

IDENTIFYING COHERENCE BREAKS
IN STUDENT-PRODUCED ENGLISH TEXT

THESIS

Submitted by

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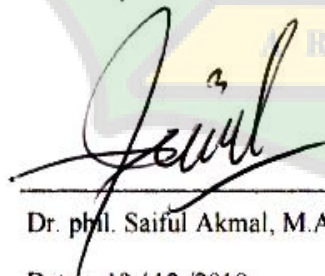
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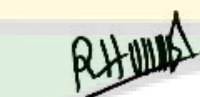
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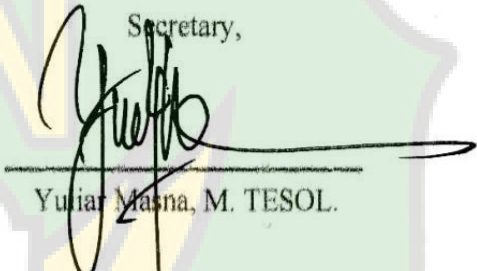
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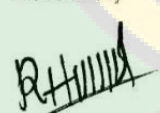
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan akan menjadi sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 20 Desember 2019



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membuat surat pernyataan,

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent, the Merciful. Praise be to Allah, Lord of the world who has given me the blessing life to live in this world. Praise and blessing be upon our prophet Muhammad SAW, his families, his companions, and his followers.

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Finally, I believed that this thesis is far from flawless because the perfection belongs to Allah. This thesis also needs to be criticized in order to be useful especially for Department of English Language Education of UIN Ar-Raniry.

Banda Aceh, Desember 20th, 2019

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ABSTRACT

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Thesis working title : Identifying Coherence Problems in Student-Produced English Text.
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Keywords : Coherence; Coherence Breaks; Descriptive Text.

This study is about identifying coherence breaks in student produced text, especially in descriptive text. The study aims is to identify the types of coherence breaks and most coherence breaks that encountered in students' writing descriptive text. The data were document analysis that were collected from written test. Then, the collected data were analyzed by using textual analysis and identified whether there for breaks of coherence in students' descriptive text or not based on Wikborg's (1985) theory. The samples in this study were students in 2016 academic year of English Education Department Ar-Raniry and selected by using purposive sampling technique. The finding of this study was found that there were five types coherence breaks in students' writing; disorganization of ideas and pattern, unspecified topic, unjustified change or drift of topic, irrelevance and misleading paragraph. The disorganizations of ideas and pattern as the most frequent breaks as appeared in 19 occurrences. Then followed by unspecified topic and unjustified change or drift of topic in the same positions which were found in 10 occurrences. The Irrelevance was found in 5 occurrences in students' descriptive text writing. The fewest breaks of coherence were misleading paragraph division found in 3 occurrences. The study implies that majority of students still have problems in structuring a good paragraph coherently. Further research is needed to seek the factor that causes students made errors in term of coherence and their effort to overcome the problems which is absent in this research.

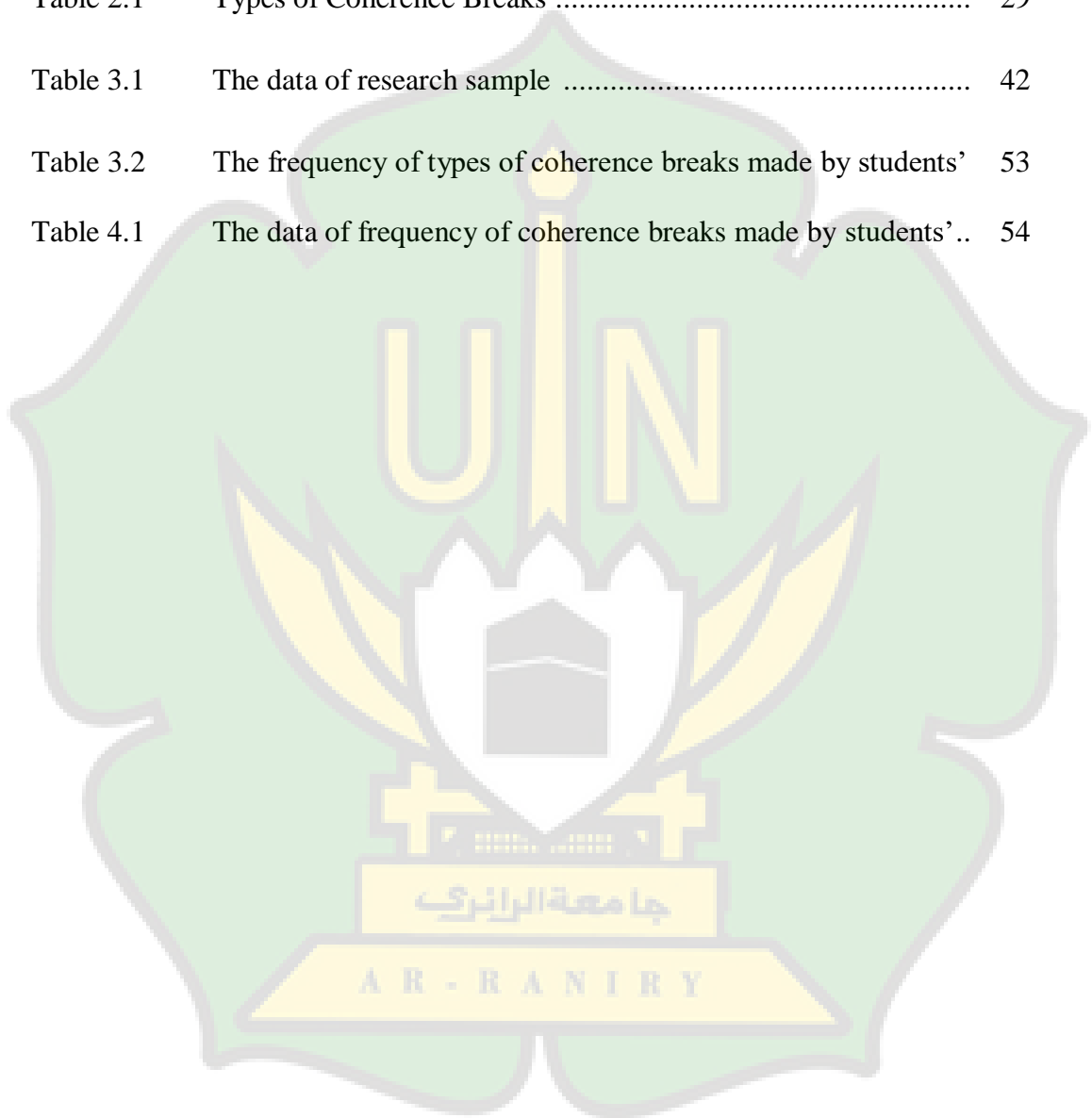
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CHAPTER I

INTRODUCTION

In this chapter, the writer discuss about the introduction of this study. There are 8 fundamental sections in this chapter; background of study, previous study, research questions, research aims, significance of study, research scope, terminologies and a brief explanation about research methodology.

A. Background of Study

Students in universities are required to have a good writing skills in terms of being able to follow the rhythm of learning and to be able to complete the task of learning activities. In the classroom, writing essays have become a central part of teaching and learning lessons. Students are taught structured essay formats to develop their writing skills. Nevertheless, writing an essay seems to be a difficult task for second-language students. Some students find that their writing lacks coherence because the concepts in their writing are not clearly linked together. As a consequence, when a teacher or student reads an ambiguous text, they leap from idea to another, trying to follow rambling, disjointed sentences.

Meanwhile, one of the most important aspects to be considered in writing is coherence. Many researchers have long been agreed that coherence between one and other ideas must be related in developing a paragraph. The ideas thus expressed in the paragraph will flow smoothly if it is written with good coherence rules. Almaden (2006) defines coherence as the rhetorical quality by which all of the sections in a paragraph are united obviously and smoothly. By using the rules of coherence, the paragraphs are arranged in the logical sequence and the

arrangement of ideas. Consequently, the paragraph well introduced either in the chronological order or in the order of importance.

A coherence paragraph must include such a global logical meaning and logical relations of the text (Bamberg, 1984; Grabe and Kaplan, 1996; Lee, 2002). In the same way, coherence is the key to produce a readable text. Writing a good grammar is not enough to produce a readable text if the text is not united and organized well. For this reason, the idea to be conveyed in a sentence must be related to the next sentence. The selection of editorial language used in sentences to send the meaning to the reader must also be considered and must be delivered deftly.

Furthermore, a good understanding about coherence is needed by the students in generating, organizing, and ordering the content of a text so that they are gradually able to produce the text coherently. In this regard, coherence is a crucial component of writing skill that determine writing quality. Students must have clear understanding of the concept of coherence and know the requirements needed to produce a coherent text.

In addition, according to Murcia & Olstain (2000, p: 125) “Cohesion and coherence is two important features of well-written text that should be considered in a writing”. However, there are many studies showing that EFL students still have problems in fully comprehending the concept of coherence writing (Fujioka & Shi, 2003). As one of the four skills in English, writing with all its complexity is considered as the most difficult and challenging skill for most students. There are many students who have difficulties in producing good writing. The

difficulties are not only in generating and organizing ideas, but also in translating ideas into unified paragraph. It is a consequence of lack understanding of text unity.

The other problem is students put more attention on lexical and sentence level than on discourse level. Most of students thought that grammar is the only tool that they can use in English writing essays. Without considering coherence error they have made, generally, the students could not find suitable words in their writing. They also produced sentences that are not understandable, and do not connect the idea into a logical sentence which causes the coherence problems appeared. So that they only focus on grammar when they write a text and put aside coherence problems. As a consequence, students experience some difficulties on structuring coherence paragraph. The writer found the phenomena above when observing several friends during writing class. Therefore, base on that phenomena the writer interested in studying the problem of coherence in writing.

B. Previous Study

Several studies have shown that the students' writing ability is not satisfactory yet. There is a study entitled “ *Coherence Problems in Academic Essay Writing*” that was conducted by Yustinus Calvin Gai Mali in Sanata Dharma University Yogyakarta. In his study, the writer found that there are three major frequent coherence problems made by students; unclear idea relationships, irrelevant topic sentences, irrelevant supporting evidences (Mali, 2014). The other previous study was conducted in SMA Labschool Unsyiah Banda Aceh by the

title “ *Identifying Coherence Problems Perceived by Student in Writig Descriptive Text: A Case Study at SMA Labschool Unsyiah*”. This previous study found that the most error that student made in coherence is disunity of thought while they constructing the ideas in a paragraph.

The similarity of this study and the previous studies are that both concern on the same topic and problem. This study is almost similar with the previous study but the things that distinguish it is the writer focuses on the specific type of essay made by student while in the previous study they did not specialize to the specific kind of text. The specific type of essay that writer choosed to explore in this study is analytical exposition text . The reason why the writer select this type to write by student is this type of text has function to elaborate the writer’s idea about the phenomenon surrounding and persuade reader. In addition, Anderson & Anderson (2000) state that this type of text commonly found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report, etc. Analytical expositions are popular among science, academic community and educated people. So that, the writer selected this type of text to be given to the student in identifying the coherence breaks that experienced by them.

Therefore, base on phenomena illustrated above and with the purpose of improving the quality of students’ writing skill, the researcher is interested to conduct a research entitle “*Identifying Coherence Breaks in Student-Produced English Text*”.

C. Research Questions

The background of the study has explained about the general information about coherence problems that experience by student in writing. Therefore, following the phenomena above, two research questions are formulated as follows:

- a. What are the types of coherence breaks that students encounter in their writing?
- b. What is the most frequent coherence breaks committed by students in writing?

D. Research Aims

The research objectives in this study are:

- a. To find out the types of coherence breaks made by students in writing descriptive text.
- b. To find out the frequent type coherence breaks committed in descriptive text written made by students.

E. Significance of the Study

The research is expected to be able to give a significant contribution for both students and lectures. For students, they are expected to be aware that problems with coherence still become a serious problem for them, thereby motivating them to study hard about how to write coherent paragraph. It is hoped that the frequency of coherence breaks will be dwindling. Moreover, this study can give an input to the lectures about the possible problems encountered by students in writing. As a result, the lectures would understand what to focus on

assisting learners to cope with their hurdles in writing and to produce a promising writing quality.

F. Research Scope

This research is focused on coherence breaks made by students who had taken academic writing class in 2016 academic year and got C in that class period. The students' writing are taken as sample of the research in identifying coherence breaks on writing descriptive text. This research is expected to show the types of coherence breaks made by the students' in writing descriptive text and finds out the types of the coherence breaks that appears most.

G. Terminologies

1. Coherence

Coherence is described as discourse organisation with all components current and logically fit together (Hinkel, 2004). This denotes that a coherent essay consists of an introduction, a thesis statement, rhetorical support, and a conclusion. Coherence is an indicator that a text written is readable, organized well, unified, and relevant. Coherence is strongly related to errors which are in this case is usually named as coherence problems or coherence breaks. Therefore, in this research the writer focuses on identifying coherence problems in students' writing produced text.

