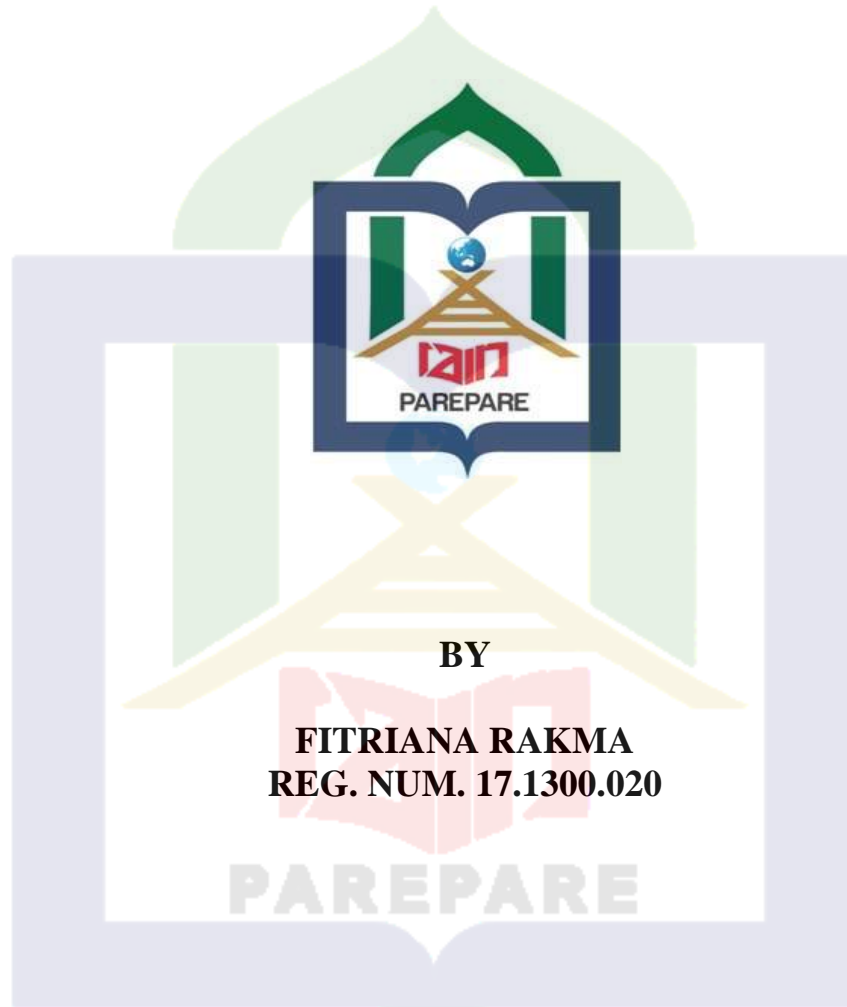


**A THESIS**

**THE COHERENCE ANALYSIS ON THE BACKGROUND  
OF SKRIPSI WRITTEN BY STUDENTS OF ENGLISH  
EDUCATION PROGRAM AT IAIN PAREPARE**



**BY**

**FITRIANA RAKMA**  
**REG. NUM. 17.1300.020**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2022**

**THE COHERENCE ANALYSIS ON THE BACKGROUND  
OF SKRIPSI WRITTEN BY STUDENTS OF ENGLISH  
EDUCATION PROGRAM AT IAIN PAREPARE**



**BY**

**FITRIANA RAKMA  
REG. NUM. 17.1300.020**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2022**

**THE COHERENCE ANALYSIS ON THE BACKGROUND  
OF SKRIPSI WRITTEN BY STUDENTS OF ENGLISH  
EDUCATION PROGRAM AT IAIN PAREPARE**

**Thesis**

**As Partial Fulfillment of the Requirement for the Degree  
of Sarjana Pendidikan (S.Pd)**

**English Education Program**

**Submitted by:**

**FITRIANA RAKMA  
REG. NUM. 17.1300.020**

**To**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2022**

## ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Research Proposal : The Coherence Analysis on the Background of Skripsi Written by Students of English Education Program at IAIN Parepare

