THE ORGANIZATION OF STUDENTS' JOURNALS

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ABSTRACT

All language skills, including writing requires practices. One of the writing practices is writing journals. Of the challenging practices is organizing ideas. Although the students are good at grammar, vocabulary, mechanics, and idea development, they can be in difficulties in organizing their ideas. The purpose of this study is to describe the organization including coherence and unity of journal writing. The data sources of this study are 76 journals written by the third semester students of an English Department in Surabaya. The data were collected from Schoology since the students submitted all the journals in Schoology. The findings showed that most of the journals written by the students were organized completely consisting of orientation, sequence of events and re-orientation chronologically. The findings also showed that the students tended to use grammatical cohesion rather than lexical cohesion to achieve coherence. Lastly, the journals written by the students were mostly unified in which each paragraph has a main idea supporting ideas.

Keywords: Journals, Organization, Coherence, Cohesion, Unity.

INTRODUCTION

English is now considered as the world's lingua franca. As an international language of business, commerce, science, medicine, and many other fields, English is learned in all countries. That English is an international language in Indonesia is also due its wide usages in these fields (Lauder, 2008). Indeed, primary school students in big cities start to learn English. At junior high schools, Indonesian students learn English the four language skills : reading, listening, speaking, and writing.

It is widely understood that spoken language differs in some aspects from written language. Spoken language tends to be unplanned, informal, and directed to a limited number of receivers while written language tends to be well-planned and the writers can polish their writing to be communicative, aesthetic, and formal. Spoken language is commonly and normally used for daily communication while written language is argued to be intricate and complicated because of its extensive rules (Alsaawi, 2019). Very often, productive spoken language (i.e., Speaking) is considered more interesting to learn than productive written language (i.e., Writing).

Considering its characteristics, Langan (2008) suggests to teach writing with practices; the more students practice the better their writing would be. Further, Langan (2011) argued that keeping a daily or almost daily journal can be a great way to practice writing. By writing a journal routinely, the students would get some benefits. Journal writing is the potential for positive reinforcement (Orem, 1997). Journal writing provides strong potentialities for understanding and thinking of the social process that occurred in the classrooms. (Dincel & Savur, 2018) found that the candidate teachers who kept writing a journal developed their writing ability.

There are a lot of elements in writing. They are content, language use, organization, vocabulary, and mechanics. Fareed et al. (2016) found that students who had low linguistic proficiency (grammar and vocabulary),

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limited ideas, and weak structure organization faced difficulties in writing. Even, Harjanto (2014) claimed that although the writers had information and knowledge about a language, they could not write effectively if they did not know how to organize coherent and unified ideas. Arranging coherent and unified ideas could be challenging for learners of English.

All paragraphs should be coherent and unified. Poudel (2018) argued that ideas in a text must be grammatically and contextually related to be comprehensible. For the readers, grammatical and lexical devices help them to comprehend the text; and, for the writers, such devices are helpful to indicate the ideas development. Although, coherent and unified texts can be achieved through non-linguistic devices, grammatical and lexical devices must be first learned by students learning to write.

At the university level, the students, especially the English Department students, are expected to be able to write coherent and unified texts. Organizing ideas using essential properties of texts are crucial for students to learn writing so that their essays are comprehensible. Harjanto (2011, 2014), Fareed et al. (2016), and Karjono (2020) claimed that students had difficulty to develop and organize ideas. Many students often had difficulties in organizing ideas in coherent and unified texts.

To help students to write comprehensible texts, English Education Departments in Indonesia offer writing courses. Writing courses are graded according to the level of difficulty and offered in different semesters. Recounts, narratives, (auto)biographies, news items, reports, and descriptions are offered after writing basic paragraphs and five-paragraphs short essays. In Writing courses, the students learn and practice writing both inside and outside the class. The students are given two kinds of assignments: classroom assignment and home assignment. Classroom assignment is done in the classroom individually and in group. The home assignment is done outside the classroom like writing journals. Each student should write 6 journals in one semester. This means the students should write one journal in two weeks.

This study investigates the organization, coherence, and unity of the journals written by the students taking Writing about Recounts and Narratives. The organization, coherence, and unity are stated as the values of good writing. These values were taught and practiced inside and outside the classrooms. The study was limited to the journals as the home assignments. The journals were not scored but commented and appreciated by the teacher. In other words, the journals were the reinforcement of the students' knowledge got in the classroom.

