Analyzing the Flow of Ideas in University Students' Cause and Effect Essay

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui kesatuan, koherensi, dan organisasi pada esai sebab-akibat yang dibuat oleh mahasiswa semester empat Program Studi Teknik Pengelasan di Politeknik Perkapalan Negeri Surabaya. Penelitian ini menggunakan analisis isi di mana tulisan esai mahasiswa dianalisis untuk mendapatkan data. Populasi terdiri dari empat kelas, masing-masing terdiri dari sekitar 30 mahasiswa. Proses pengambilan sampel dilakukan dengan memilih 3 esai secara acak dari setiap kelas, sehingga menghasilkan jumlah sampel sebanyak 12 esai. Hasil penelitian menunjukkan bahwa di antara 12 esai, 4 esai merupakan esai yang terpadu, dan 8 esai kurang terpadu. Esai yang terpadu memenuhi kriteria berikut; (1) pernyataan tesis yang jelas, (2) kalimat utama, (3) kalimat pendukung yang konsisten, (4) koherensi dan transisi, dan (5) paragraf penutup. Selain itu, di antara 12 esai, 4 esai dikategorikan sebagai esai yang koheren, 7 esai kurang koheren, dan 1 esai tidak koheren. Esai yang koheren dapat memenuhi kriteria berikut; (1) menggunakan kata benda dan kata ganti yang konsisten, (2) menggunakan tanda transisi yang tepat, (3) mengorganisasikan topik dalam urutan yang logis, (4) memiliki kesatuan, dan (5) menggunakan penghubung untuk menghubungkan ide dan paragraf. Namun, 11 dari 12 esai menunjukkan organisasi yang baik, yang terdiri dari pendahuluan, isi, dan penutup. Oleh karena itu, dapat disimpulkan bahwa sebagian besar mahasiswa mampu membuat esai sebab akibat dengan organisasi yang baik meskipun mahasiswa masih memerlukan bimbingan untuk membuat karangan yang padu dan koheren.

***Kata Kunci**: Esai, Sebab Akibat, Kesatuan, Koherensi, Organisasi*

ABSTRACT

This research was carried out to find out the unity, coherence, and organization on cause-and-effect essay composed by the fourth semester students of Welding Engineering Study Program in Politeknik Perkapalan Negeri Surabaya. This study employed content analysis in which students' essay writings were analyzed to gain the data. The population comprised four classes, each consisting of approximately 30 students. The sampling process involved randomly selecting 3 essays from each class, resulting in a total sample size of 12 essays. The findings showed that among 12 essays, 4 essays were unified, and 8 essays were less unified. The unified essays fulfilled the following criteria; (1) clear thesis statement, (2) topic sentences, (3) consistent support, (4) coherence and transition, and (5) concluding paragraph. In addition, among the 12 essays, 4 were categorized as coherent, 7 less coherent, and 1 incoherent. The coherent essays could accomplish the following criteria; (1) using consistent nouns and pronouns, (2) using proper transition signals, (3) organizing topic in a logical sequence, (4) having unity, and (5) using connectors for linking ideas and paragraph. Nevertheless, 11 out of 12 essays showed that they had good organization, which consisted of introduction, body, and conclusion. Therefore, it can be concluded that most of students are able to compose cause and effect essay in well organized even though students still need guidance to compose unified and coherent essay.

***Key words**: Cause and Effect, Essay, Coherence, Organization, Unity*

INTRODUCTION

Writing is a kind of communication that allows the writer to transmit their thoughts and ideas to the reader without direct interaction. Proficiency in writing is a crucial linguistic skill that university students must possess. Students frequently employ writing skills in lectures, specifically for tasks such as composing lecture assignments and practicum reports. Thus, having good and practical writing skills enables pupils to articulate their thoughts and communicate their ideas with greater freedom and effectiveness.

According to Hyland (2002), writing enables the writer to share meaning and understanding. Writing forces writers to communicate concepts, scientific investigations, and even artistic creations, thereby facilitating readers' comprehension of the writer's perspectives and insights. The writing method might additionally assist writers in elucidating their thoughts. Writing ideas in a written format stimulates writers to refine their arguments and enhance information organization.