Name of Student : Fitriana Rakma

Student Reg. Number : 17.1300.020

Study Program : English Education Program

Faculty : Tarbiyah Faculty


By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate  
Num. 835/In.39.5/PP.00.9/03/2021

Approved by  
Consultant Commissions

Consultant	: Hj. Nurhamdah, S.Ag., M.Pd.	(.....)
NIP	: 19731116 199803 2 007	
Co-Consultant	: Wahyu Hidayat, Ph.D.	(.....)
NIP	: 19820523 201101 1 005	

Cognizant of,

Tarbiyah Faculty  
Dean,

  
 Dr. H. Saepudin, S.Ag., M.Pd.  
 NIP. 19721216 199903 1 001

**A THESIS**

**THE COHERENCE ANALYSIS ON THE BACKGROUND OF  
SKRIPSI WRITTEN BY STUDENTS OF ENGLISH STUDY  
PROGRAM AT IAIN PAREPARE**

Submitted by

**FITRIANA RAKMA**  
Reg. Num. 17.1300.020

Had been examined on February 08<sup>th</sup>, 2022 and had been declared  
that it fulfilled the requirements

Approved by  
Consultant Commissions

Consultant : Hj. Nurhamdah, S.Ag., M.Pd.  
NIP : 19731116 199803 2 007  
Co-Consultant : Wahyu Hidayat, Ph.D.  
NIP : 19820523 201101 1 005

(.....)

(.....)

Cognizant of,  
Tarbiyah Faculty  
Dean,



**Dr. H. Saepudin, S.Ag., M.Pd.**  
NIP. 19721216 199903 1 001

## ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Research Proposal : The Coherence Analysis on the Background of Skripsi Written by Students of English Education Program at IAIN Parepare

Name of Student : Fitriana Rakma

Student Reg. Number : 17.1300.020

Study Program : English Education Program

Faculty : Tarbiyah Faculty

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate  
Num. 835/In.39.5/PP.00.9/03/2021

Date of Graduation : February 08<sup>th</sup>, 2022

Approved by  
Consultant Commissions

Hj. Nurhamdah, S.Ag., M.Pd. (Chairman) (.....)

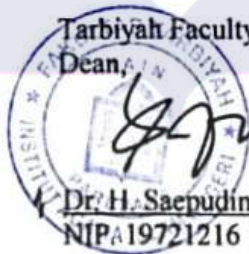
Wahyu Hidayat, Ph.D. (Secretary) (.....)

Dr. Arqam, M.Pd. (Member) (.....)

Drs. Abd. Rauf Ibrahim, M.Si. (Member) (.....)

Cognizant of,

Tarbiyah Faculty  
Dean,



Dr. H. Saepudin, S.Ag., M.Pd.  
NIPA 19721216 199903 1 001

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to Allah SWT, for the grace, strength, health, love and opportunity so that the researcher is able to finish this skripsi. This skripsi is entitled “The Coherence Analysis on the Background of Skripsi Written by Students of English Education Program at IAIN Parepare”, as one of requirements for *Sarjana Pendidikan (S.Pd)* of English Education Program of State Islamic Institute (IAIN) Parepare. *Sholawat* and *salam* to our prophet Muhammad SAW. As the king of the great kingdom namely islam religion then broke us from uneducated person to be educated person.

However, the researcher is fully aware that this skripsi will not be easily be finished without support, guidance, advice, help, and encouragement from individuals and institutions. The researcher wants to say the greatest thanks especially to her parents (Mr. Alm. Rakku and Maryam) who gave birth to and raised the author with great love, sincerity, and patience, were the main motivations for the researcher to finally get to this point.

On the other hand, in this special occasion, the researcher also would like to acknowledge her sincere, deepest gratitude and great appreciation to the following people:

1. Dr. Ahmad Sultra Rustan, M.Si., the rector of the State Islamic Institute (IAIN) Parepare.
2. Dr. H. Saepuddin, S.Ag., M.Pd., the dean of tarbiyah faculty of state Islamic Institute (IAIN) Parepare.