2. Coherence Breaks in Students' Writing

Coherence is a product of many different factors, which combines to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. The term "*coherence breaks*" adopted by Eleanor Wikborg

(1985) in the book *Coherence in Writing: Research and Pedagogical Perspectives* written by Connor & Johns (1990) is used when the reader loses the whole argument within a text; the paragraphs of the text may be awkward and they interrupt the smooth processing of the flow of information in it. In other word, coherence itself is the product of two factors —paragraph unity and sentence cohesion.

Wikborg (1985) identifies two types of coherence breaks, those are; topic structuring problems and cohesion problems. Coherence break refers to the writing problems related to topic and the information structuring. But, in this study the writer focuses on topic-structuring problems in order to explore and identify the coherence problems of students' writing while they structuring the topic. In this theory, coherence breaks are divided into six types of or errors in students' writing, they are; unspecified topic, unspecified change or drift of topic, misleading paragraph division, and irrelevance, misleading disposition (ordering of material), misleading headings (Connor & Johns, 1990; Mali, 2014; Wikborg, 1985). However, in this paper the writer will focuses to analyze only the fourth type of coherence errors that probably will perceived by students in their writings;

- a. **Unspecified topic** is one of type coherence errors that have to be considered in writing because in developing a topic sentence must do two things: states the topic (main idea) and identifies the focus (main emphasis) of the paragraph.

- b. **Unjustified change or drift of topic.** It means that the writer should keep one idea to one paragraph. For example, if it begins to move into a new idea, then it belongs in a new paragraph.
- c. **Irrelevance** means out off-topic, or not pertaining to the point or topic at hand. For example, writing a clear topic sentence and providing adequate support is needed to make sure the paragraph will unite. should eliminate irrelevant sentences from the paragraph.
- d. **Misleading paragraph division** will mislead the reader to expect a shift to a new aspect of the topic when no such change has actually taken place.

3. *Analytical Exposition Text*

An analytical exposition is a type of spoken or written text that elaborate the happened intended to persuade the listeners or readers. It also collaborates with the writer's ideas about the surrounding phenomenon (Anderson & Anderson, 2000). The purpose of the analytical exposition text is to persuade the readers or listeners by presenting one side of an argument. To make the persuasion stronger, the speaker or writer gives some arguments as to the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speeches or lectures, research reports, etc. Analytical expositions are popular among science, the academic community, and educated people. Analytical exposition text has 3 components. They are constructing an exposition, language feature an exposition and generic structure.

F. Research Methodology

1. Research Design

In this research, writer uses qualitative technique in analyzing the data. Qualitative research is procedural resulting in descriptive data orally and textually from people and their observable behaviour. In addition, Mackey & Gass (2005) state “the term qualitative research can be taken to refer to research that is based on descriptive data that does not make up (regular) use of statistical procedures”. The writer applies descriptive analysis design in interpreting the findings of this study. Therefore, this study uses the qualitative research design.

2. Research Subject

This study is conducted in UIN Ar-Raniry and the subject of this study is the student 2016 academic year of English Department of UIN Ar-raniry. The researcher uses purposive sampling technique in choosing participants to find the people who can provide the information as the researcher needs. Etikan (2016) argues that the purposive sampling technique, also called judgement sampling, to concentrate on people with particular characteristics. “The standard used and sites is whether they are informatioan rich” (Patton, 2000). Then, the researcher selected seven (7) students purposively. The specific purpose in this study, the participants are the students who have completed academic writing class in English Department of UIN Ar-raniry. Based on the qualifications, the researcher selected students of 2016 academic year and get “C” on academic writing class as the participants. The researcher choose participants with that qualifications base on suggestions from lectures who are teach academic writing at UIN Ar-raniry.

Students who get C grade have a high chance of having coherence writing problems especially in coherence breaks issues. Accordingly, the researcher wants to get the information about the types of coherence problems made by the students' in writing descriptive text and coherence error that appear most is explored from those seven (7) students.



CHAPTER II

LITERATURE REVIEW

This chapter focuses on the review of related theories underlying the study. Accordingly, the theoretical review covers two fundamental sections. They are types of English text and coherence. The first section is the definition of text and the types of English text. The second section are the notion of coherence, the coherence structure, the coherence breaks in students' writing, and the ways to achieve coherence in writing.

A. Text

1. The Notion of Text.

In daily life, people use language to communicate to each other. The individual units of language is consist of sounds, words or sentences. However, people do not use these individual units for linguistic communication. People primarily and essentially communicate through combinations of these language units that constitute distinct units of expression. These combination of language units is called a text in linguistics. Regarding the definition of a text, there is no a definite and perfect definition in linguistic field. Different linguists have different opinions. According to Longman Dictionary of Language Teaching and Applied Linguistics, "text is a general term for example of language use, i.e. language which has been produced as the result of an act of communication" Richard, et al. (1989 as cited in Shen, 2012).

Akmal & Hadi (2015) argue that texts are spoken or written parts of a language developed for a specific purpose. The goal could be to persuade

educate or a combination of both. The meaning of text is affected by the culture (beliefs, behaviors, and values) and circumstance (what is going on, who is involved, and whether we are talking or writing). Spoken text is often built collectively (only in published letters between correspondents) and two or more individuals can form spoken texts. Besides, Rhiney (2010) believed that text is an innately communicative and it is the part of an ongoing discourse produced, received, and interpreted by various social actors and agents.

2. Types of Text

Anderson & Anderson (2000) categorizes genre into two types; literary genre and factual genre.

a. Literary Text

Literary texts include those spoken and written texts that explore and interpret human experience. The literary text is regarded as the speech act made by the supposed internal speaker of the text (Ghosh, 2018). Generally, literary text has a function in such a way to evoke in the reader or listener a reflective, imaginative, and emotional response. Besides, literary texts are an important part of English program. The engagement of a student with a literary text can be a powerful and evocative experience that shapes the student's imagination and thought.

Literary texts are believed to facilitate students' exposure to a wider range of knowledge and human experience. Commonly, literary texts are the thought provided in books, they are also transmitted through other media such as magazine, film, radio, television, and computers and in different combination of

media. There is a wide variety of literary texts, many of which may overlap, as in the case of narrative, drama, and response text.

1) Narrative Text

A narrative text type is a tool to help human to organize their ideas and explore new ideas and experiences. Rebecca (2003) states that a narrative text is a text that relates to a series of logically and chronologically related events that are caused by many factors. The ability to process the standard element of a narrative text seems to be genetically hard related to human's system such as parents teach language to every young child by telling them stories.

Embedded in the lives of the ordinary the marginalized, and the muted, personal narrative responds to the disintegration of mastery narratives as people make sense of experience, claim identities, and 'get a life' by telling and writing their stories. (Langellier, 2001, p: 700).

Anderson & Anderson (2000) state that narrative text is a text that tells a story to entertain the audience. The purpose of narrative text, besides providing an entertainment, may make the audience/reader think about an issue, teach them a lesson, or excite their emotions. Written narratives text is often provided in a form of novel. The examples genre of narrative text are comedy, mystery, romance and horror. A poem can also be a narrative text if it tells a story rather than just describing something.

The structure of narrative text consists of four parts; orientation, complication, resolution, and conclusion. Orientation means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text types even though it has different term. Complication is the crisis of the

story. If there is no the crisis, the story is said not to be a narrative text. In a long story text, the complication appears in several situations. It means that some time there are more than one complication. Resolution is the final series of the events that happen in the story. The resolution can be either good or bad. The point is that it has been accomplished by the characters. Regarding the complication, there are *major complication* and *minor complication*. The last part of narrative text is a conclusion to sum up the whole ideas in the text.

2) *Dramatic Text.*

Different from other literary texts, dramatic texts are not aimed primarily at the individual reader but towards the theatrical audiences (Leithbridge & Mildorf , 2004). The ambiguity of the point of view of the audience strategy is a particular sign of the dramatic text. The audience is not only as spectators but also as a listener in a theater play. Such a duel of parallel perception appears in no other art than drama.

A dramatic text utilizes acting to transmit thoughts and experiences. The drama can be spoken or written. It consists of fixed lines or the performers may imrovise (create the note as they go along). The drama's aim is to convey the dramatic thoughts in order to make the audience think of life. Drama uses dialogue (spoken words), actions, and visual elements (facial expressions, costumes, set, etc.) to help to communicate meaning. The examples of dramatic text are film scripts, soap opera, stage settings, improvisation, and street theater.

This text consists of these features. Written dramatic often start with a title, the introductory paragraph or orientation. This paragraph introduces the characters, time when and where the story took place. The following body paragraphs is a series of actions. This paragraph explains the events and the interaction between the characters. The next part is climax. It explains the main point of the drama. Then, the next part is falling act. This paragraph explains what happened during the climax. The last paragraph is conclusion. This paragraph is about the writer or speaker giving their personal opinion about the topic or event.

b. Factual Text

Factual texts are those that present information, ideas or issue to inform, instruct, and enlighten the reader or listener (Anderson & Anderson, 2000). Factual texts may be spoken or written. In spoken texts, an important part of the meaning of the text may be derived from facial experience, gesture or the use of technology.

Whether it is written or spoken, factual texts present their content from a particular perspective. However, their perspective or point of view of the writer or speaker may not be overtly stated. Although factual texts may support to present an accuracy or objective information, they are not simply an objective representations of reality. However, they are the constructions of reality created by a writer or speaker.

There are many written texts students will encounter in their school. Teacher ensures that students are equipped with the skills and knowledge to create and interpret a factual text. Students need to learn about the ways in which these

texts construct and present information and knowledge about the subject. Students should be encouraged to explore the ways in which the factual texts they encounter are similar to and different from those described in the syllabus.

1) Explanation Text

Anderson & Anderson (2000) believe that explanation text tells how or why something happens. It points on the steps instead of the things. The reason for a clarification content is to tell each step of the method and the reason why something happens. The explanation text deals with the processes involved in understanding and making explicit of the how and why a particular phenomena, events, and concepts occur in the scientific and technical fields. Grammatical features in explanation text include passive voice, simple present tense, conjunctions of time and cause, noun groups and complex sentences.

The explanation text can be written or spoken. The written explanation text needs a title or heading. This title or heading tells the reader what the text is about. The introductory paragraph introduces the topic with a general statement. This paragraph explains what is covered in the text. The body paragraphs use facts to help answering the question stated in the introduction. The body is also called the sequenced explanation. This is the most important part in the explanation text and should be well organized and easy to understand. Finally, the last part of the explanation text is conclusion. This paragraph is often used to re-state the problem and solution.

2) *Procedure Text*

Procedure text is a text to show a process orderly. Procedure text is commonly called as an instruction text. It uses a pattern of command in building the structure and uses the “to infinitive verb” which is omitted the “to” as well. It usually gives some points to make something by using action verbs. Anderson & Anderson (2000) state that a procedure text is a text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done. The examples of procedure texts are recipes, directions, instruction manuals.

Anderson & Anderson (2000) explain that procedures text must include all the information needed to achieve the end result. If there is a part of the procedure that is missing, then it will be very difficult to achieve the finished product. Each procedure should have a title that states what the procedure is about. The procedure text has a list of equipment, materials or ingredients that are needed in order to achieve the outcome. For instance, a baking recipe will have a list of ingredients and cooking materials. The steps of the procedure break down the process so it is easy to understand. All the steps are given in chronological order.

3) *Information Report Text*

Information report text contains a set of logical facts without any personal involvement (personal opinion) of the authors. Anderson & Anderson (2000) believed that “Information report text is a piece of text that presents information about a subject”. The information report text is used to gain a better understanding about living or non-living subject. The subject is usually general rather than

particular. The purpose of this text is to presents information about something in general, which includes a variety of things/object exist in nature phenomena around us. The example of information report text is lectures, references articles, textbook, and research assignment.

Formal written information report text usually follows a very specific kind of information. The first part of an information report text is the title of the report. This will tell the reader what topic is covered in the report. The first introductory paragraph, known as the classification, explains the aspects of the topic that will be covered in the report. The following information is contained in the body paragraph. This is where the topic of the report is covered in more detail. These paragraphs use factual information to give the reader a better understanding of the topic. These paragraphs are to help organizing the information. The conclusion of the information report text gives final details or facts about the topic. It may also be used to review what the report is about.

4) *Recount Text*

Anderson & Anderson (2000) describe the account text as a text to retell the events that have occurred in the past, which is typically structured based on the sequential events. Its purpose is to provide the public with a description of what happened and when the events happened. It is also about a good or bad memory of the past experiences. Proof stories, newspaper reports, emails, articles, television interviews and speeches are the sources of the narrative.

Personal recount is a recount text to retell an activity that a writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

Language features of the personal recount text are; 1) Using first pronoun (I, we). 2) Personal responses to the events can be recount text that recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are; 1) Using third person pronouns (he, she, it, they), 2) The details are usually selected to help the reader reconstruct the activity or incident accurately, 3) Sometimes the ending of this text describes the outcome of the activity (e.g. in a science experiment).

Imaginative recount text is applying factual knowledge to an imaginary role in order to interpret and recount the events (e.g. A Day in the Life of a Roman Slave, how I Discovered Radium). As a result, the students would be interested in studying English by using recount text in order to increase their mastery in using simple past tense.