Proficiency in writing is a crucial element of higher education that must not be overlooked. In line with this statement, writing effectively using standard written English is essential in higher education, where proficiency with written communication is considered a critical student learning outcome (Sparks et al., 2014). Students must create well-structured, unified writing, mainly when producing academic tasks like essays, articles, and research reports. Nevertheless, not all students possess proficient writing abilities. Many individuals encounter challenges while attempting to articulate their ideas and thoughts in written form, both in Indonesian and English. This can affect their ability to progress academically and lower the standard of their written work.

Writing difficulties can be caused by various factors, including ignorance of proper structure and grammar, insufficient writing experience, or a lack of interest in writing. Harmer (2004) states that the difficulties students face are the organization problems caused by students' inadequacy of language forms, structures, and grammar. Another problem encountered by Latupeirissa & Sayd (2019) is most of learners make errors in the use of group verbs, the use of prepositions, the use of articles, and also conjunctions, and the last is the use of subject-verb agreements. It is similar to the statement from Prihandani (2023): students committed various types of grammar, and they have limited knowledge of English grammar and vocabulary.

Furthermore, the impact of foreign languages on students' writing abilities can be significant, particularly concerning the utilization of vocabulary and sentence structures dissimilar to those found in the target language, Indonesian. They tend to use their own first language as much as possible to write a text assigned as they were not impressed with the writing activity (Prihandani, 2023). Therefore, gaining a deeper understanding of this issue and devising an appropriate assessment to enhance student's writing abilities is essential.

When it comes to language acquisition, it is crucial to comprehend and examine the common mistakes made by students in their writing abilities. Therefore, the development of more efficient learning procedures can enhance their writing skills. Examining linguistic faults in students' writing abilities can serve as an initial stage in crafting educational approaches that are more tailored to the specific requirements of students in enhancing their writing proficiency.

The first study, research on an analysis of paragraph writing abilities has been carried out by various experts. Munawarah (2019) conducted research to analyze the unity and coherence in paragraph writing. This study reports that the analysis of paragraph writing revealed that out of 10 student products, 2 had complete unity, 7 were incomplete, and 1 lacked unity. Regarding coherence, 5 students had coherent paragraphs, 2 were incomplete, and 3 were without coherence.

The second study, Rahman (2022) investigated the organization of paragraphs (topic sentences, supporting sentences, and concluding sentences), developing ideas, and linking phrases in paragraph writing. The result of this study is that 40 student paragraphs showed that 14 were well-organized, while 26 lacked organization. Regarding idea development, 26 paragraphs demonstrated developed ideas, while 14 did not. Students mainly used descriptive paragraphs (24), followed by fact or opinion (12), comparison and contrast (1), and problem and solution (3). Additionally, the research identified paragraph types as addition (1), cause and effect (19), clarification (2), illustration (10), and

intensification (1). Notably, 12 paragraphs did not use linking phrases, and 2 types were not used by students.

While Munawarah (2019) and Rahman (2022) examined several elements of paragraph composition, such as unity, coherence, organization, and the utilization of linking phrases, this study distinguishes itself by specifically investigating the cause-and-effect essays of fourth-semester students. Munawarah's research focused on the examination of unity and coherence, whereas Rahman's research explored the structuring of paragraphs, the development of ideas, and the connection of words. This study seeks to thoroughly analyze the detailed analysis of unity, coherence, and organization of cause-and-effect essays by fourth-semester university students. By doing so, it hopes to address a gap in the existing literature that lacks research specifically focused on this particular set of students.

Based on the description of the background of the problem above, this study aims to (1) explain the unity in essay writing written by fourth-semester university students, (2) explain the coherence in essay writing written by fourth-semester university students, and (3) describe the essay organization found in the essay writing made by the fourth-semester student.