REVIEW RELATED LITERATURE

Recount and Journal Writing

Recount texts tell orderly series of past events and evaluate their significance in some way. The purpose of a recount text is to retell an event to the reader (Siahaan & Shinoda, 2008). As other types of texts, a recount text has a generic structure consisting of an orientation, a record of events, and a re-orientation (Hyland, 2003; Anderson & Anderson (2003). The orientation tells the who, when, and where or the background information of the topic. The record of events chronologically present the activities or events of the text. In this body paragraphs, the writers express their feelings, comments and opinions about the topic. The reorientation is a summary of the whole text; it is a closing statement that includes elaboration, personal comments or evaluation. Hyland (2003) mentioned that a reorientation ends the sequence of events.

According to Hiemstra (2001), journal writing is a means for recording personal thoughts, daily experiences, and developing insights. It helps learners of English to develop their habit of thinking on paper and

enable them to make writing a familiar part of their life (Trong Tuan, 2010). Moreover, journals are forms of self-report that allow learners to record their thoughts, feelings, achievements, and problems, their impressions of other people (Hogue, 2008). In conclusion, journal writing is a text which tells about the writer's event, the writer's feeling and the writer's opinion about something that have happened.

Any essay, including journal writing has several parts. Oshima & Hogue (2006) mentioned that an essay has three main parts: introductory, body, and concluding paragraphs. Further, they explain that the organization of an essay is the same as the organization of a paragraph. Once, learners of English can write an English paragraph correctly, they may not be in difficulties writing an essay. According to Harjanto (2011), an introduction paragraph consists of two main parts, the background of the topic and a thesis statement. A thesis statement of an essay has a function to name the specific topic and gives the reader a general idea of the essay. The body paragraphs usually consist of more than one paragraph explaining the details of the introductory paragraph. The conclusion is a summary or review of the main points discussed in the body paragraphs. Not only summary or review, but the concluding paragraph also consists of the writers' opinion.

Coherence and Unity

The flow of ideas in an essay should be smooth and continuous, it should have a value of coherence. Coherence could be achieved through cohesion, a way of putting sentences in an essay so that the paragraphs can stick together by using transition signals This research used cohesive devices to find coherence. Halliday and Hasan (1976) classified cohesion into two: grammatical and lexical cohesion. Grammatical cohesion includes reference, substitution, ellipsis, and conjunction while lexical cohesion includes reiteration (repetition, synonym, antonym, meronym, hyponym) and collocation.

Halliday and Hasan (1976) explained that reference is used to refer an element in the text. There are two environments in any text: the non-linguistic environment (the context), one which relates to the total text, and the linguistic environment, (the co-text) one which accompanies the linguistic unit under focus. Both context and co-context have crucial roles for reference. The environment in which the presupposition is identifiable determines whether the reference is endophoric relation (endophora) or exophoric relation (exophora) (Bloor & Bloor, 2013). Naturally, exophoric reference never has a linguistic reference because its reference can only be found in the external environment or real situation. Exophora reference mostly occurs in oral communication. On the other hand, endophora reference lies within the text itself, it is often found in the written text. Endophora reference is classified into two classes: anaphora and cataphora. Paltridge (2012) stated that anaphoric reference is a word or phrase that refers back to another word or phrase used earlier in the text while cataphoric reference is a word or phrase that refers back to another word or phrase used later in the text. For example:

*Sarah went to the party. **She** sat with Wenny. (anaphora)*

*As soon as **he** arrived, Josh visited his parents (cataphora)*

Substitution occurs when an item is replaced by another item in the text to avoid repetition (Halliday & Hasan, 1976). Replacement can be nominal, verbal, and clausal. Nominal substitution is a noun or a nominal group substituted with another noun, such as . *one, ones,* and *the same*. Verbal substitution involves substituting a verb or a verbal group with another verb. The verb element used to replace items in this type is *do*. Clausal substitution is substituting clauses by *so* or *not*.

Ellipsis is the omission an unnecessary item that has been mentioned earlier in a text or a sentence (Halliday & Hasan, 1976). Ellipsis is the omission of a word or part of a sentence. When an ellipsis occurs, the item that is omitted from the structure of the text is still understandable. (Halliday & Hasan, 1976: 146) provide an example of ellipsis:

This is a fine hall you have here. I've never lectured in a finer (hall).