According to Djuharie (2008), recount text is a reconstruction of something that happened in the past. It is the unfolding sequence of events and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where these events took place and when it happened. The sequence of event is then described in some sorts of order, for instance a time order.

A well-structure recount includes the details of the event or topic and personal opinions. Written recounts are often started with a title. Letters and journal entries do not usually have a title. Oral recounts might have a title if you are giving a presentation. If you are just talking with friends, a title is not usually necessary.

The introductory paragraph or orientation of a written recount introduces the topic or event. This paragraph introduces who, what, where, when, why and possibly how something happened. The following body paragraph will recount the sequence of events. This is the part where the recount text is structured in a chronological order (the order that the events happened). The conclusion, or re-orientation, is where the writer or speaker can give personal opinions about the topic or event. The writer or speaker may also comment on how this event or topic may affect other things in the future.

5) *Descriptive Text.*

One of the types of texts that is learned in high school is descriptive text. According to Zumakhsin (2005, p.21) “descriptive text can be used to describe the things that we see”. It means that descriptive text is to describe a particular person, place, or things. The other theory of descriptive text is also stated by Knapp and Watskins (2005) that they argue describing is one of the basic functions of any language system and one of the first language skills that is needed in learning a new language. They also state that “descriptions enable the categorization or classification of an almost infinite range of experiences, observations, and interaction into a system that orders them either objectively or subjectively, depending on the learning area or intent the writer”.

Furthermore, Kharisma (2019) argues descriptive text is a text that describing something that has meaning in giving the audience sees, senses, and experiences the thing in our minds. We always explain in our day-to-day life about something like what we do, what we feel and what we see for everyone. In

descriptive text, there are some categories that should be considered in writing description text. The first categories are place, position, and direction. The second categories is the measurement of weight, size, and volume, distance. The Third categories are shapes, and pattern. The fourth categories are colors and textures. The fifth categories are material and substance. The sixth category is technical vocabulary; faces and bodies, character, clothes, building, weather, and so on. In addition, Akmal & Hadi (2015) state that descriptive text is intended to describe a particular person, place or object in detail. Identification and definition are the dominant standard structures of this type of text. Language features of this type of text are very likely to use simple present tense, action verb, adverb and specific technical words.

In conclusion, descriptive text is a text to describe person, thing, and place in detail.

6) Analytical Exposition Text

According to Anderson and Anderson (2000), analytical exposition text has 3 components, they are constructing an exposition, language feature an exposition and generic structure.

In constructing an analytical exposition text, there are three basic steps. The first step is called an introductory statement that shows the author's point of view and previews the arguments that will follow-in some texts. The opening statements may be the attention grabbing. The second step is constructing a series of arguments that aims to convince the audience. Pictures might also be used to

help to persuade the audience. The last one is constructing a conclusion that sums up the arguments and reinforces the author's point of view.

An analytical exposition is a type of spoken or written text that about what happened intended to persuade the listeners or readers (Anderson & Anderson, 2000). It also collaborates the writer's ideas about the surrounding phenomenon. The purpose of the analytical exposition text is to persuade the readers or listeners by presenting one side of an argument. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report, etc. Analytical expositions are popular among science, academic community and educated people. Analytical exposition text has 3 components. They are constructing an exposition, language feature an exposition and generic structure.

B. Coherence

1. The Notion of Coherence

Lepionka (2008) states that coherence is the quality of sequentially and integrity in a whole paragraph. Sentences and paragraphs progress in a logical or natural order, flowing fluently from one to the next while sticking together in meaning. For instance, composing a report paragraph on the basis of the sequence of events, one might start from the earliest to the latest event to establish coherence between the idea and ideas.

Oshima and Hogue (2006) propose coherence achieved when the sentences and ideas are connected and flows together smoothly. Each sentence

should move from one sentence to the next one logically and smoothly. There must be no sudden jumps. This can be meant that coherence allow the readers to move easily from one idea to the next, from one sentence to the next, and from one paragraph to the next. Coherence involves connection, the connection between parts of sentences, paragraphs, and even larger units will be clear to the reader. The writer should make the connection available to readers and the text meaningful to the readers.

Similarly, Jones (2011) believes that writing is coherence when the ideas is rationally connected to one and another. Therefore, any piece of writing would be coherence while it represents its argument in a clear, reasonable, convincing and comprehensible order. This piece of writing should have no logical gaps in its line of reasoning and it avoids unnecessary digression. So that it will run steadily while the ideas well organized.

Lee (2002) in his book entitles “ *Helping Students Develop Coherence in Writing*” states there are 5 features of coherence in writing according to some other researchers; macrostructure, information structure, connectivity of the underlying content, connectivity of the surface text, and appropriate metadiscourse features.

The first is a macrostructure that provides a pattern characteristic and appropriate to its communicative purpose (Hoey 1983; Martin and Rothery 1986). Macrostructure is an outline of the main categories or functions of the text. It helps writers and readers understand how sentences in a text are related to each other and how they contribute to the overall coherence of a text. The

communicative purpose plays an important role in determining the macrostructure for writers. For example, when the writer's purpose is to tell a story, it is common to arrange the events using a chronological pattern. When the writer's purpose is to propose a solution to a problem, a pattern is to debate a controversial issue, the writer could arrange the ideas so that both sides of the issue are examined, followed by a conclusion in which the writer weighs the pros and cons of each side.

The second is an information structure that guides the reader in understanding how information is organized and how the topic of text is developed (Danes 1974; Firbas 1986). Simply summarized, coherent texts often comply with the principle of giving old information before new information.

The third is connectivity of the underlying content evidenced by relations between propositions (Kintsch and van Dijk 1978; van Dijk 1980). A proposition is an assertion. It is through the relationships between propositions that the coherence of a text is established. For instance, a proposition that is not supported or developed can easily become a mere generalization. In order to develop coherence in writing, it is helpful to justify a proposition or exemplify it with elaboration. For example the statement, Free transport would be a good thing for the city's shops and businesses, is a proposition without any support. The writer could add support, such as Free transport would be a good thing for the city's shops and businesses, because bus and underground users would have more money available to spend on both necessities and luxuries.

The fourth, connectivity of the surface text evidenced by the presence of cohesive devices. Cohesive devices are words or phrases that help to establish relationships between different sentences or between different parts of a sentence. Some examples are pronoun references (he, she, it, this, that), conjunctions (but, also, therefore, however) (Halliday and Hasan 1976), and content lexical ties such as repetition, synonymy/antonymy, and superordinates/hyponymy (animals/cats) (Liu 2000).

The last is an appropriate metadiscourse features (Crismore, Markkanen, and Steffensen 1993; Vande Kopple 1985). Metadiscourse markers in texts help readers organize, interpret, and evaluate information. Some examples are logical connectives (therefore, but), sequencers (firstly, secondly, finally), certainty markers (certainly, no doubt), and hedges (can, may). Thus, coherence can be defined in terms of macrostructure, information structure, propositional development, cohesion, and metadiscourse. When students understand how these elements of coherence work in texts, they are more likely to use them appropriately to develop coherence in their writing.

To sum up, coherence is an indicator that a text written is readable, organized well, unified, and relevant. Coherence is strongly related to errors which are in this case it is usually named coherence breaks. The next discussion is about coherence breaks made by students in their writing.

2. Coherence Structure

A coherent structure becomes one pillars of good writing. Therefore, whenever writers started to write, they should have some kinds of organizational

schemes. A scheme with which we are familiar, namely the five-paragraph essay is introduced by White (1986). More specifically, one paragraph introduced the topic, three paragraphs discuss three different aspects of the topic, and the other aims to summarize and to propose a conclusion (Mali, 2014; White, 1986).

Figure 2.1

A Scheme in a Five-Paragraph Essay

<i>Title</i>	
How to improve your reading habits	
<i>Introduction (Paragraph 1)</i>	
✓	Many bright people become frustrated with learning because (Paragraph 1) they have poor reading habits (Typical example) But is surprisingly easy to get rid of these poor habits by practicing three techniques. (1....., 2....., 3
<i>Body (Paragraphs 2, 3, 4)</i>	
✓	Description of Technique 1
✓	Description of Technique 2
✓	Description of Technique 3
<i>Conclusion (Paragraph 5)</i>	
✓	Importance of practicing regularly, so that the good habits can become ingrained. It is easy once you set your mind...

The scheme described in the figure 2.1 tells a quick sense on how an essay can be structured into three essential parts, namely beginning, middle, and end.

Moreover, Halliday and Hasan (1976) argued that "Discourse does not wander at random; it runs on reasonably systematic organized patterns with a certain consistency and predictability of development". A composition should be accompanied by a smooth flow of thoughts varying from general to specific, specific to general, spatial, hierarchical (most to the least important) and so on. Liyana (2014) states that to create a discourse, it is required the ability to understand and use the right cohesion and coherence if not, the information to be conveyed through the thesis would be obvious to the reader. Clearly, these patterns can be extended to both paragraphs and broader discourse units, including

several paragraphs in the slice, the marked segment of the text, or the text as a whole.

3. *Coherence Breaks in Students' Writing*

Coherence is a product of many different factors, which combines to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. According to Bram (1995; Mali, 2014) “A paragraph is coherent when the sentences are woven together in such a way that our readers can move easily from one sentences to the next and read the paragraph as an intergrated whole, rater than a series separate sentences. On the contrary, the term “*coherence breaks*” adopted by Eleanor Wikborg (1985) in the book *Coherence in Writing: Research and Pedagogical Perspectivs* written by Connor & Johns (1990) is used when the reader loses the whole argument within a text; the paragraphs of the text may be awkward and they interrupt the smooth processing of the flow of information in it. In other word, coherence itself is the product of two factors — paragraph unity and sentence cohesion.

In order to explore the coherence problems of students' writing Wikborg (1985) examined 144 essays and papers, which were composed by undergraduates and graduates from different majors. Rather than merely focusing on the cohesion performance in students' writing (Connor & Johns, 1990; Mali, 2014; Wikborg, 1985). This theory also identifies two types of coherence breaks, that is, topic structuring problems and cohesion problems. Coherence break refers to the writing problems related to topic and the information structuring. But, in this study the writer focuses on topic-structuring problems in order to explore and

identify the coherence problems of students' writing while they structuring the topic (Connor & Johns, 1990; Mali, 2014; Wikborg, 1985). It is divided six types of coherence breaks or errors in students' writing. The types are; unspecified topic, unjustified change or drift of topic, misleading paragraph division, and irrelevance, misleading disposition (ordering of material), misleading headings.

Table 2.2

Types of Coherence Breaks (Wikborg, 1985)

Topic-Structuring	Problems Cohesion problems
1. Unspecified topic	1. Uncertain inference ties
2. Unjustified change or drift of	2. Missing or misleading
3. Misleading paragraph division	sentence connection
4. Misleading disposition (ordering of material)	3. Malfunctioning cohesive ties
5. Irrelevance	4. Too great a distance between the cohesive items in a cohesive chain
6. Misleading headings	5. Misleading distribution of given and new information within the sentence

In this paper, the writer will focuses to analyze only fourth type of coherence breaks that probably will perceived by students in their writings; the first type of break, namely unspecified topic. It is because a topic sentence must do two things: states the topic (main idea) and identifies the focus (main emphasis) of the paragraph. A good topic sentence should not be too general or too specific. If a topic sentence is too general, it will not be able to support the topic in one paragraph. If it is too specific, the writer will not have enough to write about the rest of the paragraph.

Second is namely unjustified change or drift of topic. It means that writer should keep one idea to one paragraph. For example, if the writer begins to moves

into a new idea, it belongs in a new paragraph. Furthermore, if the writer is on the same topic or a new one, it can have one idea and several bits of supporting evidence within a single paragraph. The writer can also have several points in a single paragraph as long as the point related to the overall topic of the paragraph. If the single points start to get long, then perhaps elaborating on each of them and placing the point in their own paragraphs is the way to bring the ideas.

Third of coherence breaks adopted by Connor & Johns (1990; Mali, 2014; Wikborg, 1985) is misleading paragraph division, misleads the reader to expect a shift to a new aspect of the topic, when no such change has actually taken place. This type of break interrupts the flow of discourse, and as a result, it causes problems for the reader in processing the information. As reported by Connor & Johns (1990; Mali, 2014; Wikborg, 1985), the misleading division is a major coherence problem identified in students' writing.

The fourth is irrelevance. It means out of topic, or not pertaining to the point or topic at hand. For example, in addition to writing a clear topic sentence and providing adequate support, the writer needs to make sure the paragraph has unity. When every sentence contributes to the main idea, the paragraph has unity. If a sentence does not relate to the main idea, it is irrelevant. The writer should eliminate irrelevant sentences from their paragraph.

In conclusion, coherence breaks are kinds of error made by students in their writing that make their essays are not coherent. There are four coherence breaks in students' writing they are unspecified topic, unspecified change or drift of topic, misleading paragraph division, and irrelevance. To avoid coherence breaks and

achieve coherence, there are some ways to be done. They will be discussed in the next section.