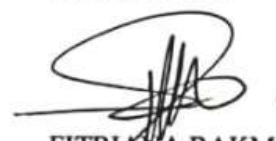
3. Mujahidah, M.Pd., the chairman of the English Education Program thank you for your supervisor, advice, and guidance.
4. Drs. Amzah, M.Pd., her academic advisor who has guided and given valuable academic service during her study.
5. All the lectures of English Education Program for the knowledge, advice, motivation, and gorgeous experiences to the researcher during her study.
6. Hj. Nurhamdah, S.Ag., M.Pd. and Wahyu Hidayat, Ph.D., her consultants who have guided, criticism and suggestions from the beginning of the thesis work to completion.
7. Tarbiyah faculty staff who during thesis work have helped facilitate and facilitate administrative affairs on campus properly.
8. Her classmates of English Education Program, especially the 2017 period, thank you friends for being together during college, all the help, and support
9. To her brothers and sisters, Rahman, Sinrang, Suman, Junara, Alm. Suriani, Hasmiati, S.Sy. Juharia Rakma, S.Pd., Jufrianto, and especially to the youngest sister Iin Safira, one of the motivators, thank you for all the help, care, and support during college.
10. To friends from childhood until now, Samliana, Rasnawati, Iin Safira, and Nilasari, thank you for being together.
11. To Sutriani and Husnul Khatimah, friends in arms from the start of college to the end, thank you for being such good friends who are always ready to help and push her to finish the research.



12. Her beloved friends of FANTASTIC, and especially for “*Pejuang Sarjana*”, Muhammad Bambang, Nurlaili, Sutriani, Rika Andriani, Lailatul Rakhmawati, Nuhalisa R, thanks for sharing, encouragement supports, Love and happiness.
13. Her other best friends of Sisterlillah, Fitri, Arfia Reni, Usnul Khatimah, and Arni, friends who provide support even though they are far away but still care.
14. The other special friends, sri wahyuningsi, Rismayanti, Juswanda Safitri, Wahidah, and Dila for their support
15. The researcher would like to thanks to Naslan who always gives pearls of wisdom, love, support, care, help, and pieces of advice to her. Thank you for everything.
16. All people who gave their help in writing this “thesis” that the researcher could not mention one by one.

All in all, thanks a bunch for everyone who has lent a hand to the researcher in anyway. The words are not enough to say any appreciation for their help and contribution in this *skripsi*. May Allah, the Almighty bless and reward them all abundantly, *Aamiin*. Moreover, the researcher realizes that this *skripsi* still has some weaknesses and shortages. Hence, she would be pleasure to accept any suggestions and corrections from anyone. The last, researcher hopes that this *skripsi* could be useful to its readers, particularly to the researcher herself.

Parepare, 20<sup>th</sup> October 2021  
The researcher,



FITRIANA RAKMA  
Reg. Num. 17.1300.020

## DECLARATION OF THE RESEARCH AUTHENTICITY

The researcher who signed the declaration below:

Name : Fitriana Rakma  
NIM : 17.1300.020  
Birthday date and place : Enrekang, 20<sup>th</sup> January 1999  
Faculty : Tarbiyah  
Study Program : English Education Program  
The Title of Thesis : The Coherence Analysis on the Background of Skripsi  
Written By Students of English Education Program at  
Iain Parepare

State that herself conducted this thesis, if it can be proved that is copied, duplicated or complicated by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 20<sup>th</sup> October 2021

The researcher,



FITRIANA RAKMA

Reg. Num. 17.1300.020

## ABSTRACT

**Fitriana Rakma.** *The Coherence Analysis on the Background of Skripsi Written by Students of English Education Program at IAIN Parepare. Skripsi of English Education Program, Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare. (Advisor: Nurhamdah and Wahyu Hidayat)*

Every text in writing must have a relationship so that the text can be a coherent, coherence in writing is the sentences must hold together. There are four ways to achieve coherence in writing; repeating key nouns, using consistent pronouns, using transition signals to link ideas, and arranging ideas in logical order. This research was conducted to analyze the coherence markers used by students in their background writing of skripsi and to analyze the errors done by students in writing coherence in their background writing of skripsi.