Conjunctions are linking devices between sentences or clauses in a text. Different from the other grammatical devices, conjunctions express the logical-semantic relation between sentences rather than between words and structures (Halliday & Hasan, 1976). Conjunctions are divided into four types: additive, adversative, causal, and temporal. Additive conjunctions connect units that share a semantic similarity. Adversative conjunctions are used to express contrasting results or opinions. Causal conjunctions introduce results, reasons, or purposes. Temporal conjunctions express the time order of events.

Lexical cohesion results from semantic relationships between words. Lexical cohesion links word and word or phrase and phrase within a text. Halliday and Hasan (1976) classified lexical cohesion based on the type of dependency relationship that exists between words. Broadly, lexical cohesion includes two types: reiteration and collocation. According to Morris & Hirstt, (1991), reiteration includes identity of reference or repetition of the same word and the use of super-ordinates (hyponymy and meronymy).

Repetition is just the simple repetition of a word, within a sentence or a poetical line, with no particular placement of the words. Synonymy is two or more words with very closely related meaning or the same meanings. Antonymy is a word that is in some sense opposite in meaning. Hyponymy refers to items of 'general-specific' or 'an example of' relationship (Paltridge, 2012: 119), such *vehicle is the co-hyponym of car*. Meronymy is a 'whole-part' relationship between items, it is the relation that deals with how parts of words, or word meanings, are related, for example, *nose* as a meronym of *face*.

Collocation combines vocabulary items that co-occur together. The combinations include adjectives and nouns such as, *fried chicken*, verbs and nouns such as, *save the time*, and other items such as, *boy* and *girl* (Paltridge, 2012). Collocation brings an extension to the basis of the lexical relationship that features a cohesive force and indicates cohesion between any pair of lexical items that relate to each other in some recognizable lexico-semantic (word meaning) relation.

Coherence deals with how ideas of the writers are connected and flow together smoothly. It is not limited to words or structures (Yule, 2008). To achieve coherence, writers can use linguistic and/or non-linguistic devices. Coherence has an important role for creating unity between or among ideas in the text. Without coherence, a set of utterances cannot form a text, no matter, how many cohesive ties appear between the utterances. As explained in the previous, the unity of the text can be built through the use of cohesive devices that connect ideas from one sentence to the other or from one paragraph to the other.

Coherence and unity play important roles to make a good essay. Besides cohesive devices, unity in writing requires a writer to connect all ideas in a paragraph to a single topic, i.e., all the supporting sentences should relate to the topic sentence. To be unified, a paragraph discusses one and only one main idea from beginning to end (Oshima & Hogue, 2006).

RESEARCH METHOD

This study analysed the organization of journal writing by students of an English Department in Surabaya. According to Paltridge (2012), texts are typically organized and presented in terms of layout and format. In this research, the researchers investigated the organization, coherence, and unity of the English Department students' Journals. The sources of the data were 76 journals written by the 3rd semester students. The students were free to write their journals. They submitted the journals through Schoology before the deadline.

The researchers were the main instruments of this research. They used their background knowledge about organization, unity, and coherence of a journal to interpret the result. The researchers were equipped with evaluation forms including a checklist of organization, coherence, and unity of journal writing.

The data were analysed as follows. First, reading the journals to understand the contents and the organization of the journals was done. The focus of attention was given to whole organization of the journals and how the ideas of the journal were written. Second, coding the elements of the organization of the journal to categorize each part of the journal into its generic structure. The coding labels were addressed to the orientation, the sequence of events, and the re-orientation. Next, the parts of the journals were put in the prepared table. After coding, analyses on coherence and unity of the journals were done. An essay, including journal writing, could achieve coherence through grammatical cohesion including reference, substitution, ellipsis and conjunction, and lexical cohesion including repetition, synonym, antonym, hyponym, metonymy, and collocation. The journals were analysed using cohesive devices: grammatical and lexical devices. The unity of the journal was analysed by identifying the main idea and supporting sentences of each paragraph in the body (sequence of events). Both implicit and explicit main ideas and their details were put on a table. Finally, the percentage of journal organization, coherence, and unity were put in the form of a percentage on a table.

FINDINGS AND DISCUSSION

The organisation of Journals

All texts are organized in such a way to make it readable. As a recount text, the journals under study were analysed based on three parts, they are the orientation, the sequence of events, and the re-orientation. Each of them has its functions and characteristics. Orientation is like an introduction. It presents the background of the story that is going to be told by the writer. The sequence of events is the situations happen in the story chronologically. And, the re-orientation is the summary and opinion of the story that may contain the writer's wishes and plans in the future.