4. Ways of Achieving Coherence in Writing

Oshima and Hogue (2006) indicate that there are four ways to achieve coherence:

- a. Repeat key nouns. Repeat key nouns frequently are the easiest way to make the writing coherent. There is no fixed rule about how often to repeat key nouns or when to substitute pronouns. The writer should repeat a key noun instead of using pronoun when the meaning is not clear. If the writer does not want to repeat a key noun again and again, trying to use synonyms or expressions with the same meaning.
- b. Use consistent pronouns. Using a consistent pronoun (the same person and number) throughout the paragraph is important. When using pronouns, the writer have to make sure that it uses the same person and number throughout the paragraph. Do not change from you to he or she (change of person) or from he to they (change of number).
- c. Use transition signals to link ideas. Transition signals are expressions such as *first*, *finally*, and *however*, or phrases such as *in conclusion*, *on the other hand*, and *as a result*. They are like traffic signs; they tell you when to go forward, turn around, slow down and stop. Transition signals give paragraph coherence because it guides the reader from one idea to the next.
- d. Arrange the ideas in logical order. Arranging the ideas in some kind of order that is logical to a reader accustomed to the English way of writing.

Brown and Yule (2012) point out that one of the pervasive illusions which persist in the analysis of language is that we understand the meaning of a linguistic message solely in the basis of the words and structures of the sentence to convey that message. Besides, it is not only enough for the writer to write perfect grammatical sentences to be understood but also writer should supply the suitable information, well-form and empty of fragmentation. They say when a writer has produced a perfectly grammatical sentence from which we can derive a literal interpretation. We would not claim to have understood, simply because we need more information. In conclusion, there are four ways to make an essay coherence: repeat key nouns, use consistent pronouns, use transition signal to link ideas, and arrange the ideas into logical order.



CHAPTER III

RESEARCH METHODOLOGY

This chapter is discussed about the research methodology that used in this study. It consists of five fundamental sections. They were research design, research sites and participant, instrument for data collection, method of data collection, and method of data analysis.

A. Research Design

Research design refers to specific procedures implicated the process of research: data collection, data analysis, and report writing (Creswell, 2012). Moreover, in line with this, Flick (2014, p: 542) claimed that, “qualitative research is a type of research that focuses on analyzing subjective meaning or the social production of issues, events, or practices by collecting non-standardized data and analyzing texts and images rather than number and statistics’. The research design of this study is a qualitative method and has descriptive analysis in describing the research findings. The writer believed that qualitative methods provide the necessary data to gain the common coherence errors made by students

Qualitative research is procedural resulting in descriptive data orally and textually from people and their observable behaviour. In addition, Mackey & Gass (2005) state “the term qualitative research can be taken to refer to research that is based on descriptive data that does not make up (regular) use of statistical procedures”. The writer applied descriptive analysis design in interpreting the findings of this study. Therefore, this study used the qualitative research design.

B. Research Sites and Participant.

This study was conducted in UIN Ar-Raniry and the subject of this study was the student 2016 academic year of English Department of UIN Ar-Raniry. The researcher used purposive sampling technique in choosing participants to find the people who can provide the information as the researcher needs. Etikan (2016) argues that the purposive sampling technique, also called judgement sampling, to concentrate on people with particular characteristics. “The standard used and sites is whether they are information rich” (Patton, 2000). Then, the researcher selected seven (7) students purposively. The specific purpose in this study, the participants were the students who had completed academic writing class in English Department of UIN Ar-Raniry. Based on the qualifications, the researcher selected students of 2016 academic year and got “C” on academic writing class as the participants. The researcher chose participants with that qualifications based on suggestion from lecturers who were taught academic writing at UIN Ar-Raniry. Students who got “C” had a high chance of having coherence writing problems especially in coherence breaks issues. Accordingly, the researcher wanted to get the information about the types of coherence problems made by the students’ in writing analytical exposition text and coherence error that appeared most was explored from those seven (7) students.

The researcher collected the data from department of English language education of UIN Ar-Raniry. After collecting all the scores of 2016 students who had taken academic writing in odd semester 2018 the researcher found that there were 7 students out of a total of 7 writing academic units who got "C", the researcher get the information about the participant with the criteria as the researcher needs, as follows:

Table 3.1

The Data of Research Sample.

No	INITIALS	NIM	SEX	SCORE
1	DH	160203****	Female	C
2	AW	160203****	Female	C
3	LAL	160203****	Male	C
4	IF	160203****	Female	C
5	AFJ	160203****	Female	C
6	NM	160203****	Female	C
7	ZU	160203****	Female	C

C. Instrument for Data Collection

In this study, the researcher used two technique of research instrument in collecting the data they were; test and document analysis. Research instrument is a tool employed to gather the essential data for the research (Anggoro, 2012). Since the data needed concern with the types of students' coherence errors in writing descriptive text and the most frequent coherence errors, the proper

instrument used was test (written test). The instrument of this research is students' writing test recognized as document. Document consists of public and private document, including journals, letters, notes, personal writing, newspaper and others (Creswell, 2012). Students' writing of analytical exposition text could be categorized as personal writing in which the writer can be used document analysis technique to gain the data. Document analysis is a form of qualitative research whereas documents are interpreted by the researchers to provide the voice and meaning of the topic (Bowen, 2009).

D. Method of Data Collection

According to Creswell (2012), there were five steps in process of collecting data using qualitative research design. The five steps of data collecting were as followed:

1. The writer identified participants to be conducted and to participate in a sampling strategy. The participant that had been determined as a subject are seven students who have completed academic writing class in English Department students of UIN Ar-Raniry and got "C" in 2018 academic year were taken as sample of the research because the subjects have the criteria that are predefined by the writer.
2. The writer gained to access the participant by obtaining permissions. The writer needed to ask permission to the student privately until the writer and participant have a deal to do the research.
3. The writer needed to consider the types of information that will give the best research question answer.

4. The writer designed the instruments for collecting or recording the information.
5. The writer needed to manage the data collection to arise the proper result.

Therefore, in this study writer used some procedures in gathering the data by using test. First, the writer asked the students to write an exposition text entitled “Tell the difficulties in learning writing based on your experience”, which consisted of 300-500 words. The time given was about 60 minutes. After students finishing the writing, the writer collected the students’ work. Then, the writer analyzed students’ work to find out the types of coherence problems that they committed in writing descriptive text.

E. Method of Data Analysis

To help writer analyzing data, writer adopts the procedures of error analysis proposed by Ellis (1997, p: 15). Furthermore, Gass & Selinker (2001, p: 67) identified 4 steps followed in conducting an error analysis:

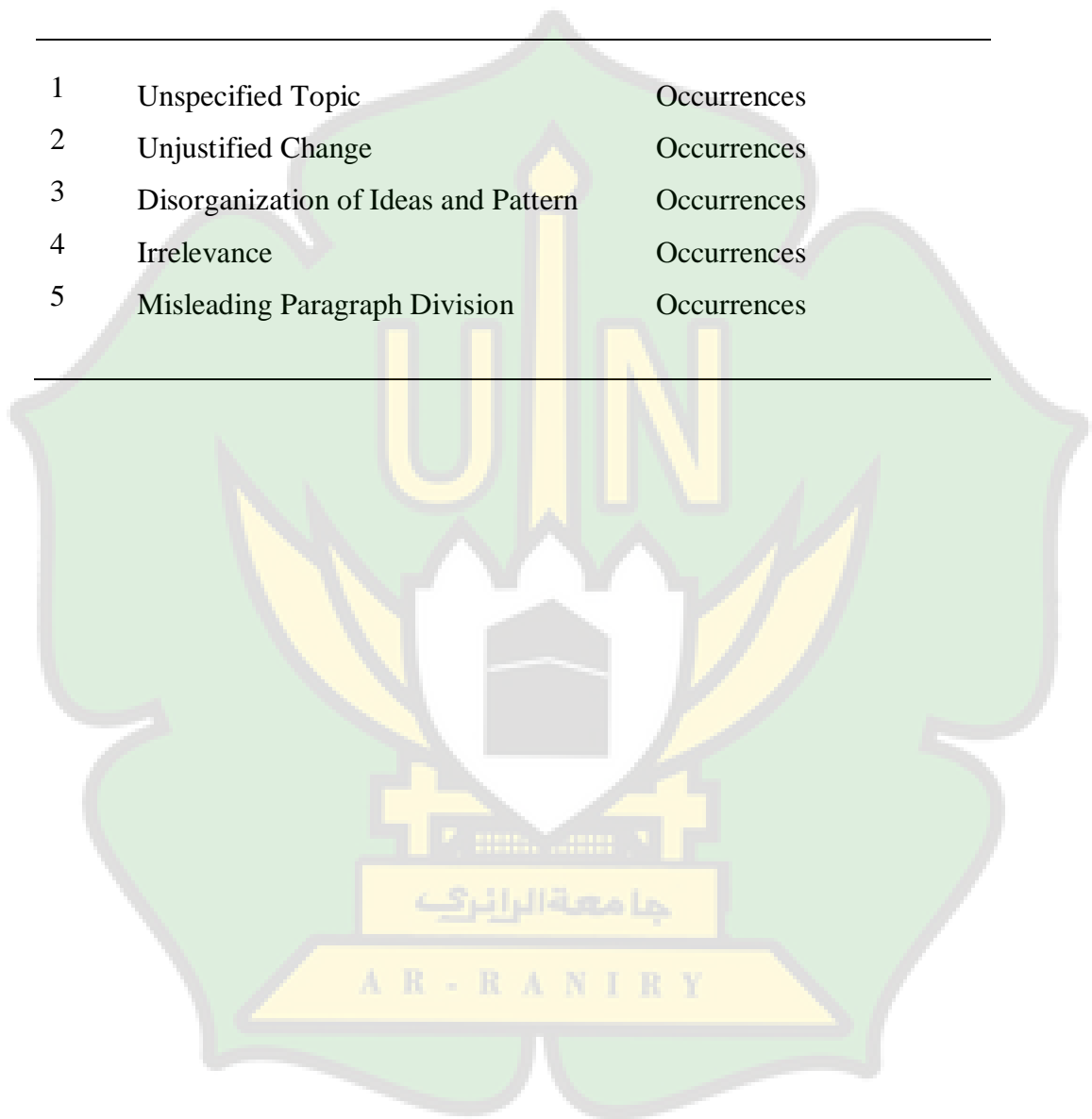
- Collecting data, in this step the writer collected the data from student 2016 academic year of English Department at UIN Ar-Raniry by given them written test.
- Identifying errors, in this step the writer identified the error by using Coherence Breaks of Wikborg’s (1985) and Coherence Structure of White’s (2000) theories. These theories are used as the standard indicator to identify coherence breaks in student’s essay. The theory was as followed:

1. **Unspecified topic** is type of coherence break that happened when the student did not states the topic (main idea) and identifes the focus (main emphasis) of the paragraph.
 2. **Unjustified change or drift of topic** is type of coherence break that happened when the students did not keep one idea to one paragraph. For example, if the student begins to moves into a new idea, it belongs in a new paragraph.
 3. **Irrelevance** is type of coherence breaks means out off-topic, or not pertaining to the point or topic at hand.
 4. **Misleading paragraph division** is tye of coherence break that misleads the reader to expect a shift to a new aspect of the topic, when there is no such change actually happened.
 5. **Disorganization pattern and ideas** is type of coherence break that happened when the paragraph is unstructure, unsequence according to coherence structure paragraph that lead the reader confuse in understanding the whole meaning. Because the student adding a new ideas that did not mentioned previously in introduction paragraph.
- Classifying errors, in this step the writer classify the error that made by student according to Wikborg's (1985) theory.
 - Quantifying errors, in this step the writer calculated the most frequent errors that the students commit.

Table 3.2

The Frequency of Types of Coherence Breaks Made by the Students.

No	Types of Coherence Breaks	Frequency
1	Unspecified Topic	Occurrences
2	Unjustified Change	Occurrences
3	Disorganization of Ideas and Pattern	Occurrences
4	Irrelevance	Occurrences
5	Misleading Paragraph Division	Occurrences



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the writer analyze coherence breaks made by students in 2016 academic year of English Department of UIN Ar-Raniry as found in the analytical exposition text they wrote. There would be a discussion of what types of breaks and the most frequent breaks that are made by students in terms of coherence in writing. In addition to investigate coherence breaks in students' writing, the writer uses Wikborg's perception (Connor & Johns, 1990; Mali, 2014) and theory of coherence structure by White (1986).

A. Findings from The Analysis of Data for The Research Question 1.

In order to find out the coherence breaks made by students 2016 of English Department of UIN Ar-Raniry, the writer has held the test which was administered on November 28- 30th, 2019. The test was intended to get the errors that are made by students in their writing. The writer would provide all of those coherence breaks descriptively in the following discussion.

1. Disorganization of Ideas and Pattern

In this study, the writer focuses on a process paragraph which gets used to have an introduction, three steps or more supporting ideas in each paragraph and a conclusion. The following example shows the error of disorganization of ideas and pattern in students' writing of analytical exposition text students in 2016 academic year of English Department of UIN Ar-Raniry.

