler (2002 : 22) Occasion relation. Occasion allows one to express a sequence of eventualities centered around some system of entities.

Research Methodology

The researcher uses qualitative research in this study, where in this research explains the data including the word so it can know the progress and the meaning.

Then the data can be analyzed. After that data is analyzed, then that data is described so it is easily to be understand the reader. According to Denzin & Lincoln (2000, 3) in their book Handbook of qualitative research (2nd ed.) stated that qualitative research involves the studied use and collection of a variety of empirical materials—case study; personal experience; introspection; life story; interview; artifacts; cultural texts and productions; observational, historical, interactional, and visual texts—that describe routine and problematic moments and meanings in individual's lives.

The object selected to be analyzed in this research is Academic Writing : A Handbook for International Students (Second Edition) book. English Teacher for Academic Purpose, University of Nottingham. The Writer of this book is Stephen Bailey. The researcher is just focus to analyze the Chapter I from that book itself. The book, which has the page from 1-64 pages on the Chapter I becomes the main analyzed object which include discourse analysis, cohesion, and coherence that implying any data necessary for the research.

The research for the thesis combines one ways of collecting data. It is a Primary data. The primary data are collected by analyzing the words, phrases or sentences from the subtitle of Cohesion and coherence analysis on Academic Writing : A Handbook for International Students (Second Edition) by Stephen Bailey.

In the steps of collecting data from Academic Writing : A Handbook for International Students (Second Edition) book, the researcher uses observation the method, they are, reading, finding, identifying, classifying, and selecting. In this thesis also contains of method of analyzing the data, they are, displaying, explaining, interpreting, and concluding.

Finding and Discussion

In this Chapter IV, the researcher will be discussed about cohesion types, and coherence types which contained in the book entitled Academic Writing : A Handbook for International Students (Second Edition) by Stephen Bailey.

Cohesion Types

Cohesion is the concept of meaning that leads to the multiplication. Relationships can occur at the grammatical and lexical level only in certain parts. Based on the research that has been done, there are 4 types of grammatical cohesion tools and 2 lexical cohesion tools. In the following, the 4 types of grammatical cohesion and the 2 types of lexical cohesion will be explained as follows:

Grammatical Cohesion

Reference

Based on functional, Halliday & Hasan divided references into two kinds, namely exophoric & endophoric reference, and the type of reference (1976 : 31).

> **Data 1**
> *Dean Kamen* is a 50-year-old American eccentric who is also a multi-millionaire. *He* always wears blue denim shirts and jeans, even when visiting his friend, the president, in the White House. (Bailey, 2006 : 21)
> **Data 2**
> Even if they are caught, few criminals ever appear in cour. (Bailey, 2006 : 14)

From the Data (Bailey, 2006 : 21) explains that the word *he* in 2nd sentence refers to 1st sentence, namely *Dean Kamen*. In *he* is a word that has been mentioned in the sentence previously indicating that the word is intended to the word *Dean Kamen*.

From the Data (Bailey, 2006 : 14) explains that the word *they* in 2nd sentence refers to the 1st sentence *few criminals*. In *they* is a word that has been mentioned in the sentence after indicating that the word is intended to the word *few criminals*.

Based on type, Halliday & Hasan divided references into three types, namely personal, demonstrative, and comparative reference (1976 : 31).

> **Data 3**
> When *Mary Graham* went into hospital to have a new knee, *she* discovered a computer would be playing a big part in the operation. In the past, *surgeons* have relied on the naked eye to ensure they've got a replacement joint in the right position. But now *they* will be able to achieve almost total accuracy using a computer to guide them through the operation. (Bailey, 2006 : 19)
> **Data 4**

Global warming affects most people in the world, especially those living in low-lying areas *near* the sea. It has been predicted that the melting of polar ice may cause the sea to rise by as much as twelve metres by 2050. *This* would cause flooding in many major coastal cities, such as Tokyo. (Bailey, 2006 : 16)

Data 5

... .He calculates that the current rate of extinction is between 100 and 1,000 times *faster* than the historical average. (Bailey, 2006 : 22)

From the data 6 (Bailey, 2006 : 19) explains that, *she* refers anaporically to *Mary Graham*. Then, *they* refers anaphorically to *surgeons*.