LITERATURE REVIEW
Essay Writing

According to Oshima & Hogue (2006), writing is a complicated process involving generating ideas, organizing thoughts, and expressing them coherently and structured. This process starts by generating innovative concepts, arranging thoughts in a logical framework, and articulating ideas using concise and well-organized words. By combining all these procedures, writers can generate significant, readily comprehensible literature. Essay writing is a structured form of writing that aims to present ideas, argue a point, or discuss a topic in detail (Oshima & Hogue, 2006). Every essay organizing pattern, such as comparison/contrast, argumentative, descriptive, or cause and effect, has one specific goal and helps effectively communicate the writer's ideas and findings to the reader. For an essay to be effective, it is essential to have both unity and coherence.

Unity in Essay

Unity in writing is the connection of all ideas to a single topic (Zemach & Rumisek,

2005). For an essay to maintain unity, it must start with a clear thesis statement in the beginning to remain cohesive. In an essay, unity is achieved when each paragraph discusses a specific point that ties back to the essay's thesis statement, ensuring all parts of the essay work together to support its main argument (Oshima & Hogue, 2007). Furthermore, the introduction, body paragraphs, and conclusion should all contribute to the overall thesis, with a subtopic of the primary theme being explored in each body paragraph.

According to Oshima & Hogue (2007), in order to examine unity in an essay, consider the following components:

(1) Clear Thesis Statement: Ensure the essay's start contains a clear thesis statement outlining the essay's primary contention.
(2) Topic Sentences: Ensure the first sentence of each paragraph contains a topic that directly connects to the thesis statement.
(3) Consistent Support: Analyze each paragraph to see if it offers evidence that directly addresses the topic sentence and, hence, the thesis statement. Supporting details should be relevant and contribute to developing the essay's main argument.
(4) Coherence and Transition: Look for the use of transition signals and cohesive devices within and between paragraphs.
(5) Concluding Paragraph: The conclusion should effectively summarize the essay's main points.

The essay's coherence may be evaluated through a comprehensive analysis of these components, guaranteeing a consistent and targeted argument throughout.

Coherence in Essay

Coherence is related to unity (Zemach & Rumisek, 2005), and coherent ideas are arranged logically and understandably. The reader can easily understand the main points when a text is unified and coherent. According to Oshima & Hogue (2007), the coherence of an essay ensures the logical and seamless integration of all its components, resulting in an easily comprehensible and readable essay. Attaining coherence necessitates the implementation of certain fundamental practices:

(1) Use of Consistent Nouns and Pronouns: Using nouns and pronouns consistently throughout the essay helps to keep a clear subject emphasis and minimizes reader misunderstanding.
(2) Transition Signals: Using transition signals

is essential for expressing the connections between concepts and leading the reader in a logical progression from one point to another.

(3) Logical Order: Organizing topics in a logical sequence, such as chronological order or importance, improves essay cohesion.

(4) Paragraph Unity: Each sentence should contribute to the development of the main idea that supports the essay's thesis, which should be the focus of each paragraph.

(5) Linking Ideas and Paragraphs: Transitions between paragraphs are crucial for preserving consistency, guaranteeing that every section of the essay contributes to the advancement of the thesis.

By focusing on these elements, an essay can achieve coherence, making it easier for readers to understand and engage with the text

Cause and Effect Essay

As stated by Oshima & Hogue (2007), cause and effect are critical concepts in writing and analysis that help explain why things happen (the cause) and what happens as a result (the effect). In a cause-and-effect essay, there are two commonly used organizational patterns, block and chain organization. In block organization, all information about one subject or group of subjects is presented first, followed by all the information about the other. However, in chain organization, each paragraph talks about a different or similar aspect of the two topics. This method swaps points about the first subject for similar points about the second subject, making a "chain" of points that switch places.

Organization in Cause-and-Effect Essay

According to Oshima & Hogue (2007), to assess organization in a cause-and-effect essay or paragraph, follow these steps:

(1) Identify the Thesis Statement: Specify whether causes, effects, or both are the main focus to determine if the thesis statement makes a cause-and-effect connection obvious.

(2) Examine the Structure: Check if the essay uses a block organization (discussing all causes first, then all effects) or a chain organization (alternating between individual causes and their direct effects).