Exampe 1:
(Participant 2)

No introductory paragraph

"In my opinion, many problems faced when writing something. First of The difficultness that I had experienced is about finding the proper vocabulary or using the academic word, also the repetition is not allowed in the academic writing so we need to identify all of the synonyms of the words, a lot of words must remember to help us write smoothly. Second lack of ideas to write, in my experience I had this problem most of the time, got confused in the middle of the situation when want to write and it is not feeling good, caused by lack of information, inspiration or even I do not read very often. Additionally, the lack of ideas affect learners' writing skills. 'Until and unless students have information with them, they will not be able to pour any idea through their pen onto the page. Third, Grammar difficulties become a spook for the writer to write in English. Learners also have difficulties in grammar and syntax. They make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. 'The major problem is with the uses of tenses and articles and preposition. For me it is also a serious problem when want to write, I always have issues with sentence structure. while writing something the theory that I had in my head suddenly gone it really happen cause I focus on the idea, not the grammar. Fourth organized writing is also a challenge to learners as their writing lacks coherence, consolidation of knowledge and use of formal transitional and cohesive devices. '(Students) do not organize. 'Most of them are not able to consolidate their knowledge. When you ask them to write about themselves, they (cannot). 'Writing is different from speech, (students') writing is actually speech put on the page. Fifth, learners are often overwhelmed when asked to complete a writing task. Even in the beginning, some learners will have difficulty getting started. In order to make a writing task less threatening the following suggestions are useful to help learners who are struggling to find their way and for them to find writing interesting as well as giving them a sense of accomplishment so that they will be better motivated for the next writing task."

Example 2:

No concluding statement

Confusing introductory paragraph

(Participant 4)

"Writing is one of the four skills of English language. A lot of students in my department including me, admit that writing is a difficult course. Even to write an informal writing sometimes is difficult, especially writing the academic one. That problem leads many students to dislike writing or dealing with anything related to writing."

Writing for me is difficult because it requires me to decide a topic or idea. Well, it is not easy to think of any topic or idea you want to write. For me, I don't want to write something boring, that's why it

is important for me to come up with new, out of the box and fresh topics that different from others. That's why I always stuck in this process for a while and it takes most of my time in the writing process. But when I find the right topic, the ideas will flow easily and that's when I find writing a little bit easier than before.

Not only the topics and ideas but the rules in academic writing are fairly difficult. In free writing I can just write what comes across my mind. In academic writing I also need to organize the idea and think of the order, the sequence, the type of text and so on. There are a lot of think to follow and remember.

The problem I face in learning writing is that, I understand almost all of the material about how to write a good academic writing. But it's hard for me to apply it in my own writing. It makes me think, should I need practice more? Yeah, I do need to practice more. But I also think why I can't make a good writing by taking writing and academic writing classes. Do the methods used by the lecturers aren't effective? I don't know for sure. It's easy to learn and understand how to make a good paragraph, but not making the paragraph itself. No wonder there are only few students like writing. It is not an easy task to do. It requires a lot of things, such as ideas and rules to be applied effectively in every single of paragraph. “

No concluding paragraph

The two examples above showed that the participants ignored the pattern of development in writing essay academically. Even in example 1, the students ignored the rules of writing essays in academic writing which actually had paragraph structures. Whereas, the introductory paragraph also should include the thesis statement, a kind of mini-outline for the essay that inform the reader what the essay was about. The last sentence the paragraph also must contain a transitional "hook" that moved the reader to the first paragraph of the body of the paper. Yet, in two essay above participants made introductions that had no direct relevance to the target topic and then moved to talk about other topics without a thesis that bridged the introduction to the body of the paragraph. Moreover, there was no conclusion statement that concluded the whole ideas on the paragraph.

Therefore, the two example above have problems in disorganization pattern and ideas on their essay.

2. *Unspecified Topic.*

The data taken from analytical exposition text written by students in 2016 academic year of English Department of UIN Ar-Raniry has showed that they constructed ‘unspecified topic break’ in their text. This type of break would be seen in the following examples.

Example 1:

(Participant 3)

“Second, people do not know how to write in the beginning. It is hard to write good sentence in the first paragraph. They cannot find an idea to start writing a paragraph, even though the topic is available. Third, people less in English vocabularies. Vocabulary is influence the writing, lots of it can be easier to develop our stories or texts. We not only rewrite same words in the next paragraph. Fourth, we are still confused in structure of grammatical. Structure can show the value of text. Is it good or bad and is it can be understand by people. It also has important thing that must be considered by me and other people. Fifth, arrange the paragraph. When we write a text about any topic, we will focus to write some paragraphs that related to our topic. Occasionally, our paragraph is unconnected with the topic. It can be convoluted.” (Paragraph 2)

Topic Idea 3

Topic Idea 1

Topic Idea 2

Topic Idea 4

The above example was unspecified topic because the topic sentence was not in a clear sentence and too specific. It also presented many ideas (topic sentences) in one paragraph that made the readers confused to decide what the main topic was and what the supporting sentences were going to talk about.

Example 2:

Unspecified Topic Sentence

(Participant 5)

When studying writing in the 2nd semester, I was taught by a lecturer who was less professional and disciplined so that I and my classmates felt unconcerned about the importance of writing courses. Different things happen in writing-II to academic writing. I have lecturers who are very competent in terms of writing and this is what triggers my passion in writing better every day. But at that time, my lecturers lacked enthusiasm in learning which made me and some friends who studied writing no motivation to learn. They only gave advice that writing is really needed for thesis, scholarship essay, and several other things in the future that we will pass. In my opinion, this cannot motivate students. Writing lecturers should show their previous writings and remind us that with their good writing, they can study abroad with state money. (Paragraph 3) Irrelevance with the main ideas

Looking at the second example of the unspecified topic, it was clearly understood that the topic sentence was not a good one. The sentence was too specific and there were more than one topic to be discussed which did not support the main ideas in the paragraph. Perhaps, the students wanted to claim the topic statement about the problems that lead students in that class to have low motivation in learning writing. Actually, this participant could focus on that topic and give some supporting sentences that related to the topic, such as the use of learning methods that were less appropriate in the class and any other ideas that can support the main idea. Therefore, in making a good main topic, the participant should decide the topic and its focus.

3. Unjustified Change or Drift of Topic.

Data taken from students' analytical exposition texts confirmed that some students ignored the principle of coherence in term of unjustified change or drift of topic. The following example is able to explain the break made by the students.

Example 1:

(Participant 3)

Unjustified Change

Unjustified Change

Besides several bdifficulties, I have some ways to solve the problem in writing. They are; the first is we have to practice in writing a text, we can do it once a week. The second is memorizing vocabularies and conjunctions in order to write easier. The third is learning the structure. We can learn by reading books, magazines, journals, articles, and so on. The last is building our motivation to write more. The motivation can come from internal and external. For external, they are come from listen to music, relax situation, and other. For internal, they are come from ourselves to improve our writing quality. (Paragraph 4)

The above example was unjustified change because there were too many topic presented in one paragraph. There were practicing writing once a week, memorizing vocabularies, learning structure, and building motivation, which was actually the student can divide these ideas into a new paragraph for each. Instead of put all of that ideas in one paragraph that lead the readers confused to decide what the main topic was and what the supporting sentences were going to talk about in the paragraph. As a consequence, the paragraph was tough to flow smoothly.

Example 2:

(Participant 5)

Unjustified Change

Main ideas

When studying writing in the 2nd semester, I was taught by a lecturer who was less professional and disciplined so that I and my classmates felt unconcerned about the importance of writing courses. Different things happen in writing-II to academic writing I have lecturers who are very competent in terms of writing and this is what triggers my passion in writing better every day. But at that time, my lecturers lacked enthusiasm in learning which made me and some friends who studied writing no motivation to learn. They only gave advice that writing is really needed for thesis, scholarship essay, and several other things in the future that we will pass. In my opinion, this cannot motivate students. Writing lecturers should show their previous

writings and remind us that with their good writing, they can study abroad with state money. (Paragraph 3)

In this example 2, the paragraph was also unjustified change because the participant placed more than one topic ideas in one paragraph. Yet, the ideas were irrelevant one to another. Besides, the participant could make a transition and began another topic idea into a new paragraph. Thus, the reader could directly point out the main topic for each paragraph.

4. Irrelevance

In writing an analytical exposition tex, students 2016 of English Department of UIN Ar-Raniry inserted irrelevant ideas into their writing. The following examples reveal some out-of-context ideas found in the students' work.

Example 1:

(Participant 1)

Irrelevance Ideas

"Almost on every writing assignments, I always work on night and with a music on my ear. Music helps me to add focus and calmness. Wrong choice of music always ends up as a distraction for me. Orchestral or Instrumental music are what I heard whenever I write but when it comes to any music with lyrics, it's slowly decaying my focus and ideas. What I did to avoid that was to simply create a playlist of my desired music. A trivial problem I faced next was uneven writing tempo. Sometimes when I was writing, I wrote a sentence quicker and slower. Maybe you would have guessed, quicker writing tends to produce a bad handwriting or misspelled words. However, slower tempo than normal doesn't mean don't have any effects. For me, it made me feels even more tired and bored. Actually no legitimate solution to avoid that because it was you unconsciously did that. But, consciousness can be trained over time and I tackled it by counting 1.5 seconds per medium-length word like; legitimate, collaboration, destruction etc."(Paragraph 2)

The above example was lack of coherence because the student inserted an idea that was no relevance to the first idea. First, the student mentioned that they always worked with music during writing task but then they continued to write

about uneven writing tempo. Therefore, this digression made the text had no coherence.

Example 2:

(Participant 5)

“Grammar errors are the most common things that occur in writing, but a person's grammar will gradually get better if you often practice writing actively and routinely. Grammar is also easy to learn and has its own rules, so students will easily learn grammar from books. The opposite does not happen in the mastery of vocabulary. In my perspective, vocabulary mastery is an important aspect of writing. A person's writing will not be interesting to read if he uses a common vocabulary. Selection of interesting vocabulary will make the reader amazed by someone's writing. This is what I do not have. I find it difficult when writing while opening a dictionary, because it takes a long time, especially when the exam and lecturer provide time limits for preparing the writing assignment.” (Paragraph 2)

Irrelevance Ideas

The above example clarified that the paragraph had no unity of thought. Despite continuing discussed about grammar errors, the writer moved to write about vocabulary mastery and the importance of using interesting vocabularies to amaze the reader instead. As a result, the paragraph was irrelevant.

5. Misleading Paragraph Division

The data were taken from an analytical exposition text written by students 2016 of English Department of UIN Ar-Raniry had showed that they constructed misleading paragraph division type of break in their text. This kind of break will be seen in the following examples.

Example 1:

(Participant 6)

“Having writing skill for students in a university is a must. Most of the time, students are assigned to produce a writing. It can be an essay, paper, journal, or event article. Most of university students think that writing is difficult as well as me. As a university student, I face some problems in writing and the problems are quite

serious, because it is a bit difficult for me to overcome those problems. I assume that the problems that I have mentioned before are the same problems that faced by many students in university. The problem are lacking of reading experience, grammar rules, word choice, and coherence.”(Paragraph 1)

Misleading Paragraph Division

As we can see in the example 1, the participant constructed misleading paragraph division. The fourth sentence in the paragraph above was “*I assume that the problems that I have mentioned before are the same problems that faced by many students in university*” that sentence misled the reader in processing the information and the meaning that wanted to be delivered by the student. Whereas, the student did not specify the problems they experienced in the previous sentence. That kind of information was a type of coherence breaks that would mislead the reader to expect a shift to a new aspect of the topic, when there is no such change that actually taken place. Therefore, the paragraph above had problem in mislead paragraph division type of coherence break.

Example 2:

Misleading Paragraph Division

(Participant 2)

Fifth, learners are often overwhelmed when asked to complete a writing task. Even in the beginning, some learners will have difficulty getting started. In order to make a writing task less threatening the following suggestions are useful to help learners who are struggling to find their way and for them to find writing interesting as well as giving them a sense of accomplishment so that they will be better motivated for the next writing task. (Sentence 17-18)

The above example clarified that the paragraph misled the reader in comprehending the whole meaning of the writing. In the previous sentence, the student discussed problems faced by students on doing their writing, but instead

of continuing wrote about the problems or make the conclusion of the whole ideas in the text. The writer tend to added a new statement by saying “In order to make a writing task less threatening the following suggestions are useful to help learners who are struggling to find their way and for them to find writing interesting as well as giving them a sense of accomplishment so that they will be better motivated for the next writing task”. As a result, the paragraph above was had problems in misleading paragraph division type of coherence break.