From the data (Bailey, 2006 : 16) explain that the word *near* in the 1st sentence is the demonstrative references of global warming. Then, the word *this* in the 3rd sentence is the demonstrative references of *global warming*.

From the data (Bailey, 2006 : 22) explain that an epithet as the comparison and *the historical average* as referent.

Substitution

Data 6

Culture was only *one* factor in determining successful adaptation. (Bailey, 2006 : 58)

Data 7

It *looks* at university life from a student's position, but *does* not really deal with the 'system' as a whole. (Bailey, 2006 : 61)

Data 8

Even if the government does eventually move to the new capital, it is unlikely that *South Korea's main businesses will follow it*, *so* Seoul will probably continue to be the country's principal city. (Bailey, 2006 : 35)

From the data (Bailey, 2006 :58) explains that in sentence *one* is the substitution for *culture*.

From the data (Bailey, 2006 : 61) explains that does subtitues *looks*.

From the data (Bailey, 2006 : 35) explains that *so* substitues *South Korea's main businesses will follow it*.

Ellipsis

Data 26

You must show the importance of the topic. *This* can be *either* in the academic world, or as a contemporary issue of wider relevance. (Bailey, 2006 : 53)

Data 27

In the past five years over 3,000 bank branches *have* closed in Britain. The banks *have* discovered that staffing call centres is cheaper than running a branch network. (Bailey, 2006 : 43)

Data 28

The sudden ending of *Egyptian civilisation over 4,000 years ago was* (Modal Element) *probably caused by changes in the weather in the region to the south* (Prepositional Element) (Bailey, 2006 : 29)

From the data (Bailey, 2006 : 53), explain that *You,* functional as head, is ommited and is replaced by demonstrative modifier *this.* Then, the word *You* are ommited and replaced by *either.*

From the data (Bailey, 2006 : 43) explains that the two verbal groups in the answer have (in 1st sentence & 2nd sentence), are both the instances of verbal ellipsis.

From the data (Bailey, 2006 : 29) explain that the modal element (the subject & the finite operator *was*) is ommited, hence there is operator ellipsis. The sentence should be *what was the* sudden *ending of Egyptian civilization over 4,000 years ago going to do? - The sudden ending of Egyptian civilisation over 4,000 years ago was going to be probably caused by changes in the weather in the region to the south.* Then, there is omission of the complement and the adjunct, and, within the verbal grou: Hence the sentence should be *Who was going to be probably caused by changes in the weather in the region to the south? - The sudden ending of Egyptian civilisation over 4,000 years ago was going to be probably caused by changes in the weather in the region to the south.*

Conjunction

Data 32

At the same time, the overuse of drugs, especially antibiotics, has led to the establishment of resistant strains of diseases. *As well as* this, hopes that genetic engineers might soon develop the world's first malaria vaccine, a long-sought goal, have been questioned recently by several scientists. (Bailey, 2006 : 27)

Data 33

Whether public transport flourishes or deteriorates in future is *still* unclear, though further studies, especially in the field of public/private partnerships, may eventually suggest an answer. (Bailey, 2006 : 57)

Data 36

The growth of the car industry parallels the development of modern capitalism. It began in France and Germany, but took off in the United States. There Henry Ford adapted the moving production line from the

Chicago meat industry to motor manufacturing, *thus* inventing mass production. In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company. (Bailey, 2006 : 31)

Data 45

This is partly because it is expensive, but also because electricity supplies are often unreliable, *while* trained staff who can read the complex displays may not be available. *Now*, Freeplay Energy, the company which developed the wind-up radio, is planning to introduce a range of medical equipment which can be used in those areas. (Bailey, 2006 : of 22)

From the data (Bailey, 2006 : 27), there is an additive conjunction which is marked with the word *as well as*. The word has the function of connecting the 1st sentence and the 2nd sentence.

From the data (Bailey, 2006 : 57), explains that there is an adservative conjunction which is marked with the word *still* The word has the function of connecting the 1st sentence and the 2nd sentence

From the data (Bailey, 2006 : 31) explains that there is a causal conjunction with the word *thus*. The word has a connecting function in the first paragraph of the second sentence.

From the data (Bailey, 2006 : 22) ,there are temporal conjunctions which are marked by the word *while*. In this word it only functions as a link between the 1st sentence and the 2nd sentence.