(3) Look for Transition Signals: Transition signals such as "because," "therefore," "as a result," and "consequently" are key indicators of cause-and-effect relationships.

(4) Evaluate Paragraph Unity and Coherence: Every paragraph should concentrate on a single, closely related cause or effect to the thesis. The clear and logical structure depends on coherence, which is attained by the regular use of pronouns, nouns, and transition signals.

(5) Assess the Logical Order: Causes and effects should be presented logically (e.g., chronological order, order of importance) that supports the essay's overall argument.

The structure of cause and effect in writing can be successfully analyzed by following these procedures, guaranteeing that the connections between causes and consequences are expressed logically and obviously.

METHODS

This study employed content analysis, which is a research methodology used to examine written or visual resources to determine specific qualities of the material (Ary, Jacobs, & Sorensen, 2010). The materials examined may encompass textbooks, newspapers, online pages, speeches, television shows, commercials, musical creations, or several other forms of documents. Thus, the research examined information about unity, coherence, and organization in cause and effect essay writing. The study specifically targeted 4th-semester students enrolled in the Welding Engineering Study Program who were undertaking English 2. The population comprised four classes, each consisting of approximately 30 students. The sampling process involved randomly selecting 3 essays from each class, resulting in a total sample size of 12 essays. The researcher used a code to show the data to the reader. The code used is as follows:

ThS: Thesis Statement
TS: Topic Sentence
TS2: Topic Sentence on Paragraph 2
TS3: Topic Sentence on Paragraph 3
TS4: Topic Sentence on Paragraph 4
RT: Restate Thesis
SS: Supporting Sentence
SS1: Supporting Sentence 1
SS2: Supporting Sentence 2
SS3: Supporting Sentence 3
etc.

By using this code, the data were seen clearer. It helped the readers understand the analysis of the essay easier. The researcher also adapted a formula to identify the unity, coherence, and organization of the essay. The

table below shows the rubrics used to analyze unity, coherence, and organization based on the criterion (Dwijayanti & Purnama, 2020).

Table 1. The rubric for assessing the unity of the essay

Unified	Less Unified	Not Unified
Essay 100% fulfill the criteria	There are 60% of the essay fulfill the criteria	There are only 20% of the essay that fulfill the criteria.

Table 2. The rubric assessing the coherence of the essay

Coherent	Less Coherent	Incoherent
Essay 100% fulfill the criteria	There are 60% of the essay fulfill the criteria	There are only 20% of the essay that fulfill the criteria.

Table 3. The rubric assessing the organization of the essay

Good	Moderate	Poor
Essay 100% fulfill the criteria	There are 60% of the essay fulfill the criteria	There are only 20% of the essay that fulfill the criteria.

A fulfillment rate of 100% indicates that every criterion was met in the essay. Conversely, a fulfillment rate of 60% indicates that only three to four coherence criteria were satisfied. Lastly, a 20% deduction indicates that the essay failed to meet any criteria, with only one to two criteria satisfied.

RESULTS AND DISCUSSION
Unity of The Essay

Based on the content analysis on the unity of the 12 students' essays, it was found that 4 out of 12 essays were unified, and 8 of them were less unified. The 4 essays were categorized as unified since they fulfilled all of the 5 categories proposed by Oshima & Hogue (2007); (1) clear thesis statement, (2) topic sentences, (3) consistent support, (4) coherence and transition, and (5) concluding paragraph. Additionally, the existing topic sentence on each paragraph have to connect and support the thesis statement to make the essay unified. For example, just like what Student 6 wrote as follows:

ThS: *"There are a lot of welding defects causes by low current of welding process, for example slag inclusion, overlap, and incomplete fusion"*

That thesis statement was supported by interconnected topic sentence on each paragraph as follows;

TS2: *"The first welding defect causes by low welding current is slag inclusion"*

TS3*: "The second welding defect causes by low welding current is overlap"*

TS4: *"The third welding defect causes by low welding current is incomplete fusion"*

RT: *"Low welding current makes a lot of welding defect such as slag inclusion, overlap, and incomplete fusion"*