Table 1. Variations of Journal Texts

Variation of Journal Text	Frequency	Percentage
Orientation → Sequence → Re-orientation	58	76.3%
Orientation → Sequence	12	15.8%
Sequence (only)	4	5.3%
Sequence → Re-orientation	1	1.3%
Orientation → Re-orientation	1	1.3%
Total	76	100%

The organisation of journal texts in this study were varied. Table 1 shows the generic structures of the journal text written by the participants of this study. It was found that much more than half of the journals, 58 out of 76 (76,3%) journals, had a complete generic structure, they are the orientation, the sequence of events, and the re-orientation. The rest was the incomplete journal texts (23.7%) consisting of orientation and sequence 15,8%, sequence only 5,3%, and both sequence re-orientation and orientation re-orientation 1% each. In other words, most of the participants of the study organized their journals consisting of the required elements.

The first type is the journal with complete elements of generic structure consisting of orientation, the sequence of events, and the conclusion. The following is the example.

Script 1. Orientation → Sequence → Re-orientation

Orientation
Last Summer, I thought it would be a great holiday for me because that was the holiday after we did our final test. I was tired of study, so I guessed this time I could get full refresh anyway with traveling. However, the fact said the other.
Sequence of events
First, I just spent my holiday watching movies all night long. I woke up late because I slept in the early morning. Then, I went to the bathroom to take a shower. After that, I cleaned up my room because I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible.   *Second, my friend in my senior high school asked me to hang out with them and I accepted it. I did not meet them for a long time, that was the way I kept for hours to talk and share about our activities. After that, I just stayed in my friend's house because we felt that we had so many stories to tell but, I had to go home because it's almost midnight my dad would be mad at me if I'm home late.*   *Finally, I arrived at home on time and had dinner. Then I prepared to watch movies or Korean drama before I had to sleep. And I didn't know why I enjoyed my quality time with myself at midnight until early morning.*
Re-orientation
So, I passed my holiday watching movies or Korean drama, hanged out with my friends, and lied on my bed. It was a great holiday.

The above journal contains orientation, sequence of events, and re-orientation. It is shown that orientation above contains background information *"I"* (who), on the *last summer* (when). On the sequence of events, the student wrote the activities she did during the holiday. She used transitional words such as *'first', 'second'*, and *'finally'* showing the sequence of events. Finally she wrote the re-orientation by summarising what she did during the holiday and writing her opinion about the holiday.

The second type of the journals only contained the orientation and sequence of events, the re-orientation was absence. The following is the example of the journals that contains the orientation and sequence of events only.

Script 2. Orientation → Sequence

Orientation
On October 04th, I went to SMAN 11 Surabaya with my friends who joined English Fun Activities. We divided into 2 groups because we should go to 2 schools, SMAN 11 Surabaya and SMAK St. Louis 2 Surabaya. I was one of the committees of this event and, also, I was the leader of this event. The purpose of this event is to promote our Department to students of senior high schools.
Sequence of events
I felt so sleepy and tired when my group and I went there because we just finished our lecture and I did not have enough time to sleep last night. We together went there by car. In SMAN 11 Surabaya, our group prepared the material about cooking with friends. The second group who went to SMAK St. Louis 2 prepared the material about art and craft. We had prepared the material for 3 weeks so our preparation was completed and sobered.
The material for cooking was the one for making or decorating fruit tartlets. The basic ingredient of fruit tartlet is pie pastry. We told all of the participants to decorate the fruit tartlet with cream and then we also prepared fruits and jelly from them. They did the decorating together in teamwork, we divided the students into 4 groups. All groups consisted of 10 to 14 people. I was happy and I did not feel sleepy again when I saw all the participants were enthusiastic to join this event. After they finished decorating their pie, we chose the best decoration on their fruit tartlet; and finally, groups 1 and 3 already won. Then, we gave them a gift. After that, before we went back to university, we took a picture together on the yard.

The orientation completely shows the *'when'* (October 04th), *'where'* (SMAN 11, SMAK St. Louis 2), and *'who'* (I, my friends). The *'why'* was also written, i.e., the purpose of the event. The sequence of the events told the time, the place, and activities done by the writer. She used transitional words indicating the sequence of events such as '*after*' and *'then'*.