The summary of grammatical cohesion that found in the book entitled *Academic Writing : A Handbook for International Students (Second Edition)* by Stephen Biley is a number 15 data. Here is a table detailed the result of grammatical cohesion analysis:

Table 4.1

Cohesion (Grammatical Cohesion)

No	Cohesion	Sub Type	Data Summary
1	Grammatical Cohesion	A. Reference	
		1. Exophora & Endophora Reference	2 data
		2. The type of reference	
		a. Personal Reference	1 data
		b. Demonstrative Reference	1 data

		c. Comparative Reference	1 data
		B. Substitution	
		1. Nominal Substitution	1 data
		2. Verbal Substitution	1 data
		3. Causal Substitution	1 data
		C. Ellipsis	
		1. Nominal Ellipsis	1 data
		2. Verbal Ellipsis	1 data
		3. Causal Ellipsis	1 data
		D. Conjunction	
		1. Additive Conjunction	1 data
		2. Adversative Conjunction	1 data
		3. Causal Conjunction	1 data
		4. Temporal conjunction	1 data

Based on the table above, it can be understood that the book entitled Academic Writing: A Handbook for International Students (Second Edition) created by Stephen Bailey is a cohesive discourse with the building elements of cohesive tools according to the grammatical ones listed in the table. The references contained in the book entitled *Academic Writing : A Handbook for International Students (Second Edition)* consist of exophora & endophora and 3 types, namely personal references, demonstrative references, and comparative references. For exophora reference wasn't found the data. For anaphora endophora reference that mentioned explicitly, such as *Dean Kamen,* and *few criminals.* But, for cataphora endophora reference doesn't find no much. The 1st reference type is a personal reference which is indicated by the words *they,* and *she.* The 2nd reference type is a demonstrative reference which is indicated by the words *near,* and *this.* Then, the 3rd reference type is a comparative reference which is mention explicitly, such as *faster*.

Next is substitution marker. In this book, there is not much substitution usage because this discourse is a book discourse intended for general people, so that some parts of this book don't experience substitution with the aim that readers can understand the contents of this book easily.

Next is ellipsis marker. In this book, there is not much substitution usage because this discourse is a book discourse intended for general people, so that

some parts of this book don't experience ellipsis with the aim that readers can understand the contents of this book easily.

Therefore, the conjunction usage is very important for writing discourse, so it has a point of view from the discourse, it can be conveyed, and it can be understand easily. Conjunction that contained in this discourse is *as well as, still, thus, while.*

Lexical Cohesion

The Type of Reiteration

According to Halliday & Hasan (1976 : 277), types of reiteration is repetition, synonym, superordinate, and general word. For the explanation can be explained as follows

Repetition

Data 1
There are many similaries to the UK and Taiwan, for example course fees, assessment and so on. Firstly, both UK universities and Taiwan universities charge fees from students, but course fees in the UK is as expensive as that in Taiwan. In addition, teaching methods are very similar to both of countries. Students should attend lectures and seminars. Moreover, they have the same system to assess students, which are examed at the end of semester. Nevertheless, there are three main differences: how students can entry a university and how much percentage of students are in higher education. Students in higher education in Taiwan are twice more than in the UK (Bailey, 2006 : 64)

From the data 2, there is a repetition that has been done in the paragraph. The first sentence with the word "course fees" experiences a repetition with the second sentence, the word "course fees". The first sentence with the word "students" experiences a repetition with the second sentence, the word "students". The second sentence with the word "in higher education" experiences a repetition with the third sentence, the word "in higher education". The repetition carried out serves that the repeated word is an important part of showing the importance of the word and clarifying the sentence.

Synonym

Data 2
It *began* in France and Germany, but *took off* in the United States (1)
There Henry Ford *adapted* the moving *production* line from the Chicago meat industry to *motor* manufacturing, *thus* inventing mass production. (2)
(Bailey, 2006 : 30)

From the data (Bailey, 2006 : 30), for (1) the synonym *began* is *started*. Then, the synonym *took off* is *accelerated*. Then for (2) the synonym *adapted* is *modified*, *production* is *assembly*, *motor* is *car*, and *thus* is *thereby*.