Besides that, an essay could be categorized as unified when all the supporting sentences on each paragraph correlate to the topic sentence on that paragraph. In another word, the essay depicts connection of all ideas to a single topic (Zemach & Rumisek, 2005). It means that the details of the essay support the topic sentence to create a single topic. Here is the example by student 6;

TS3: *"The second welding defect causes by low welding current is overlap"*

SS1: *"Overlap is a defect where the filter material at the weld's toe covers the metal without fusion between weld metal and base metal".*

SS2: *"In this case, the weld pool flows excessively and extends beyond the toe".*

SS3: *"Low welding current can also result in a lack of welding heat to melt the welding metal".*

SS4: *"As a result, the welding metal may have a high enough viscosity to flow well between the surfaces to be joined and the metal flow solidifies"*

The writing above shows that to create unity in an essay, all of the topic sentences on the body paragraph and the conclusion have to support the thesis statement. Moreover, the supporting sentences on each paragraph have to be relevant to the topic sentence on that paragraph as well. By having the connection among all of the sentences on the essay, it can be said the essay is unified since the ideas that depict on its sentences create a single topic (Zemach & Rumisek, 2005).

On the other hand, there were 8 out of 12 students' essays which less unified. The first factor that made the essay had less unity was the unconnected between thesis statement and the topic sentence on one or all of the paragraphs, such as presented as follows;

ThS: "*The process of welding can cause pollution such as toxic gasses that can cause many respiratory problem, lot of waste that can't be recycled, and consumption of excessive energy and fresh water*"

TS2: "*Additionally, hazardous waste such as metal scraps, metal dust, and chemicals used in the welding process can also contaminate the soil and water around the welding site*"
(Student 8)

From the data above, it could be seen that topic sentence on paragraph 2 did not support the thesis statement. Based on the thesis statement, the topic sentence on paragraph 2 should be about "*waste that can't be recycled*". However, in fact, Student 8 wrote about the hazardous waste that can contaminate the soil and water. These unconnected ideas made the essay less unified since the topic sentence did not provide the support to create a unity in the essay. This condition against the second criteria of unity proposed by Oshima & Hogue (2007) about topic sentence that should contain a topic that directly connects to the thesis statement.

Another thing that made the essay had less unity was the irrelevant supporting sentence(s) to its topic sentence. Student 2 wrote:

TS2: "*Environmental factors during the welding process can significantly lead to porosity*"

SS4: "*Travel speeds that are too fast can also disrupt shielding gas coverage, leading to porosity*".

Furthermore, another example of student's writing that showed unrelated ideas between the topic sentence and its supporting sentence was as follows;

TS3: "*Weather conditions significantly influence the underwater welding process, affecting the quality and success of the weld*".

SS5: "*Surojo et al. (2021) expanded on this by stating that increasing water flow rate results in a more pronounced acicular f errite microstructure and finer grains in the heat-affected zone (HAZ)*".
(Student 4)

Those two examples of students' writing show that the supporting sentence provided were not connected to the topic sentence. Any kinds of sentence(s) that written down as supporting details, including citation have to connect and

support the topic sentence. It should be 'consistent support', means that each sentence on each paragraph offer evidence that directly addresses the topic sentence and, hence, the thesis statement (Oshima & Hogue, 2007).

Coherence of The Essay

Based on the data analysis on the coherence of the 12 students' essays, it was found that 4 out of 12 essays were coherent, 7 essays were less coherent, and 1 essay was incoherent. The 4 essays were categorized as coherent since fulfilling the following criteria; (1) using consistent nouns and pronouns, (2) using proper transition signals, (3) organizing topic in a logical sequence, (4) having unity, and (5) using connectors for linking ideas and paragraph (Oshima & Hogue, 2007).

First of all, here is the example of student's writing that organizing the sentences in a logical sequence.

ThS: "*There are three examples of health risks that can occur when welders are exposed to light rays during welding, such as temporary blindness, cataracts, and skin cancer*".