B. Findings from The Analysis of Data for The Research Question 2.

Table 4.1

The Frequency of Types of Coherence Breaks Made by the Students

No	Types of Coherence Breaks	Frequency
1	Disorganization of Ideas and Pattern	19 occurrences
2	Unspecified Topic	10 occurrences
3	Unjustified Change or Drift of Topic	10 occurrences
4	Irrelevance	5 occurrences
5	Misleading Paragraph Divison	3 occurrences

From the table, it was concluded there were five types of coherence break committed by students in 2016 academic year of English Department of UIN Ar-Raniry as found in the analytical exposition text. They are disorganization of ideas and pattern that were found in 19 occurrences, irrelevance were found in 10 occurrences, unjustified change were found in 10 occurrences, unspecified topic were found in 5 occurrences, and misleading paragraph division were found in 3

occurrences. From all five coherence breaks, disorganization patterns and ideas were the most frequent types of the break made by students.

We could see that the most coherence breaks that appeared in students' writing analytical exposition text were disorganization pattern and ideas. The data from this study showed that there were nineteen (19) occurrences of disorganization patterns and ideas types of coherence breaks in students' writing. The reason why these types raised the head as the most coherence breaks encountered in students' writing was they often ignored the rules of writing in the academic style. Unfortunately, the students prefer to write the essay in freestyle rather than wrote the essay in academic style with some rules and considerations. As a result, the writing that were produced by students had problems in structuring paragraphs.

Furthermore, unjustified change and unspecified topics were in the same position that came second after disorganization pattern and ideas. The data from this study showed that there were ten (10) occurrences of unspecified topic types of coherence breaks in students' writing. These problems were experienced by students in 2016 academic year of Department of English Education Ar-Raniry because they frequently did not state the main ideas and each focus specifically in each paragraph.

Meanwhile, unjustified change occurred when the writer did not keep one idea to one paragraph. Yet, the students in 2016 academic year of English Department of UIN Ar-Raniry did not arrange the paragraph in that way. The data

from this study showed that there were ten (10) occurrences of unjustified change types of coherence breaks in students' writing. The students often wrote and brought more than one idea in one paragraph, so that their essay did not coherent between one idea to another idea. Therefore, the student faced problems with unjustified change types of coherence breaks in their writing.

Other than that, irrelevance comes in third place. These types of breaks happened when students' writing is out off-topic, or not pertaining to the point or topic at hand. In other words, in writing a clear topic sentence and providing adequate support, the writer needs to make sure that the paragraph had unity. The data from this study showed that participants there were five (5) irrelevance types of coherence breaks in students' writing. The cause this type appearing in the sample of this study was because students confused in adding the appropriate supporting sentences in the paragraph.

The last type of coherence breaks that appeared in students' writing was a misleading paragraph. Misleading paragraph division breaks took place while the essay or text misleads the reader to expect a shift to a new aspect of the topic when there is no change that actually takes place. This type of break interrupted the flow of discourse, so that, it caused problems for the reader in processing the information. In this study, the data showed that there were three (3) coherence breaks that encountered in students' writing text. This type was the fewest coherence breaks that appeared in students' writing it possibly occurred because of the students' awareness of the importance of inserting a transition signal in

writing. It also occurred because student did not lead the reader misunderstood. As a result, only a few breaks of this type that happening in students' writing.

C. Discussion

The aim of the discussion was to describe the significance of the findings. In this study the writer used White's (2000) theory of coherence structure and Wikborg's theory (1985) of types of coherence breaks to know the type of coherence breaks that found in participant essay. As showed in the previous section, the major findings of the study were identified. There were five coherence breaks that students 2016 of English Department of UIN Ar-Raniry made in analytical exposition text; disorganization of ideas and pattern were found 19 occurrences, irrelevance were found 10 occurrences, unjustified change were found 10 occurrences, unspecified topic were found 5 occurrences, and misleading paragraph division were found 3 occurrences. From all five coherence breaks, disorganization pattern and ideas was most frequent types break made by students.

Concerning coherence, the results indicated that the students' writing did not present a reasonable connection or relation, among ideas in their paragraphs which caused coherence breaks. Most of their analytical exposition writing was generally disorganized. They seemed to ignore the rules of paragraph structure in academic writing. This was aggravated by the fact that their writing lack of sufficient information about the target topic and some of the information used was irrelevant and ideationally redundant. Likewise, the data showed that the students inserted irrelevant ideas into their writing. In addition, they sometimes wrote

information that had no direct relevance to the direct topic. These are the areas that should be explained to students so that they keep in mind when writing a paragraph in English.

This study relates to the previous studies was conducted by Mali (2014) entitled *Coherence Problems in Academic Essay Writing* . His study analyzed the the coherence breaks used Halliday and Hasan's theory while this study analyzed the coherence breaks used Wkiborg's (1985) theory. Meanwhile, the framework of analyzing the data, this study relates to the previous study was conducted by Saputra (2013) entitled *Identifying coherence problems perceived by students in writing descriptive text : A case study at SMA Labschool Unsyiah*.

The findings of this study have similarities as well as differences with the previous studies. The findings of this study are similar to Mali's (2014) study. Mali's (2014) found that there were 3 types of coherence breaks that encountered in students' writing; unclear idea relationships, irrelevant topic sentences, irrelevant supporting evidence. Meanwhile, this study found 5 coherence breaks that appeared on students' 2016 academic year of English Department of UIN Ar-raniry writing. They were disorganization pattern and ideas, unspecified topic, unjustified change or drift of topic, irrelevance and misleading paragraph division which are both studies found that the most frequent coherence breaks appeared in student writing was "disorganization pattern and ideas" while in Mali's (2014) study he named this type with "unclear idea relationship". Disorganization patterns and ideas found as the types that mostly encountered in students' writing because students ignored to be used to write academically with the rules of

paragraph structure. So that, it leaded them to have a lot of problems in writing. These two studies analyzed the type of coherence breaks that appeared in students' essay writing. Whereas, Mali's used argumentative essay to find coherence breaks while analyzing students' writing. Besides, this study is used analyttical exposition text.

On the other hand, the findings of this study are differences from the studies of Wikborg (1985) and Saputra (2013). Wikborg (1985) found that coherence breaks most frequently encountered in writing were misleading paragraph divisions. The misleading paragraph division becomes a coherence breaks which mostly appeared in writing because sometimes the writer is confused in presenting the ideas to be conveyed. Sometimes the writer out of the topic of discussion because the writer wants to add another information or analogizing the message to be conveyed in an inappropriate way. On the contrary, in this study, misleading paragraph division became the fewest types of coherence that arose in students' writing. It possibly happened because student of English Education Department already pay attention and beware in adding statements in order to did not leaded the reader misleading while translating the message of ideas. Whereas, Saputra (2013) found that the most frequent breaks of coherence were disunity of thought. In this study this type of problems also appeared mostly in students' writing. Yet, this type came second after disorganization patterns and ideas.

Based on the discussion above, this study can be used as a reference to the study of coherence and coherence breaks in discourse analysis. This research

could help the students who are concerned with the study of critical discourse analysis, and also for those who are interested in understanding coherence in term of coherence breaks as a way to spread ideas and point of view.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions and recommendations. These conclusions are based on chapter IV, and some recommendations will be given in the end of this chapter.

A. Conclusion

The finding of this study showed that the students in 2016 academic year of English Department of UIN Ar-Raniry committed five types of coherence breaks in writing analytical exposition text. They were as follows: disorganization of ideas and pattern, unspecified topic, unjustified change or drift of topic, irrelevance and misleading paragraph division. The most frequent error was disorganization of ideas and pattern (19 occurrences), followed by unjustified change (10 occurrences), irrelevance (10 occurrences), unspecified topic (5 occurrences), and misleading paragraph division (5 occurrences).

To correct these errors, there were many possible ways lectures could help the students to improve their coherence writings. For example, lectures could give more understanding about coherence and its importance in producing a good essay to the students. The students had to know the structure of an essay and practice more to organize ideas into logical order. In addition, in writing students should not only put attention on grammatical rules, because coherence was also important in making good writing.

B. Recommendations

Taking the findings of this study into consideration, the researcher proposed some recommendations to overcome students' problems with coherence in writing. In this case, lectures hold the crucial role in boosting the students' knowledge related to coherence breaks. The lectures should introduce the learners the types of coherence errors and taught the students how to overcome such errors. In addition, lectures should provide students with materials that increase their awareness of the role of coherence in writing. Furthermore, students should be given comprehension that they should not pay attention to grammar only but they should view language in terms of the meaning they intend to convey. Then, the students need to be aware of the theory of coherence breaks and ways of achieving coherence in writing in order to reduce the possible breaks they make in writing coherence.

To make the findings of this study more substantial, the follow-up research should be undertaken. In this study, the researcher has found five types of coherence breaks made by students in writing descriptive text; unspecified topic, unjustified change, disorganization of ideas and pattern, irrelevance and misleading paragraph division whereas disorganization of ideas and pattern was the most dominant break appears. Theoretically, researcher had also provided the causes of the breaks.

The researcher hope these findings of the research could provide a beginning and an incentive to explore further. The researcher suggests that the next study should seek for factor that causes students made errors in term of coherence and their effort to overcome the problems which is absent in this research.

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TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

- | | | | |
|---------------|---|-----|--|
| Menimbang | : | a. | bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-6688/UN.08/FTK/KP.07.6/07/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh. |
| | | b. | bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi. |
| Mengingat | : | 1. | Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; |
| | | 2. | Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; |
| | | 3. | Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; |
| | | 4. | Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum; |
| | | 5. | Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; |
| | | 6. | Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh; . |
| | | 7. | Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; |
| | | 8. | Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry; |
| | | 9. | Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia; |
| | | 10. | Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum; |
| | | 11. | Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh; |
| Memperhatikan | : | | Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018 |

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-6688/UN.08/FTK/KP.07.6/07/2019** tanggal 31 Juli 2019
- KEDUA : Menunjuk Saudara:
1. Dr.phil. Saiful Akmal, S.Pd.I., M.A Sebagai Pembimbing Pertama
2. Rita Hermida, M.Pd Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Riska Riwana**
NIM : **150203195**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Identifying Coherence Breaks in Student-Produced English Text**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan kepada Raniy Benda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu yang perlu diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 02 Desember 2019

An. Rektor
Dekan. A

Dekan,

Muslim Razali

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

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Nomor : B-17025/Un.08/FTK.1/TL.00/11/2019

27 November 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Riska Riwana
N I M : 150 203 195
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Tgk.Fakinah Lr.Mesjid No.33 Biluy A.Besar

Untuk mengumpulkan data pada;

Mahasiswa PBI UIN Ar-Raniry.

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Identifying Coherence Breaks in Student-Produced English Text.

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan
terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode 7117



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

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SURAT KETERANGAN

Nomor: B-609/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-17025/Un.08/FTK.I/TL.00/11/2019 tertanggal 27 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Riska Riwana
NIM : 150 203 195
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Identifying Coherence Breaks in Student-Produced English Text.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 Desember 2019

Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

- * unspecified topic
- * unjustified change
- * Disorganization of Ideas and Patterns
- * irrelevance

Participant I (* AW)

WRITING DESCRIPTIVE TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

My Difficulties in Learning Writing

Every day, people almost never skipped a slightest writing in a day. A blog writers could averagely writes 700 to 1000 words a day, but surely mistakes were made. Students, especially who still learns things, made a bigger and more mistakes than a blog writers. I'm a 20 years old student who took English major who still made mistakes in writing. Averagely, I made about 15 - 20 mistakes and problems per-task on the first year. As a university students who already have an average base in English writing, I faced attention problems and higher order cognition problems. But, I was able to overcome that mistakes in a simple way.

Almost on every writing assignments, I always work on night and with a music on my ear. Music helps me to add focus and calmness. Wrong choice of music always ends up as a distraction for me. Orchestral or Instrumental music are what I heard whenever I write but when it comes to any music with lyrics, it's slowly decaying my focus and ideas. What I did to avoid that was to simply create a playlist of my desired music. A trivial problem I faced next was uneven writing tempo. Sometimes when I was writing, I wrote a sentence quicker and slower. Maybe you would have guessed, quicker writing tends to produce a bad handwriting or misspelled words. However, slower tempo than normal doesn't mean don't have any effects. For me, it made me feels even more tired and bored. Actually no legitimate solution to avoid that because it was you unconsciously did that. But, consciousness can be trained over time and I tackled it by counting 1.5 seconds per medium-length word like; legitimate, collaboration, destruction etc

University students obviously faced a higher cognition order on every task they received. What I personally faced was a difficulty to generate and elaborate ideas. I used to took one hour to one day on generating an ideas, excluding elaborating them. What it needs in this case was critical thinking and knowledge. Studying regularly will fill the gap and overtime I was able to create and elaborate ideas in thirty minutes to two hours.

To finish with, simply writing regularly and review it is I believe the best way that I can suggest to my fellow learners. If not a mistake or two, you'll find inspiration and able to improve your next writing. There was a saying "*Excellence, then, is not an act, but a habit.*", and that was what I believed in doing so.