This research is qualitative research and used the content analysis method, which analyzes sentences, phrases and words. The data analysis techniques used are categorization, abstraction, coding the text, result and giving the interpretation.

After analyzing 10 backgrounds containing 78 paragraphs, there are 4 markers of coherence that are used by the students in their background, they are repeating key nouns, consistent pronouns, transition signals and logical order with the total occurrence are 1.341 items and 74 items is errors. Form 10 backgrounds skripsi contain 4 backgrounds are decided to be coherent and 6 backgrounds are decided to be less coherent. Therefore, the researcher concludes that the background of the skripsi written by English education program at IAIN Parepare in 2020 is decided to be less coherent with the total percentage of 94%, so from these findings, we can measure that the background of the thesis written by students of English education the program still does not meet the criteria of coherence and still needs to be improved. As a result, the use of 4 types of coherence is important to achieve coherence.

**Key Words:** Writing, Coherence, Background skripsi

## LIST OF CONTENTS

COVER .....	i
COVER OF TITLE .....	ii
SUBMISSION PAGE .....	iii
ENDIRSEMENT OF CONSULTANT COMISSIONS .....	iv
APPROVED OF CONSULTANT COMMISSIONS .....	v
ENDIRSEMENT OF EXAMINER COMISSIONS .....	vi
ACKNOWLEDGEMENT .....	vii
DECLARATION ON THE AUTENTICITY OF THE THESIS .....	x
ABSTRACT .....	xi
LIST OF CONTENTS .....	xii
LIST OF TABLE .....	xiii
LIST OF FIGURE .....	xiv
LIST OF APPENDICES .....	xv
CHAPTER I INTRODUCTION	
A. Background .....	1
B. Research Question .....	5
C. Objective of the Research .....	5
D. Significance of the Research .....	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Research Finding .....	7
B. Some Pertinent Ideas .....	10
C. Conceptual Framework .....	35

### CHAPTER III METHODOLOGY OF THE RESEARCH

A. Design of the Research.....	38
B. Location and Time .....	39
C. Scope of the Research .....	39
D. Data Source .....	39
E. Collecting Data and Data Processing Technique.....	40
F. Test the Validity of Data.....	41
G. Data Analysis Procedure .....	42

### CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings.....	47
B. Discussion .....	66

### CHAPTER V CONCLUSSION AND SUGGESTION

A. Conclusion.....	79
B. Suggestions.....	80

BIBLIOGRAPHY.....	I
-------------------	---

### APPENDICES

### LIST OF TABLE

Table Number	Name of Table	Page
2.1	Transition signal	21
3.1	Data abstraction	43
3.2	Data codes	44
3.3	Analysis of coherence (Example table)	44
3.4	Total number occurrences of coherence markers	45
3.5	The table for assessing the coherence of the paragraph	45
3.6	The table assessment of coherence of the writing	46
4.1	Number of occurrences and percentages of coherence types in the background of skripsi	48
4.2	The table assessment of coherence of the writing	49
4.3	The data finding of repeating key noun	67
4.4	The data finding of consistent pronoun	70
4.5	The data finding of transition signal	74
4.6	The data finding of logical order	77

## LIST OF FIGURE

Number	Name of Table	Page
2.1	The conceptual framework of the research	37



## LIST OF APPENDICES

Number	The Title Of Appendices
1	Students' Background Skripsi
2	Analysis of Students' Background Skripsi
3	Analysis result
4	The Documentation
5	Research Allowance
6	Curriculum Vitae



## CHAPTER I

### INTRODUCTION

#### A. Background

Writing ability is very important for everyone especially the students of the English Department. One of the reasons is that they are going to write their final project in English as one of the graduation requirements. They also learn how to write well from the beginner level to the advanced one to improve their writing ability. For example, the students learn how to create a good paragraph in Paragraph based writing. On the next level, they learn how to compose good texts based on generic structures in Genre-based Writing. For the final, they learn how to write an essay and critical review based on an article in Academic Writing.