TS2: "*Firstly, temporary blindness, also known as "arc-eye" or "welder's flash," occurs when the welders' eyes are directly exposed to strong UV light during the welding process.*

SS1: "*The symptoms of arc-eye include a warm sensation, irritation, and a gritty feeling in the eyes, often accompanied by increased tear production*".

SS2: "*To address temporary blindness, welders need to immediately stop welding and rest their eyes*".

SS3: "*According t Setiawan (2016) "One experiences temporary blindness due to exposure to very bright visible light, commonly known as flash blindness*".

SS4: "*Flash blindness occurs because visual pigments turn white after exposure to bright light. These pigments whiten, forming a scotoma or temporary blindness area in the person's field of vision (Siswanto in Setiawan D, 2016)*".
(Student 5)

The example of student's writing above shows the coherence since all of the sentences on paragraph 2 flowed smoothly and logically from the beginning to the end to support the topic sentence on that paragraph which also support the thesis statement. It also shows the unity since

the supporting sentences supported the topic sentence, and the topic sentence also connected to the thesis statement to create one single idea.

Next, an essay could be categorized having coherence when it is unified (Oshima & Hogue, 2007). Here is the example of student's writing where the last paragraph of the essay connected back to the thesis statement to create unity. The concluding paragraph restate the thesis and review the proof to support the thesis statement.

ThS: "*Here are the 3 factors that are most likely to cause underwater welding failure, including lack of equipment use, bad weather, and decompression pressure.*"

Concluding Paragraph: "*In conclusion, underwater welding failure is influenced by various factors; lack of equipment, bad weather, and pressure decompression experienced by the welders. Overcoming these factors requires a comprehensive approach that integrates technical expertise, operational experience and careful planning. By reducing risks and implementing effective strategies,stakeholders can improve the safety, efficiency and quality of underwater welding operations, thereby minimizing the incidence of weld failures and maximizing project success in challenging underwater environments*".

By organizing the sentences in a logical order starting from the beginning until the end of the essay, readers are easy to follow the ideas of the writer. It provides readers with a sense of logical movement that can reduce the misunderstanding. That is why the interconnected ideas in logical order from thesis statement until the conducing sentence on the last paragraph is really important.

Besides that, coherence could be seen in the use of proper transition words, connectors, and also the repetition of key noun or idea thorough the essay (Oshima & Hogue, 2007). Here are the students' writings on the use of transition words, connectors, and repetition of key noun or idea;

Student 1: "*There are several effects that occur **due to** crack in the material, such as decreased material strength, increased brittleness, and decreased corrosion resistance*"

"***Therefore**, it is important to recognize that material's strength is the foundation of welding results that cannot be ignored*".

Student 2: "*Inadequate protective gas coverage can **lead to** oxidation of the molten metal, **resulting in** the formation of gas bubbles within the weld*".

Student 3: "*In addition to causing eye irritation, direct contact with welding fumes can **result in** eyestrain, known as conjunctival irritation*"

Those are the examples of students' writings that used proper transition and connectors for cause-and-effect essay. Based on Learning, n.d., there are several transition and connectors that commonly used in cause-and-effect essay, such as; as a consequence, as a result, because, due to, lead to, furthermore, in addition, therefore, and many more.

In addition, for the repetition of key noun or idea, it could be seen from the writing by Student 6 as follows;

"*The first welding defect causes by low welding current is **slag inclusion**. **Slag inclusion** is a common welding defect that occurs when **slag** gets stuck inside the weld metal. This is an unfavorable condition that creates performance issues down the line (Jeff Grill.,2024). **Slag** is a waste product that is removed from the process. Low welding current can cause the hot temperature not to be reached to completely melt the metal and **slag**. As a result, **slag** can become trapped in the welding metal and base metal. How to find out **slag inclusion**, can use non destruction test, for example visual test, penetrant test, magnetic particle test, radiography test, and ultrasonic test*".

The key noun in the example above is "***slag***". This key noun is repeated several times to connect the ideas between and within sentences in the paragraph and, in essays, from one paragraph to the other paragraph. Repetition itself helps readers stay focused on the ideas being proposed by writer. The repetition of key nouns is one way to achieve coherence in writing (Oshima & Hogue, 2006).