- * Disorganization pattern & Ideas = 2
- * unjustified change = 1
- * Irrelevance = 1
- * less information
- * misleading paragraph = 1
- * unspecified topic = 1

- * disorganization pattern = unjustified change.
- * irrelevance

- * disorganization pattern
- * less information

- * misleading paragraph division

unspecified topic

* Disorganization pattern & idea
* misleading paragraph d. ✓

Participant 4 (*IF)

WRITING DESCRIPTIVE TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

misleading paragraph d. = 1

Dis- pattern & ideas = 9.

irrelevance = 2

Writing is one of the four skills of English language. A lot of students in my department including me, admit that writing is a difficult course. Even to write an informal writing sometimes is difficult, especially writing the academic one. That problem leads many students to dislike writing or dealing with anything related to writing. TS

? misleading paragraph division ✓

Writing for me is difficult because it requires me to decide a topic or idea. Well, it is not easy to think of any topic or idea you want to write. For me, I don't want to write something boring, that's why it is important for me to come up with new, out of the box and fresh topics that different from others. That's why I always stuck in this process for a while and it takes most of my time in the writing process. But when I find the right topic, the ideas will flow easily and that's when I find writing a little bit easier than before. ?(-conclusion) → disorganization patterns

difficult to think of new ideas with the ideas

→ irrelevance

Not only the topics and ideas but the rules in academic writing is fairly difficult. In free writing I can just write what comes across my mind. In academic writing I also need to organize the idea and think of the order, the sequence, the type of text and so on. There are a lot of think to follow and remember. (-conclusion) → disorganization pattern

The problem I face in learning writing is that, I understand almost all of the material about how to write a good academic writing. But it's hard for me to apply it in my own writing. It makes me think, should I need practice more? Yeah, I do need to practice more. But I also think why can't I make a good writing by taking writing and academic writing classes. Do the methods used by the lecturers aren't effective? I don't know for sure. It's easy to learn and understand how to make a good paragraph, but not making the paragraph itself. No wonder there are only few students like writing. It is not an easy task to do. It requires a lot of things, such as ideas and rules to be applied effectively in every single of paragraph.

irrelevance ?

intro

difficulties at writing & remember single rules of academic writing

be confusing why the content applied the theory in the writing.

Participant 5 (*DH)

WRITING DESCRIPTIVE TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

* disorganization
pattern and ideas

I was a student in the seventh semester who was studying in English education at UIN Ar-Raniry. Since I entered the university until now, I have passed the writing course 4 times. Writing-I in the 2nd semester, writing-II in the 3rd semester, writing-III in the 4th semester, and academic writing in the 5th semester. Writing is a course that teaches the right way to write journals, articles, essay, and thesis in accordance with the rules writing using English. But in my opinion, there are so many obstacles and challenges in learning writing subject. The big issue is I am not someone who likes to write in a foreign language and this makes me hard to love this subject. But, the real difficulties that I face when writing are vocabulary mastery, and learning motivation

✓
int. feedback
* less information
* disorganization pattern

x

Grammar errors are the most common things that occur in writing, but a person's grammar will gradually get better if you often practice writing actively and routinely. Grammar is also easy to learn and has its own rules, so students will easily learn grammar from books. The opposite does not happen in the mastery of vocabulary. In my perspective, vocabulary mastery is an important aspect of writing. A person's writing will not be interesting to read if he uses a common vocabulary. Selection of interesting vocabulary will make the reader amazed by someone's writing. This is what I do not have. I find it difficult when writing while opening a dictionary, because it takes a long time, especially when the exam and lecturer provide time limits for preparing the writing assignment.

x
unspecified topic
→

* unjustified change
* irrelevant
✓
unjustified change
✓

x

When studying writing in the 2nd semester, I was taught by a lecturer who was less professional and disciplined so that I and my classmates felt unconcerned about the importance of writing courses. Different things happen in writing-II to academic writing. I have lecturers who are very competent in terms of writing and this is what triggers my passion in writing better every day. But at that time, my lecturers lacked enthusiasm in learning which made me and some friends who studied writing no motivation to learn. They only gave advice that writing is really needed for thesis, scholarship essay, and several other things in the future that we will pass. In my opinion, this cannot motivate students. Writing lecturers should show their previous writings and remind us that with their good writing, they can study abroad with state money.

x
unspecified topic

* unspecified topic
* disorganization pattern
* irrelevant
✓
unjustified change
✓

To sum up, writing is a very valuable subject. Writing is also the main ability sought by international universities in finding students. Several difficulties that I face; lack of vocabulary mastery and motivation in learning are what I can actually overcome by myself. However, I can use telling tricks to remember more vocabulary. I can also foster a spirit from within myself to be more active in studying writing, so I can become a person who has a good mastery of thesis and scholarship recipient at one of the world's leading universities.

✓
unjustified change
* irrelevant
✓

NS
Participant 6 (*BPP)

WRITING DESCRIPTIVE TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

Difficulties in writing

Having writing skill for students in a university is a must. Most of the time, students are assigned to produce a writing. It can be an essay, paper, journal, or event article. Most of university students think that writing is difficult as well as me. As a university student, I face some problems in writing and the problems are quite serious, because It is a bit difficult for me to overcome those problems. I assume that the problems that I have mentioned before are the same problems that faced by many students in university. The problem are lacking of reading experience, grammar rules, word choice, and coherence.

misleading paragraph
unjustified topic change

First, lacking of reading experience. It is one of the most crucial problems, because when students want to produce a writing and they have less experience in reading. Students will face difficulties in arranging the idea and choosing the appropriate of synonym. If students have got used to reading, it will be easier for them to arrange the idea when she/he wants to write and they will have no difficulties to choose the synonym for their writing. Because when students read many book, articles, or event journal, they will able produce a good writing.

Second, grammar rules. Well, this is one of problems where most of EFL students afraid of. Because this problem is not only appear in speaking, but also in writing. Using the right grammar rules are very important. Because by using it, will avoid from a misunderstanding. For example if a writer wants to write a report text where the tense that should be used is past tense. But the writer does not really understand about the grammar rule, so she/he uses future, present or even perfect tense. This kind of things will bring about a big misunderstanding between the writer and reader. So, writing with the right grammar rules are extremely important.

Third, word choice. This problem has a very strong relation with reading experience. While reading, students will encounter several new vocabularies so do the synonym of the words. And those vocabularies will be so useful while students want to write. But they have to make sure that they understand the meaning of each synonym of the word and they need to choose which vocabulary that should they use in their writing. Sometimes, university students don't know many vocabularies and its synonym because of lacking of reading experience and it is hard for them to play with the vocabulary while writing.

In short, many university students still face several problems while they are going to write. The problems are variety such as lack of reading experience, word choice, and the grammar rules. In order to overcome those problems, university students should be focus on aspect that they have problem with. If they have problem with the grammar, they need to

learn more about grammar. By focusing on their problems, I believe students will be able producing a good hand writing.



Participant 7 (*ZU)

Describe the difficulties in learning writing based on your experience in 300-500 words!

TS
I have been three years studying in the English department, and writing still becomes my serious issue to face. In my third year, I entered an academic writing class in which in that class, I have to learn how to write a good and correct formal writing. But instead of learning how to write academically, my lecturer asks us to write a reflective journal. At first, I thought that a reflective journal writing is not as difficult as writing a formal journal. But in reality, writing a reflective journal is not as easy as I thought. Here are several difficulties that I faced during writing a reflective journal.

Intro

TS
First of all, I faced the difficulty in generating the idea. I think the idea is the most crucial aspect of writing. Good writing is writing that provides a good idea. However, in practice, I am still unable to produce a good idea, and as a result, it is difficult for me to write something. The lacking idea restricts me in expressing myself freely in writing.

- detail

The second issue is the lack of vocabulary mastery. I realized that I have a poor vocabulary mastery. I cannot express my thought easily and tend to use the same words all the time. So, it causes my writing looks wordy and heavy. My lecturer ever said that I need to practice a lot to master good writing. And it is by remembering new words while writing it down to the paper so that I can improve my writing skill.

And the last one is a grammatical error. Even though I am in my last semester but I still cannot avoid my grammatical mistakes. I am still cannot differentiate between this and that, I am still not aware of grammatical functions and even ignore it when I write something. I realized that grammar and writing is an inseparable unit. I cannot write a good and correct sentence without considering the grammar. So that if I want to increase my writing quality then I need to master the grammar.

To sum up, there are at least three most serious issues I need to overcome to write better writing. The first issue is about how to generate the idea, the second issue is vocabulary mastery, and the last issue is a good grammatical mastery. Then, considering those issues will help me to be a good writer and produce good writing in the future.

- detail

WRITING DESCRIPTIVE TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

In my opinion, many problems faced when writing something. First of The difficulty that I had experienced is about finding the proper vocabulary or using the academic word, also the repetition is not allowed in the academic writing so we need to identify all of the synonyms of the words, a lot of words must remember to help us write smoothly. Second lack of ideas to write, in my experience I had this problem most of the time, got confused in the middle of the situation when want to write and it is not feeling good, caused by lack of information, inspiration or even I do not read very often. Additionally, the lack of ideas affect learners' writing skills. 'Until and unless students have information with them, they will not be able to pour any idea through their pen onto the page. Third, Grammar difficulties become a spook for the writer to write in English. Learners also have difficulties in grammar and syntax. They make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. 'The major problem is with the uses of tenses and articles and preposition. For me it is also a serious problem when want to write, I always have issues with sentence structure. while writing something the theory that I had in my head suddenly gone it really happen cause I focus on the idea, not the grammar. Fourth Organized writing is also a challenge to learners as their writing lacks coherence, consolidation of knowledge and use of formal transitional and cohesive devices. '(Students) do not organize'. 'Most of them are not able to consolidate their knowledge. When you ask them to write about themselves, they (cannot). 'Writing is different from speech, (students') writing is actually speech put on the page. Fifth, learners are often overwhelmed when asked to complete a writing task. Even in the beginning, some learners will have difficulty getting started. In order to make a writing task less threatening the following suggestions are useful to help learners who are struggling to find their way and for them to find writing interesting as well as giving them a sense of accomplishment so that they will be better motivated for the next writing task.

→ Irrelevant

* mislead paragraph division

- Disorganization pattern and ideas = 5
- Unspecified topic = 2
- Irrelevance = III = 3
- unjustified change = 2

Ts
S
D
C

Participant 3 (* LAL)

WRITING DESCRIPTIVE TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

Nowadays, People still have an assumption that writing is more difficult than other skills such as reading, listening and speaking. Why is writing chosen to be the harder one?. There are several difficulties in writing based on my experience are. First, determine the topic. Sometimes, to get an idea about what will we write or find the topic of writing is not easy. People need an inspiration or motivation to get the good idea or topic. The way to find an idea is read a lot.

* disorganization pattern
* less information

Second, people do not know how to write in the beginning. It is hard to write good sentence in the first paragraph. They cannot find an idea to start writing a paragraph, even though the topic is available. Third, people less in English vocabularies. Vocabulary is influence the writing, lots of it can be easier to develop our stories or texts. We not only rewrite same words in the next paragraph. Fourth, we are still confused in structure of grammatical. Structure can show the value of text. Is it good or bad and is it can be understand by people. It also has important thing that must be considered by me and other people. Fifth, arrange the paragraph. When we write a text about any topic, we will focus to write some paragraphs that related to our topic. Occasionally, our paragraph is unconnected with the topic. It can be convoluted.

* Disorganization pattern
* unjustified change
* unspecified topic

irrelevance

irrelevance

Last, we do not know some conjunctions in writing. When we want to write the next paragraph, Often we use "next, then, so, well, sometimes, however, but" for many times. Yet, there are a lot of conjunctions that can be written in our paper. Such as "in other hand, occasionally for changing sometimes, afterwards for changing next or then, and so on".

* disorganization pattern

(- conclusion)

Besides several difficulties, I have some ways to solve the problem in writing. They are; the first is we have to practice in writing a text, we can do it once a week. The second is memorizing vocabularies and conjunctions in order to write easier. The third is learning the structure. We can learn by reading books, magazines, journals, articles, and so on. The last is building our motivation to write more. The motivation can come from internal and external. For external, they are come from listen to music, relax situation, and other. For internal, they are come from ourselves to improve our writing quality.

(- conclusion)
* disorganization pattern

unjustified change

unjustified change

unjustified change

The conclusion is writing can be difficult if we do not want to solve the difficulties by practicing write on paper with 2 paragraph, learn more and read a lot. I think that writing is fun because we can write what are we thinking and what are we imagine. Perhaps we have same difficulties in writing, but we have different ways to solve it. It depend on ourselves.

irrelevance



Participant I (* AW) Correct version of Cohesion and Coherence in writing

WRITING ANALYTICAL EXPOSITION TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

My Difficulties in Learning Writing

In daily life, people almost never skipped to write something even it is only a simple writing. If a blog writer could averagely writes 700 to 1000 words a day with **several** mistakes are made, students, especially who still learn things, make more mistakes than a blog writer. I am a 20 years old student taking English major but still make mistakes in writing. Averagely, I made about 15 – 20 mistakes and problems in a task on the first year of my education. As a university student who already has the basic ability in English writing, I face some crucial problems and higher order cognition problems. However, there are some ways I use that I was able to overcome those mistakes.