The third type of the journals contained sequence only. This type of journal did not have orientation and re-orientation. Below is the example of the journal.

Script 3. Sequence (only)

Sequence of events
Hi, As usual, I would like to tell about everything I had been through lately. Honestly, I couldn't remember what I'd been doing lately. My mind was too full because of many things I had to think about and remember. Oh, I remember now. On September 25, I and my group celebrated our first anniversary. Nothing special in this event. Because it was raining, we only ordered one dozen mini donuts and put candles to celebrate. It did not look simple but our togetherness made the celebration special. I was grateful to be with them. Finally, I went through my days as usual. On September 28, I felt down because of something disappointed me. My mood was very bad then and I thought I should be very grateful and apologize to my best friends. I thought I've troubled them a lot.
The next day after following the tutorial class on campus, I went back to my hometown, Mojokerto. I was happy to see my mother last week and at the same time, I was sad because in October

> *my schedule will be full. Even though I was full, I would take the time to visit or contact my parents on the sidelines of my busyness. On Sunday, I went back to Surabaya. The first Monday in October on the 2nd. I went back to meet my best friends on campus and spent a lot of time joking and talking as usual. And on that day, we had a college schedule until the afternoon and then we also had a test on one of the courses that day On October 3, it is the first Tuesday in October. I was a little emotional on that day. During the writing lesson, my mood was very good. I learned to write an outline biography and write a biography. But I was annoyed with one of my friends who were hard to work with. Forgive me if I'm too honest in this journal. And today, On October 4, I got the material on how to talk at a meeting on speaking lessons also I got a lot of review material before the mid-term test on structure lesson. This is my random daily journal.*

In the example of the journal above, the writer only explained what she did during the week. There was no introduction or orientation and conclusion or re-orientation. Although the journal did not have orientation and re-orientation, the order of the events and situations were still chronological. She used some transitional signals such as *the next day, today, but, after* and the use of dates.

The fourth type of the journals contained the sequence of events and re-orientation. This type of journal had no orientation. The following is the example.

Script 4. Sequence → Re-orientation

Sequence of events
The first thing that I would like to share is when I came back home, I saw a Christmas tree and it surprised me. I felt so happy because holiday was already near and I could spend Christmas and new year with my family. I felt little blue and almost cried because I missed my family. But, it's not a big problem for me because I could handle this feeling and should focus with my school.
Second is I had a toothache again, but at the left side teeth. The doctor has told me to pull out the teeth but I didn't want to. I was not ready yet. I was thinking that if I came back home and pulled it out, my family could take care of me. Pulling out right and left side teeth are not easy for me.
I don't know why I'm sick, I have a cold, toothache, headache, stomach ache and the worst is my arm has not healed yet. This my first time I live so far away from my family and I had to do everything by myself. It's not easy to do it while the disease always come to me. However, this is my choice and I should deal with it no matter what happened to me. I wanted to be an independent woman and this overseas would help me to be what I want.
The third part was my happy day. My seniors joined UNAIR's tournament. It was my first time to see the tournament and I was so excited. Even though we just got in the semi-final, we were grateful and proud. Winning or losing in the Jijutsu's fight is normal. The most important is we were brave to join it. Actually, I did not only come to support them but I also came to see and learned how jujitsu's fight was like. I also had a tournament in January in Bandung and it's my first tournament.
Re-orientation

> *I hope all the good things that I want will occur. Instead of hoping, I also should try and learn more. I have to start by setting my time of sleep, food that I eat every day and the most important is discipline in training.*

In this incomplete journal text, the writer explained her activities in sequence. She explained some important things happened in her life lately. The writer explained the events chronologically by using some transitional words such as *'first', 'second'* and *'third'*. In the re-orientation, she wished good things come to her.

The last type of the journals contained orientation and re-orientation. In this journal, the sequence of events was absent. The following is the journal containing orientation and re-orientation.

Script 5. Orientation → Re-orientation

Orientation
I was graduated from Mater Amabilis Vocational School. At that time, I was a student of Tourism Department. I got many subjects such as ticketing (domestic and international), guiding, and so on. I was interested in languages. There were English, France, Japanese, and Mandarin.
Re-orientation
Now, I'm a student of English department. You know that in vocational school my English score was not very good, so I want to learn it further. I hope I can finish my study and go to another country, and try my skill there.