Academic writing is a type of writing related to academic field. It is used to write, for example, essays, papers, and articles. In addition, such writing is applied in writing research proposals, theses, and dissertations. According to Ashima and Hogue, Academic writing is a kind of formal writing used in high schools and college classes, which is different from personal and creative writing.<sup>1</sup> It allows students to express their ideas and develop their critical thinking. Then, academic writing has a number of essential elements; coherence, cohesiveness and unity are three of them. Therefore, every academic writing needs to have coherence.

One type of academic writing that needs to have coherence is Thesis. In university, especially in State Islamic Institute of Parepare, writing a research paper as academic writing product called skripsi has to be written by the students for

---

<sup>1</sup> Oshima, Alice. and Hogue, Ann, *Writing Academic English*. 4th Ed. (New York: Addison Wesley Longman, 2006), P.3

completing their last examination scientific project before graduating from sarjana degree. According to Oxford Dictionary Learner's, thesis/skripsi is a long written essay submitted by a candidate for a higher university degree.

Skripsi consists of some chapters; one of them is the introductory section. The introductory section is the main section of the research, since it becomes the reason why writer does the research. As Bathia states that introduction is the key role in presenting the connection of the research to be reported.<sup>2</sup>

The introduction of research itself consists of six subchapters; they are: background of the research, statement of problem, objective of the research, significance of the research, scope of the research, and definition of terms. The background section is very important thing in the research paper. It is because it becomes the foundation of the research paper, exposes the reason of the researcher do the research, the theories that corroborate his or her research and the fundamental information concerning to the study to broader fields and signs concisely the expansion of the research problem.<sup>3</sup>

Prior to writing the thesis, especially students majoring in English have taken the writing courses offered. Therefore, by being taught several writing courses, students are expected to be able to write a coherent and integrated thesis background. However, writing a coherent background of study (BS) is not an easy task for them. In fact, they face a number of problems. These problems may be caused by several reasons. Therefore, it is important to research.

---

<sup>2</sup> Flowerdew, John, *Academic Discourse*. (London: Pearson Education Limited, 2002), p. 58

<sup>3</sup> McMillan, James H. 2008. *Educational Research: Fundamental for Consumer, Fifth Edition*. Boston: Pearson International Edition p. 20

There are a number of reasons why this research needs to be conducted. First, BS must have coherence. Then, it is a type of academic writing that is required for students to write as a prerequisite before conducting a research and accomplishing their thesis. Based on those reasons, this research was conducted to find out the coherence and unity of students' writing on BS, the problems faced by them, and the causes that may influence those to occur.

Coherence has been defined by a number of experts. According to Oshima and Hogue in order to have coherence in writing, the sentences must hold together, i.e. the movement from one sentence to the next (and in longer essays, from one paragraph to the next) must be logical and smooth without sudden jumps.<sup>4</sup> Then, Lee states that coherence is “the relationships that link the ideas in a text to create meaning for the readers.” To make the relationships, the ideas need to be sequenced and arranged in a clear and logical way. In short, coherence is a clear, smooth, and logical flow of ideas, i.e. from one sentence to another and from one paragraph to the next that creates meaning for the readers.<sup>5</sup>

There are several ways achieve coherent writing. Oshima and Hogue explain that there are four ways to achieve coherence in writing; repeating key nouns, using consistent pronouns, using transition signals to link ideas, and arranging ideas in logical order. Repeating key nouns is the repetition of main words or nouns found in the topic sentence of a paragraph. Using consistent pronouns means the use of pronouns consistently. Transition signals refer to words and phrases used to connect

---

<sup>4</sup>Oshima, Alice. and Hogue, Ann, *Writing Academic English*. 3 rd Ed. (New York: Addison Wesley Longman, 1999) p. 40

<sup>5</sup> Lee, Icy, “*Helping Students Develop Coherence in Writing*”. (English Teaching Forum, 2002) P. 32

the ideas between one to another sentence. Logical order deals with the way the writers organize their paragraph or writing in certain patterns.