Superordinate

Data 3
There are many similaries to the *UK and Taiwan*, for example course fees, assessment and so on. Firstly, both UK universities and Taiwan universities charge fees from students, but course fees in the UK is as expensive as that in Taiwan. In addition, teaching methods are very similar to both of *countries*. (Bailey, 2006 : 64)

From the data (Bailey, 2006 : 64) explains that, the superordinate *UK & Taiwan* are *countries*.

General Word

Data 4

Students should _attend_ _lectures_ and _seminars_. (Bailey, 2006 : 64)

From the data (Bailey, 2006 : 30) explains that, genral word on the sentence is *attend* and specific word refers to *lecturers & seminars*.

Collocation

Data 5
Global warming affects most people in the world, especially those living in low-lying areas near the sea. It has been predicted that the melting of polar ice may cause the sea to rise by as much as twelve metres by 2050. This would cause flooding in many major coastal cities, such as Tokyo. It has been suggested that the best solution to this problem may be for mankind to become amphibious, like frogs. It is argued that life was originally found in the sea, and so it would merely be a return to our original habitat (Bailey, 2006 : 16)

From the data (Bailey, 2006 : of 16), collocation markers were found, namely 'polar ice' and 'sea'. The two words have a relationship because they are in the verb (past). Then, collocation markers were found, namely 'much' and 'many'. The two words have a relationship because they are in quantifiers.

The summary of lexical cohesion that found in the book entitled *Academic Writing : A Handbook for International Students (Second Edition)* by Stephen Biley The is 5 data. Here is a table detailed the result of lexical cohesion analysis:

Table 4.2

Cohesion (Lexical Cohesion)

No	Cohesion	Sub Type	Data Summary
2.	Lexical Cohesion	The type of reiteration	
		a) Repetition	1 data
		b) Synonym	1 data
		c) Superordinate	1 data
		d) General word	1 data
		Collocation	1 data

Based on the table of lexical cohesion devices above, it can be understood that there are four sets of lexical cohesion that build cohesive discourse in the book entitled *Academic Writing : A Handbook for International Student (Second Edition)*. The repetition in this discourse aims to emphasize important information in the story. Repetition data available in this discourse is *course fees, students, in higher education*. Synonyms that contained in this discourse is the word 'began' which is synonymous with the word 'started', 'took off' which is synonymous with 'accelerated', 'production' which is synonymous with 'assembly', 'motor' which is synonymous with 'car', and the word 'thus' which is synonymous with 'thereby'.

Furthermore, superordinate that contained in the discourse is the 'UK' and 'Taiwan' are countries. Then, general word contained in the discourse is the word "attend' which specific word refers to 'lecturers' and 'seminars'.

Then, colllocation that contained in this discourse is the word *much,* and *many* (quantifiers); *polar ice*, and *sea* (place).

Coherence Types

Coherence is a series of sentences in which there is a relationship between one part of the sentence and another. The coherence contained in this book is found in several types of relationships, including resemblence relations, cause-and-effect relations, and contiguity relations. Below will be explained more clearly about the coherence relations.

Resemblence Relations

Parallel

Data 1
Almost as dramatic as the decline *and* fall of the peasantry, *and* much more universal, was the rise of the occupations which required secondary *and* higher education. Universal primary education, i.e. basic literacy, was indeed the aspiration of virtually all governments, so much so that by the late 1980s only the most honest or helpless states admitted to having as many as half their population illiterate, *and* only ten – all but Afghanistan in Africa – were prepared to concede that less than 20% of their population could read or write. (Hobsbawm, 1994, : 295) (Bailey, 2006 : 7)

From the data (Bailey, 2006 : 7) explains that a resemblence relations marked by the word *and* and it contains parallel. The word in the first sentence there is a coherence marker of the word *and*. The word is a sum for the next sentence. In the third sentence which explains that "Almost as dramatic as the decline". Then the sentence is continued with the parallel of the word *and* which makes the sentence explain that "fall of the peasantry". Then the sentence is continued with the parallel of the word *and* which makes the sentence explain that "much more universal, was the rise of the occupations which required secondary". Then the sentence is continued by the addition of the word *and* which makes the sentence explain that "higher education". The complete sentence is found in the data on page of 7. Parallel is marked within word *and* in next sentence.