In this type of journal, the orientation explains *the 'who', 'where'* and *'why'*. The writer used *'I'* as the *'who'* and mentioned Mater Amabilis Vocational High School as the *'where'*. She also explained the *'why',* i.e., her interest in English. The re-orientation explained her current condition and her plan in the future.

The Coherence of the Journals

Texts would be less readable if the ideas within the texts are not related. Coherence and unity are needed so that the texts are readable. The participants of the study realized these values and used grammatical and lexical cohesive devices to achieve coherence and unity. Table 4.2

Table 2. The Coherence of Journals

Grammatical Cohesion	Frequency	Percentage
Reference	743	33,7%
Conjunction	663	30,1%
Ellipsis	9	0,4%
Substitution	3	0,1%
Lexical Cohesion	**Frequency**	**Percentage**
Repetition	463	21%
Synonymy	51	2,3%

Grammatical Cohesion	Frequency	Percentage
Antonymy	38	1,7%
Meronymy	5	0,2%
Hyponymy	3	0,1%
Collocation	226	10,3%
Total	2204	100%

shows the percentage of grammatical and lexical cohesion. In terms of grammatical cohesion, references and conjunctions were mostly used while substitution was the least. In line with lexical cohesion, repetition was the most frequently used to achieve coherence while hyponymy was the least.

Two types of references used by the students to write their journals: anaphora and cataphora. Anaphoric references were used much more frequently (740) than cataphoric references (3). Anaphoric reference was found as the following *I went backpacking with **my brother and my uncle** to the Central Java by bus. Firstly, **we** went to Bungurasih Station by Uber.* (Student 6, Journal 1). Cataphoric reference was found in *Suddenly, **someone** took my hand and asked whether I was okay or not. That was **Justin Bieber**.* (Journal 3, Student 6).

The types of conjunctions used in the journals are *additive, clausal, temporal, adversative*. The following are the examples:

*I did it so fast **and** I was out of control.* (Journal 3, Student 8) – addative.

*I felt so happy **because** it means that holiday is already near and I can spend Christmas and new year with my family.* (Journal 5, Student 5) – clausal.

***On the second day**, we had an exercise in the morning and breakfast.* (Journal 3, Student 3) – temporal.

*So, I like studying languages **not only** because of the uniqueness of the language, **but also** the culture.* (Journal 5, Student 1) – adversative.

Ellipsis and substitution were rarely used. Ellipsis was found in *[„]Met my weird lovely friends that always made my day.* (Journal 2, Student 3). The writer omitted the subject *'I'* in the sentence but the sentence was still understandable. Substitution was in *We just stopped to break and have **dinner**. My brother and my uncle had spicy Rica-Rica Mentok **to eat**.* (Journal 3, student 4). The words '*to eat*' substitute word '*dinner*' in the previous sentence.

In addition to grammatical cohesions, lexical cohesions were used. The highest frequency was repetition as in *We just stopped to break and have **dinner**. My brother and my uncle had spicy Rica-Rica Mentok **to eat**.* (Journal 3, student 4). Words *to 'eat'* substitute word '*dinner*' from the previous sentence. Collocation was the second as in *We went around Bali and **took** some **pictures** there* (Journal 1, Student 8). The third rank was synonym as in *On that day, we had a college schedule until afternoon and then we had a test on one of the **courses**. During the writing **lesson**, my mood was very good.* (Journal 3, Student 5). Antonym was found in *When the doctors and nurses called me…, my mother was in a **critical condition**. It was about 3 days in the ICU, the doctor said that my mother was in a **good condition** and she can move to the patient room.* (Journal 1, Student 9).

Meronymy and hyponymy were rarely found. The example of meronymy was found in *I went to **bathroom** to take a shower. After that, I cleaned up my room because I was really in danger if my mom knew that **my room** was messy.* (Journal 1, Student 14). The example of hyponymy was in the following sentence. *Luckily, I had a lot of friends from **different cities**. I got friends from **Medan, Bandung, Malang, Sidoarjo** and **Situbondo**.* (Journal 3, Student 10).

The Unity of the Journals

Unified paragraph should contain a main idea and supporting ideas. The main ideas in the journals could be found in explicit or implicit topic sentences. Most of the paragraphs in the journals, 285 out of 313 paragraphs (91%), were unified because they contained main ideas and supporting ideas. The rest, 28 out of 313 paragraphs (9%), were not unified because of the absence of main ideas or supporting ideas.