There are a number of problems in writing coherent and unified BS faced by the students. Dealing with coherence, the first problem is no key nouns or repetition of key nouns. It occurs when the key nouns are absent or are not repeated. The second one is missing and inappropriate use of pronouns. It occurs because of the absence or the use of pronouns inappropriately. Another problem is missing and inappropriate use of transition signals. It occurs since there is missing link between and among the ideas in background of the study. The next problem is missing and inappropriate use of logical order. It arises due to the absence or inappropriate use of writing organization.

In writing coherent, the students face a number of problems. These problems may be caused by several factors. The first factor is lack of knowledge that refers a basic competence for students to possess in order to produce a coherent and unified BS. The second factor is a lack of paragraph writing skills. Paragraph writing skills play an important role to construct coherent and unified BS writing. Moreover, BS consists of several paragraphs, these skills are very needed in order that the ideas written are well-organized. The problem occurs when the students are unable to organize their ideas due to a lack of writing skills they have. According to Sarfo, a lack of paragraph writing skills may affect paragraph coherence due to unorganized ideas in the essay.<sup>6</sup>

Next, dealing with coherence, mentions that there are several factors that influence students' incoherent essay writing. They are the effect of topic-specific

---

<sup>6</sup> Sarfo, Kwasi. and Adu. 2015. "*Investigating Paragraph Writing Skills among Polytechnic Students*": p.145

background knowledge, low English proficiency, the tendency to follow certain techniques, overuse of coordinate sentences and misuse of topic sentences.<sup>7</sup> Moreover, Fengjie et al, state that there are a number of factors that influence students' incoherent writing. They are lack of self-identity in English writing, limitation of English vocabulary, poverty in English grammar and lack of awareness for revising and summarizing.<sup>8</sup>

From the description above, it is explained that the final project is one of the graduation requirements, the writing on the final background has to be written coherently. Therefore, researcher is interested in conducting research with the title **“The Coherence Analysis on the Background of Skripsi Written by Students of English Education Program at IAIN Parepare”**

## **B. Research Question**

1. What are coherence markers used by students in their background writing of skripsi?
2. What are the errors done by students in writing coherence in their background writing of skripsi?

## **C. Objective of the Research**

1. To know the coherence markers used by students in their background writing of skripsi.
2. To know the errors done by students in writing coherence in their background writing of skripsi.

---

<sup>7</sup> Ahmed, Abdel Hamid, . “Students’ Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives”. Literacy Information and Computer Education Journal (LICEJ), 1 (4): 211-221, 2010 . P. 213

<sup>8</sup> Fengjie, Li. et al. 2014. “Analysis of the Problems on Coherence in College English Writing”. International Journal of Language and Linguistics, 2 (6): 387-390. P. 389

#### **D. Significance of the Research**

This research can be useful theoretically, practically, and pedagogically:

1. Theoretical benefits, this research is expected to be useful as literature on coherence theories and become a reference for developing coherent writing skills, besides that the research results are expected to be a reference and consideration by other researchers in conducting the next similar research.
2. Practical benefits, this research is expected to be an encouragement to students on the importance of writing a coherent background
3. Pedagogical benefits, this research is expected to be information material for students and also lecturers will find it difficult to write a coherent background so that lecturers can help and guide students in their writing.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consist of related literature, the researcher attempts to explain the theoretical foundations which consist of review previous studies and supporting theory.

#### A. Previous Research Findings

A previous study is regarded as a valuable resource when conducting research. For example, a magazine can be employed and turned into a significant theory in skripsi writing if it comes with a summary of ideas pertinent to a specific theme. Furthermore, looking through journals or past studies might make it easier to organize one's research methods if those studies contain the same or similar forms of research as one's own. The writer uses three previous studies as references in this research.