Mostly in every writing assignment, I always work at night while listening to music. Music helps me to be more focus and calm. Nonetheless, wrong choice of music always ends up as a distraction for me. Orchestral and Instrumental music are what I listen to whenever I write because when it comes to any music with singing, it slowly decays my focus and ideas. What I did to avoid that was to simply create a playlist of my favorite instrumental music. A trivial problem I faced next was uneven writing tempo. Sometimes when I was writing, I wrote a sentence quickly and slowly. It would have been guessed that a quick writing tends to produce a bad writing or have some misspelled words. However, a slower tempo writing does not mean it do not affect the writing. For me, it made me feel even more tired and bored. Actually, I have no legitimate solution to avoid that because it was the writers themselves unconsciously did that. But, the consciousness can be trained over time and I tackled it by counting 1.5 seconds per medium-length word like; legitimate, collaboration, destruction etc.

Furthermore, university students obviously face a higher requirement on every task they received. What I personally face is the difficulty to generate and elaborate ideas. I am used to took one hour to one day to generate an ideas, excluding elaborating them. What it needs in this case is the critical thinking and knowledge. Studying regularly will fill the gap and overtime I am able to create and elaborate ideas in thirty minutes to two hours.

To sum up, writing regularly and reviewing it is the ways I believe the best ones that I can suggest to my fellow learners. If there is a mistake or more, you will find an inspiration and be able to improve your further writing. There is a saying “*Excellence, then, is not an act, but a habit.*”, and that is what I believe in doing so.



Participant 2 (*AFJ) Correct version of Cohesion and Coherence in writing

WRITING ANALYTICAL EXPOSITION TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

There are many difficulties appeared when a writer writes something. The first difficulty that I have experienced is about finding the proper vocabulary or using the right academic word. Moreover, vocabulary's repeatation is not allowed in the academic writing, so we need to identify all of the synonyms of the words. It is a must for a writer to memorize a lot of words to help them to write smoothly. The second one is that havin lack of ideas to write. Based on my experience, this problem most of the times make me confused in the middle of the writing process and it does not feel good. This situation happens because I have lack of information, inspiration or even I seldom read books. Additionally, the lack of ideas affect learners' writing skills. They will not be able to pour any idea through their pen onto the page unless the students enrich their background knowledge. The third obstacle is that grammar difficulties become a spook for the writer to write in English. They also have diffculties in grammar and syntax. They make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. 'The major problem is to determine when to use all tenses, articles and preposition. For me, it is also a serious problem whenever I want to write. I always have issues with sentence structure while writing something that the theory I have in my head suddenly disappear because I often focus on the idea, not the grammar. The fourth difficulty is to organize writing. It is a challenge to writers as their writing may get lacks of coherence, consolidation of knowledge and they do not use the formal transitional and cohesive devices. The fifth trouble is that some writers often feel overwhelmed when they are asked to complete a writing task. Even in the beginning of the writing's process, some of them will have the difficulty to get started. In order to make a writing task become less threatening, the following suggestions are useful to help learners who are struggling to find the solution and for them to find that writing is interesting as well as giving them a sense of accomplishment so that they will be better motivated for the next writing task.

Participant 3 (*LAL) Correct version of Cohesion and Coherence in writing

WRITING ANALYTICAL EXPOSITION TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

Nowadays, people still assume that writing is more difficult than other language skills, such as reading, listening, and speaking. There are some reasons why writing is one of the most difficult language skills based on my experience.

First, it is hard to determine the topic. Sometimes, to get an idea about what will be written or what the topic of the writing is not easy. A writer needs an inspiration or motivation to get a good idea or topic. The way to find an idea is by reading a lot. Second, it is challenging to start writing or to write the first paragraph even though the topic is already decided. Third, having less English vocabulary is one of the biggest obstacle in writing. It is important to enrich vocabulary because it influences the writing's quality and helps to develop our story or text. Moreover, by enriching vocabulary, using the same words in the next sentence or paragraph can be avoided. Fourth, writing using good grammar and structure is still confusing. In fact, structure can show the value of text whether it is good or bad and it can help the reader to easily understand the text. Fifth, it is difficult to arrange the paragraph appropriately. When writers write a text about a topic, they should focus to write some paragraphs that related to the topic. However, occasionally, the paragraph is unconnected with the topic. Thus, it can make the paragraphs be convoluted.

Last, having less knowledge about conjunction could be frustrated for a writer to develop their passage. To write the next paragraph, it is frequently used the conjunction "next, then, so, well, sometimes, however, but" for many times. However, there are a lot of conjunctions that can be written in our paper. Such as "in other hand, occasionally for changing sometimes, afterwards for changing next or then, and so on".

Based on the difficulties above, there are some ways to solve the problem in writing. They are; the first is to practice more in writing a text that we can do it at least once a week. The second is to enrich vocabulary and conjunctions as many as possible in order to write a good passage. The third is to learn the structure. It can be learned by reading books, magazines, journals, articles, and so on. The last is to build our motivation to write more. The motivation can come from internal and external side of the writer. For external side, it may come from

listening to music, having a relax situation, and others. For internal side, it may come from the writer's willingness to improve their writing quality.

In conclusion, writing can be difficult if the writer do not want to overcome the difficulties by practicing to write frequently, learn more and read a lot. I think writing is fun because we can write what we think and what we imagine. Indeed, even though some writers have the same difficulties in writing, but it is possible to have different ways to solve it that depends on ourselves.



Participant 4 (*IF) Correct version of Cohesion and Coherence in writing

WRITING ANALYTICAL EXPOSITION TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

Writing is one of the four skills to master English language. Many students in my department, including me, admit that writing is a difficult course. It is even a difficult thing to write an informal writing, let alone to write the academic one. This problem leads many students to dislike writing or dealing with anything related to writing.

Writing for me is tough because it requires me to decide a topic or idea. It is not easy to think of any topic or idea you want to write. For me, I do not want to write something boring, which is why it is important for me to come up with an up-to-date topic, out of the box and fresh topics that different from others. Consequently, I always stuck in this process for a while and it takes most of my time in the writing process. However, once I find the right topic, the ideas will flow easily and this the time when I find writing is a little bit easier than before.

The reason of writing is burdensome is not only due to the topics and ideas but also due to the rules in academic writing is complicated. In free writing, I can just write what comes across my mind. Nevertheless, in academic writing I also need to organize the idea and think of the coherence, cohesion, the type of text and so on. There are a lot of rules to follow and remember. The problem I face in learning writing is that I understand most material about how to write a good academic writing. Nonetheless, it is hard for me to apply it in my own writing. It makes me think whether I need more practice more. It is obvious I do need to practice more. However, I also think why I cannot make a good writing by taking writing and academic writing classes. I am confused if the methods used by the lecturers are not effective. I do not know for sure.

In conclusion, it is easy to learn and understand how to make a good paragraph, but it is troublesome to write the paragraph itself. No wonder there are only few students that like writing. It is not an easy task to do. It requires a lot of things, such as ideas and rules to be applied effectively in every single of paragraph.

Participant 5 (*DH) Correct version of Cohesion and Coherence in writing

WRITING ANALYTICAL EXPOSITION TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

I am a student in the seventh semester taking English education as my major at UIN Ar-Raniry. Since I have been studying at the university, I have taken the writing course 4 times. They are writing I in the 2nd semester, writing II in the 3rd semester, writing III in the 4th semester, and academic writing in the 5th semester. Writing is a course that the students learn the appropriate way to write journals, articles, essay, and thesis in accordance with the writing's rules using English.

In my opinion, there are many obstacles and challenges in learning writing. The biggest issue is I am not someone who likes to write in a foreign language and this makes me hard to love this subject. Moreover, the real difficulties that I face in writing are vocabulary mastery and learning motivation. Grammar errors are the most common things that occur in writing, but it will gradually get better if you often practice writing actively and routinely. Grammar is also easy to learn and has its own rules, so students will easily learn grammar from books.

However, it does not happen in mastering vocabulary. In my perspective, vocabulary mastery is an important aspect of writing. Writing will not be interesting to read if it consists of common vocabulary. The better word choice will make the readers feel amazed easy to read the writing. This is the skill I do not have. I find it difficult to write while opening a dictionary, because it takes too much time, especially when there is a task and the lecturer provides less time for preparing the writing assignment.

There were different things happened in writing II to academic writing. When I took a writing course in the 2nd semester, I was taught by a lecturer who was less professional and disciplined so that I and my classmates felt unconcerned about the importance of the writing course. At that time, my lecturers had lack of enthusiasm in their teaching process that made me and my classmates' motivation decreased. They only gave advice that writing is really needed for thesis, scholarship essay, and several other things in the future that we will pass. In my opinion, this cannot motivate students. Writing lecturers should show their previous writings and remind us that with their good writing, they can study abroad using scholarship. However, in the next semester, I met some lecturers who are very competent in terms of writing and this is what triggers my passion to write better every day.

To sum up, writing is a very valuable subject. Writing is also the main ability required by international universities in finding new competent students. However, there are several difficulties that I face in mastering writing; lack off vocabulary mastery and motivation in learning are what I can actually overcome by myself. Moreover, I can use telling tricks to memorize more vocabulary. I can also enhance my motivation within myself to be more active

in studying writing, so I can have better writing skill to write my thesis and apply a scholarship at one of the world's leading universities.



Participant 6 (*NS) Correct version of Cohesion and Coherence in writing

WRITING ANALYTICAL EXPOSITION TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

Difficulties in writing

Having a good writing skill for students in a university is a must. Most of the time, students are assigned to produce a writing. It can be an essay, paper, journal, or event article. Most university students think that writing is difficult, so do I. As a university student, I face some problems in writing and the problems are quite serious because it is a bit difficult for me to overcome those problems. I also assume that the problems that I have mentioned before are the same problems that frequently faced by many university students. There are some problems in doing a writing.

The first problem is lacking of reading experience. It is one of the most crucial problems because having less experience in reading leads students to be difficult to produce a writing and. Students will face difficulties in arranging the idea and choosing the appropriate word choice. If students have got used to read, they can overcome this issue because having many background knowledge by reading many book, articles, or event journal can make they be able to produce a good writing.

The second one is grammar rules. This is one of some problems that most of EFL afraid of. It is due to this problem does not only appear in speaking, but also in writing. Using the right grammar rules are very importance since by using it, misunderstanding can be avoided. For example, if a writer wants to write a report text, the tense that should be used is past tense. However, the writer does not really understand about the grammar rule, so they uses future, present or even perfect tense. This kind of things will bring about a big misunderstanding between the writer and reader. As a result, writing with the right grammar rules is obviously important.

The third difficulty is choosing an appropriate word. This problem has a very strong relation with reading experience. While reading, students will encounter several new vocabulary, so do the synonym of the words. The vocabulary will be useful if the students want to write. Furthermore, they have to make sure that they understand the meaning of each

synonym of the word and they need to choose which vocabulary that should they use in their writing. University students often do not know much vocabulary and its synonym because of lacking of reading experience and it is hard for them to use various vocabulary while writing.

In short, many university students still face several problems while they are going to write. The problems are various, such as lacking of reading experience, having difficulty about word choice, and knowing only few grammar rules. In order to overcome those problems, university students should be focus on aspect that they have problem with. If they have problem with the grammar, they need to learn more about grammar. By focusing on their problems, I believe students will be able producing a good writing.



Participant 7 (*ZU) Correct version of Cohesion and Coherence in writing

WRITING ANALYTICAL EXPOSITION TEXT TEST

Describe the difficulties in learning writing based on your experience in 300-500 words!

I have been studying in the English department for three years and writing still becomes my serious issue to face. In my third year, I took an academic writing class in which in that class, I have to learn how to write a good and correct formal writing. However, instead of learning how to write academically, my lecturer asks us to write a reflective journal. At first, I thought that reflective journal writing is not as difficult as writing a formal journal. In reality, writing a reflective journal is not as easy as I thought nonetheless. There are several difficulties that I faced during writing the reflective journal.

Firstly, I faced the difficulty in generating the idea. I think finding an idea is the most crucial aspect of writing. Good writing is the writing that provides a good idea. However, in practice, I am still unable to produce a good idea, as a result, it is difficult for me to continue my writing. Having lack of idea restricts me in expressing myself freely in writing.

The second issue is the lack of vocabulary mastery. I realized that I have low vocabulary mastery. I cannot express my thought easily and tend to use the same words all the time. Consequently, it causes my writing looks wordy and heavy. My lecturer has ever said that I need to practice a lot to have a good writing. One of the way is by remembering new words while writing it on the paper so that I can improve my writing skill.

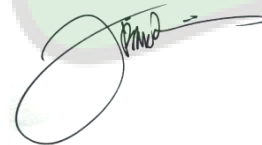
The last one is having many grammatical errors. Even though I am in my last semester but I still cannot avoid my grammatical mistakes. I still cannot differentiate between 'this' and 'that', I still not aware of grammatical functions and even ignore it when I write something. I realized that grammar and writing is an inseparable unit. I cannot write a good and correct sentence without considering the grammar. Therefore, if I want to increase my writing quality, I need to master the grammar.

To sum up, there are at least three most serious issues I need to overcome to have better skill in writing. The first issue is about how to generate the idea, the second issue is vocabulary mastery, and the last issue is a good grammatical mastery. Thus, considering those issues will help me to be a good writer and produce good writing in the future.

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