Contrast

Data 4
Lord May, the president of the Royal Society, has claimed that the world is facing a wave of extinctions similar to the five mass extinctions of past ages. He calculates that the current rate of extinction is between 100 and 1,000 times faster than the historical average. The cause of previous extinctions, such as the one which killed the dinosaurs, is uncertain, *but* was probably an external event such as collision with a comet. (Bailey, 2006 : 33)

From the data (Bailey, 2006 : 33) explains that a resemblence relations marked by the word *but* and it contains contrast. In 3rd sentence explain "*such as the one which killed the dinosaurs, is uncertain*", in 4th sentence explains that "*was probably an external event such as collision with a comet*". The 3rd sentence

and 4th sentences contain because they state 2 contrast things, it is "*such as the one which killed the dinosaurs, is uncertain*".

Exemplification

> **Data 7**
> In general, the greater the degree of risk in investment, the higher the return. Shares, *for example*, which can quickly rise or fall in value, typically have a higher yield than bonds, which offer good security but only pay about 5%. (Bailey, 2006 : 6)

From the data (Bailey, 2006 : 6) explains that a resemblence relations marked by the word *for example* and it contains exemplification. In 1st sentence explain "*In general, the greater the degree of risk in investment, the higher the return. Shares,*", in 2nd sentence explains that "*which can quickly rise or fall in value,...*". The 1st sentence and 2nd sentences contain because there is the exemplification thing, it is "*In general, the greater the degree of risk in investment, the higher the return. Shares*".

Generalization

> **Data 8**
> The first issue to consider is risk. *In general*, the greater the degree of risk in investment, the higher the return. (Bailey, 2006 : 35)

From the data (Bailey, 2006 : 35) explains that a cause-effect relations marked by the word *in general* and it contains generalization. In 1st sentence explain "*The first issue to consider is risk*", in 2nd sentence explains that "*the greater the degree of risk in investment, the higher the return*". The 1st sentence and 2nd sentences contain because there is the generalization thing, it is "*The first issue to consider is risk*".

Exception

> **Data 9**
> We'd need a remarkable vaccine to cope with that. *However*, a malaria vaccine is now undergoing human trials and may be available for use if proved successful. (Bailey, 2006 : 35)

From the data (Bailey, 2006 : 60) explains that a resemblence relations marked by the word *however* and it contains exception. In 1st sentence explain "*We'd need a remarkable vaccine to cope with that*", in 2nd sentence explains that "*a malaria vaccine is now undergoing human trials and may be available for use*

if proved successful". The 1st sentence and 2nd sentences contain because there is exception things, it is "*We'd need a remarkable vaccine to cope with that*".

Elaboration

> **Data 10**
> In many parts of the world hospitals have none of the modern health equipment *that is* common in western countries. (Bailey, 2006 : 35)

From the data (Bailey, 2006 : 35) explains that a resemblence relations marked by the word *that is* and it contains elaboration. In 1st sentence explain "*In many parts of the world hospitals have none of the modern health equipment*", in 2nd sentence explains that "*common in western countries"*. The 1st sentence and 2nd sentences contain because there is elaboration things, it is *"We'd need a remarkable vaccine to cope with that*".

Cause-effect Relations

Result

> **Data 12**
> Although untouched compared with other regions in the world, the bitter cold of Antarctica means that the normal process of decay is prevented. As a result some research stations are surrounded by the rubbish of nearly 60 years' operations. (Bailey, 2006 : 8)

From the data (Bailey, 2006 : 8) explains that a cause-effect relations marked by the word *as a result* and it contains result. In the sentence that explains *..., the bitter cold of Antarctica means that the normal process of decay is prevented.*

Explanation

> **Data 13**
> This is useful for learning *because* they take much time for study outside the classroom and as they become familiar with their subjects they will become more interested in them. (Bailey, 2006 : 60)

From the data (Bailey, 2006 : 60) explains that a cause-effect relations marked by the word *because* and it contains explanation. In the sentence that explains *..., the bitter cold of Antarctica means that the normal process of decay is prevented.*

Violated Expectation

Data 14

The cost of travel and accommodation adds significantly to their expenses. *But* they could save a lot of money by studying their courses on-line, using the internet and email. (Bailey, 2006 : 15)

From the data (Bailey, 2006 : 15) explains that a cause-effect relations marked by the word *but* and it contains violated expectation. In the sentence that explains *the cost of travel and accommodation adds significantly to their expenses.*