The first, research was conducted by Muhammatul Ifadah and Candra P, with the research title is *“Coherence level on the draft of the skripsiproposal for UNIMUS English education students”* The research design they used was designed based on qualitative case studies to clearly explain single and small scale phenomena in a particular context, in his research he found the results of the analysis of the background section clearly indicate that the Reiteration pattern is the thematic development that is most prominently used in the background section. The frequent use of the Reiteration pattern shows that the background section is lacking in elaborating information. Then, in the cohesive device analysis, the results show that Reference is the most prominent device used in the background section. The use of

references in the background shows that students have been able to provide linguistic sources related to each participant in the background text. Thus, the conclusion from the analysis of coherence and cohesion in the background section of the thesis, some texts that do not have a generic move structure can be considered as failures in providing space and unity of research. In addition, the lack of thematic development affects the unity and coherence of the background text.<sup>9</sup>

The similarity between the research conducted by them and this research are the research design used is qualitative research and both examines coherence in the background of the skripsi but the aspects used to measure coherence are different, revelation research measures coherence by looking at the pattern of theme and rhyme development, while the writer measure coherent with consideration of coherent marks.

The second is research conducted by Liyana (2013) with the research title is Cohesion and Coherence in Skripsi of English Education Students, found four things related to cohesion and coherence. First, the use of grammatical cohesion tools, which consist of references, substitutions, ellipsis, and conjunctions, as well as lexical cohesion tools, which consist of reiteration and collocation. Second, errors in the use of cohesion tools are only found in reference and conjunctions grammatical cohesion tools. Third, the use of coherence markers, which consist of repetition of keywords, use of pronouns, transition markers and logical sequences in the form of chronology. Fourth, errors that cause lack of coherence in the thesis, consist of errors in repetition of keywords, inconsistent pronouns, errors in transition markers, grammatical errors, and the use of inappropriate punctuation marks. Fifth, student skripsi viewed from

---

<sup>9</sup> Muhammatul Ifadah, Candra P. Coherence level on the draft of the skripsi proposal by English education students in UNIMUS, Universitas Muhamadiyah Semarang.



the principles applied in the skripsi can be said to be coherent in terms of the use of language that is concise, round, polite, coherent and objective. However, it can be said to be incoherent in terms of the use of language that is complete, honest, straightforward, and interesting.<sup>10</sup>

The difference between the research conducted by Liyana and this study lies in the focus of the research, where the research focuses on analyzing the cohesive and coherent aspects of sentences, while this study only focuses on the coherence aspect, while the similarities lie in the type of research used, both of which use a research qualitative research, besides the theory used to measure the coherence of the data is the theory of Oshima and Hogue.

The third study conducted by Suwandi (2015) studied the level of coherence and cohesion in writing abstracts for students' skripsi at PGRI University Semarang. The research focused on the macro and micro coherence levels by using rheme theme analysis. The results of the study showed a discrepancy in the writing of the abstract. In the three abstracts there are conjunctions used, but not according to their function, so that the sentences become incoherent. Kelvin's research has similarities to the object under study, namely the writing of scientific papers with the main focus on abstracts. However, it is different in the focus of his research, Kelvin's research examines the level of macro and micro coherence, while this study focuses more on the level of micro coherence, such as the use of 4 ways to achieve coherence. Thus, this research emphasizes more on how to use repeating key nouns, consistent pronouns, transition signals and logical orders in writing scientific papers on the

---

<sup>10</sup> Cut Irna Liyana And, Prof. Dr. Soepomo Poedjosoedarmo (2013) *Kohesi Dan Koherensi Pada Skripsi Mahasiswa Pendidikan Bahasa Inggris*, Perpustakaan Ugm: Malang downloaded from <https://repository.ugm.ac.id/122839/>

background of the thesis. This is important, because the background of the research problem is the beginning of a scientific skripsi.<sup>11</sup>

The similarity between the research conducted by Suwandi and this research are the research design and also in measuring coherence he uses aspects of coherent marks, but apart from researching coherence analysis he also examines cohesive aspects.