However, there were 7 essays that less coherent, and 1 was incoherent. The essays that categorized as less coherent and incoherent were based on rubrics that adapted from Dwijayanti & Purnama (2020). Additionally, the criteria were adapted from Oshima & Hogue (2007). Therefore, when an essay was categorized as less coherent or incoherent means that it could only fulfill either 60% of the criteria or 20% of the criteria as follows; (1) using consistent nouns and pronouns, (2) using proper transition signals, (3) organizing topic in a logical

sequence, (4) having unity, and (5) using connectors for linking ideas and paragraph (Oshima & Hogue, 2007). Here is the student's writing that could not show its coherence:

"SMAW (Shield Metal Arc Welding) is welding that uses a wrapped electrode which melts and also becomes a filler material. In SMAW welding there are several defects that can occur because welder don't pay attention to several things, one of the defects names is porosity. Porosity is an air cavity trapped in the weld.

One of the causes of porosity is the electrode is wet. Electrode humidity occurs because the electrode is exposed to liquid or has a storage area that has an unstable temperature, resulting in humidity. This can be anticipated by storing the electrodes in a specially designed storage area. Or when the electrodes are damp, we can put them in the oven, so that the water content / temperature of the electrode returns to normal.

Another thing that can cause porosity in welding results is the surface of the workpiece being contaminated. Before welding we must clean the surface of the workpiece from everything, such as oil, dust, water so that none of these objects get trapped in the weld and cause porosity.

Then one thing that can cause porosity is welder lack of experience when carrying out welding practices. this happens because the distance between the electrode and the workpiece is too far or too close. So, it can cause air to enter the melted electrode if it is too close and if it is too far besides it can cause Porosity can also cause spatter. this can be prevented by continuous practice to get the right feeling when welding.

By paying attention to these factors and ensuring optimal welding conditions. such as maintaining electrode humidity, cleaning the electrode surface well, and arranging the correct distance between electrodes. porosity in the weld results can be minimized." (Student 11)

From the example above, it could be seen that there is no the thesis statement on that essay, therefore it is not clear what the essay is talking about. It means that there is no unity on the essay since the topic sentence on the body paragraph have no 'reference' that is used as main idea on the whole essay. Even though that essay has repetition of nouns '*porosity*', it is still unsure that '*porosity*' is the main topic of this essay since it did not have clear thesis statement.

Organization of The Essay

Based on the data analysis, most of the students' essays (11 essays) were having good organization in which the essays consisted of introduction, body, and conclusion as mentioned by Oshima & Hogue (2007) that good essay has three parts namely introduction, body, and conclusion. In introduction, it was found the thesis statement that told the main idea of the whole essay. In the body, it was found the paragraphs that support the thesis statement. The paragraphs consisted of topic sentence, its supporting sentences, and concluding sentences. While on the conclusion, it was found the restate thesis which emphasizing the thesis statement and writer's suggestion, opinion, or prediction related to the topic being written. Among those 11 essays, 6 were focusing on causes, while 4 were focusing on effects. However, there was 1 essay that had poor order or organization since the essay did not provide clear order.

CONCLUSION

This study investigated the unity, coherence, and organization in cause-and-effect essay composed by welding engineering students on the fourth semester. There were 12 essays being analyzed using content analysis. Among 12 essays, 4 essays were unified, and 8 essays were less unified. The unified essays fulfilled the following criteria; (1) clear thesis statement, (2) topic sentences, (3) consistent support, (4) coherence and transition, and (5) concluding paragraph. While the less unified essays only fulfilled 60% of those criteria. In addition, among the 12 essays, 4 were categorized as coherent, 7 less coherent, and 1 incoherent. The coherent essays could accomplish the following criteria; (1) using consistent nouns and pronouns, (2) using proper transition signals, (3) organizing topic in a logical sequence, (4) having unity, and (5) using connectors for linking ideas and paragraph. Nevertheless, most of essays (11 out of 12) showed that they had good organization, in which the essays consisted of introduction, body, and conclusion.

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