Denial of Preventer

Data 15

Different people, however, tend to have different requirements, so that a 25-year-old just leaving university would be investing for the long term, whereas a 60-year-old who had just retired would probably invest for income. *Despite* these differences, certain principles apply in most cases. The first issue to consider is risk. In general, the greater the degree of risk in investment, the higher the return. (Bailey, 2006 : 8)

From the data (Bailey, 2006 : 8) explains that a cause-effect relations marked by the word *despite* and it contains denial of preventer. In the sentence that explains *..., whereas a 60-year-old who had just retired would probably invest for income.*

Contiguity Relations

Data 16

When Mary Graham went into hospital to have a new knee, she discovered a computer would be playing a big part in the operation (Bailey, 2006 : 19)

From the data (Bailey, 2006 : 19) explains that a contiguity relations marked which explain further and it contains occasion. In the sentence that explains *When Mary Graham went into hospital to have a new knee*. Then it continued to 2nd sentence which stated that *she discovered a computer would be playing a big part in the operation*

The summary of coherence that found in the book entitled Academic Writing : A Handbook for International Students (Second Edition) Stephen Biley is a number 11 data. Here is a table detailed the result of grammatical cohesion analysis:

Table 4.3

Coherence

No	Coherence	Sub Type	Data Summary
1	Resemblence Relations	Parallel	1 data
		Contrast	1 data
		Exemplification	1 data
		Generalization	1 data
		Exeption	1 data
		Elaboration	1 data
2	Cause-Effect Relations	Result	1 data
		Explanation	1 data
		Violated Expectation	1 data
		Denial of Preventer	1 data
3	Contiguity Relations	Occasion	1 data

Based on the table above, it can be understood that the book entitled *Academic Writing: A Handbook for International Students (Second Edition) created by Stephen Bailey* is a coherent discourse with the building elements of coherent tools as listed in the table. Coherence is divided 3 kinds. They are resemblence relations, cause-effect relations, and contiguity relations. For resemblence relations were found the word 'and' (parallel), 'but' (contrast), 'for example' (exemplification), 'in general' (generalization), 'however' (exception), and 'that is' (elaboration).

For cause-effect relations were found the word 'as a result & therefore' (result), 'because' (explanation), 'but' (violated expectation), and 'despite' (denial of the preventer). Then, the last is contiguity relations weren't found much because in data 16 (Bailey, 2006 : 19) just explain from the 1st sentence and 2nd sentence.

Conclusion

Based on the research conducted in Chapter IV and the discussion of cohesion and coherence analysis in the book entitled Academic Writing : A Handbook for

International Students (Second Edition) by Stephen Bailey, so it follows that can be inferred to Problem statement. The first topic deals with cohesion types and the second topic deals with coherence types.

There are four kinds grammatical cohesion and two kinds lexical cohesion. Grammatical cohesion includes : Reference, Substitution, Ellipsis, and Conjunction. Reference was found as much as 5 data, substitution was found as much as 3 data, ellipsis was found as much as 3 data, and there are several conjunction types include: additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction. Additive conjunction was found as much as 1 data, adversative conjunction as much as 1 data, causal conjunction was found as much as 1 data, and temporal conjunction was found as much as 1 data. Lexical cohesion includes : The type of reiteration and collocation. There are several type of reiteration include : repetition, synonym, superordinate, and general word. Repetition was found as much as 1 data, synonym was found as much as 1 data, superordinate was found as much as 1 data, and general word was found as much as 1 data. Then, collocation was found as much as 1 data.

There are three relations coherence and they are : Resemblence Relations, Cause-effect Relations, and Contiguity Relations. They are several Resemblence Relations kinds include : Parallel, Contrast, Exemplification, Generalization, Exception, and Elaboration. Parallel was found as much as 1 data, Contrast was found as much as 1 data, Exemplification was found as much as 1 data, Generalization was found as much as 1 data, Exception was found as much as 1 data, and Elaboration was found as much as 1 data. Therefore, there are several Cause-effect Relations kinds include : Result, Explanation, Violated Expectations, and Denial of Preventer. Result was found as much as much as 1 data, Explanation was found as much as 1 data, Violated Expectations was found as much as 1 data, and Denial of Preventer was found as much as 1 data. Therefore, Contigiuty Relation has only Occasion was found as much as 1 data.

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