A topic sentence is usually stated at the beginning of a paragraph. However, it could also be stated at the end of the paragraph. Script 6 is the example of a unified paragraph with an explicit topic sentence at the end of the paragraph. The topic sentence in this paragraph is *"Last week was the first time I went to Bromo Mountain."* The other previous sentences stating 'holiday,' 'traveling,' and 'mountain' supported the topic sentence.

Script 6.

> *I liked to spend holiday in a place where I never visit. Although I really like travelling, I never go to mountain. I was very curious about how beautiful mountain was, how the weather, how the sunrise looks like and so on. Last week, my mother asked me to go to Bromo Mountain. I was very excited at that time. Last week was the first time I went to Bromo Mountain. (Journal 4, Student 12)*

A paragraph is not unified if all the sentences within the paragraph are not related. Script 7 is not a unified paragraph. Sentence 1 and 2 might contain related information. However, these two sentences were not related to sentence 3.

Script 7.

> *We all know that on weekend, exactly on Saturday night, we usually go out with friends, family or maybe our partner, boyfriend or girlfriend. We usually go to mall, café, park, book store, etc. In this story, I will tell you that I have something special moment last week.* (Journal 3, Student 1)

Discussions

The organizations of the journals are mostly complete containing paragraphs of orientation, sequence of events, and re-orientation. The findings on the organisation were appropriate with Anderson and Anderson (2003:50) who stated that the schematic structure of recount (journal) texts are written in different paragraphs. In line with this statement, Harjanto (2011) argued that a good essay contains an introduction, body, and conclusion organised in different paragraphs.

All participants had ideas to write because they wrote their own experiences. However, many of them did not organise their journals completely. This finding shows that having ideas doesn't guarantee writers be able to develop and/or organize their ideas well (Harjanto, 2011).

Coherence can be achieved through grammatical and lexical cohesion. The participants of this study used grammatical cohesion: references, conjunctions, ellipses, and substitutions; they also used while lexical cohesions such as repetitions and reiterations (Halliday and Hasan, 1976). In line with the type of grammatical cohesion, the findings of this study supported Afrianto (2017) who found the frequency of references was the highest in number.

There are two types of reference in written form: anaphora and cataphora (Bloor & Bloor, 2013). The findings show that students used both of them, but they tended to use anaphoric references rather than cataphoric references. Yule (2016) mentioned that anaphora reference is the most common type of reference in many kind compositions. A tendency of using anaphoric references rather than cataphoric references might be due to the written sources read by the students were academic books which use use anaphora rather than cataphora, not literary books which provide many cataphora. Consequently, the students did not have enough knowledge to produce a sentence with cataphoric references.

The types of conjunctions found in the journals were addition, adversative, causal and temporal. The findings showed that the type of conjunctions mostly used was temporal while the least was adversative. Temporal conjunctions were required in a recount or journal because the paragraphs of a recount or journal text was organised chronologically. Therefore, temporal conjunction was the most needed conjunction to achieve coherence in a journal text.

The paragraphs of the journals were mostly unified. The details in the supporting sentences were connected to the main idea in the topic sentence (Oshima and Hogue, 2006). Although the journals were not treated as home assignments which were evaluated by the teacher, the students applied the principles of a good paragraph in their journals from the course.

Many topic sentences and the supporting sentences, in fact, were not written in well-form correct sentences but they ideas were related one to the others. This suggests that they had to exercise writing correct and proper sentences within a paragraph. This issue was not the focus of the study but it was taken as an additional finding.

CONCLUSIONS AND SUGGESTIONS

Although most of the students were already familiar with the generic structure of a journal text and could apply it in their journal writing, some still didn't understand the generic structure of a recount. In line with coherence, the students tended to use grammatical cohesion rather than lexical cohesion. Accordingly, the students need to learn and use lexical cohesion devices in their so essay writing that their texts will not be monotonous. Although the students tended to write unified paragraphs, they need to learn more grammatically correct topic sentences and supporting sentences. Some of them even have to learn more about lexical and grammatical cohesion since most of the students still use simple cohesion devices to achieve coherence in their writing.

Based on the findings of this study, future research on the use of lexical and grammatical devises in students' essays with more detailed instruments which consider the types, the correctness, and the properness than the ones used in this study is suggested. In line with the importance of grammatical correct topic and supporting sentences within coherent and unified written paragraphs, research on this issue is recommended.

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