## **B. Some Pertinent Ideas**

### **1. Writing**

#### **a. Definition of writing**

Writing is one type of language skill that must be mastered by students. Many experts have put forward the notion of writing. According to Abbas, writing skills are the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling.

According to Tarigan, writing skills are one of the productive and expressive language skills that are used to communicate indirectly and not face to face with other parties. Meanwhile, according to Suparno, writing skills is an activity to convey messages (communication) using written language as a tool or medium. Based on this concept, it can be said that writing is an indirect communication in the form of transferring thoughts or feelings by utilizing graphology, language structure and vocabulary using symbols so that it can be read as what the symbols represent.

---

<sup>11</sup> Suwandi, Coherence and Cohesion: An analysis of the final project abstracts of the undergraduate students of PGRI Semarang. Indonesian Journal of Applied Linguistics, Vol.5 No. 2, 2016

Based on this concept, it can be said that writing is an indirect communication in the form of transferring thoughts or feelings by utilizing graphology, language structure and vocabulary using symbols so that it can be read as what the symbols represent.

Based on some of the opinions above, it can be stated that writing skills are the skills to express ideas, ideas, feelings in written language so that other people who read can understand the contents of the writing well.

### **b. Concept of Writing Strategy**

Oshima According to Oshima and Hogue, the writing process is divided into three stages: prewriting, planning (outlining), and writing and revising drafts. Prewriting consists of two steps: selecting and narrowing a topic. Making sub lists, creating the topic sentence, and outlining are all part of the planning (outlining) process. Composing and revising drafts, on the other hand, entails writing the initial rough draft, modifying content and organization, reviewing the second draft, and writing the final copy. They also state that in order to write a good paragraph, one must examine a number of factors that qualify a paragraph to be classified as one. Unity and coherence are two of these elements. In fact, when individuals talk about coherence, they must relate it to a linguistic phenomena known as cohesion. <sup>.12</sup>

## **2. Coherence**

### **a. Definition of Coherence**

Every good paragraph must have coherence. Coherence is the cohesiveness of the relationship between sentences in discourse. Coherence is also a harmonious

---

<sup>12</sup> Agung Dwi Nurcahyo, A Study of Cohesiveness on Students' Writings in The English Department of the State University of Semarang, ( Published Skripsi: State University of Semarang, 2006), P. 29

reciprocal relationship between elements in a sentence. In line with this, Halliday and Hasan assert that the structure of discourse is basically not a syntactic structure, but a semantic structure, namely the semantics of sentences which contain propositions. Because some sentences will only become discourse as long as there is a relationship of meaning (meaning) between the sentences themselves.<sup>13</sup>

Coherence is a relational relationship between propositions, but the linkage is not explicitly or clearly seen in the sentences that express it. Harimurti Kridalaksana suggests that the coherence of discourse is actually a semantic relationship. That is, the relationship occurs between propositions. Structurally, the relationship is represented by a semantically linked sentence (part) with one another.<sup>14</sup>

Coherence is the integration of ideas between parts in writing, and cohesion is one way to form coherence. Coherence is one aspect of discourse that is important in supporting the integrity of the meaning of discourse. If an utterance does not have coherence, the semantic-pragmatic relationship that should exist is not built and is not logical. Brown and Yule assert that coherence means coherence and understanding between units in a text or speech. In the structure of discourse, the coherence aspect is very necessary for its existence to organize the inner connection between one proposition and another in order to obtain wholeness. The coherent whole is explained by the existence of meaning relationships that occur between elements semantically.<sup>15</sup>

Basically, the coherence relationship is a series of facts and ideas that are organized and logically arranged. Coherence can occur implicitly (covert) because it

---

<sup>13</sup> Mulyana, *Kajian Wacana Teori, Metode dan Aplikasi Prinsip-prinsip Analisis Wacana*. (Yogyakarta: Tiara Wacana, 2005), p. 31

<sup>14</sup> Ibid., p.32

<sup>15</sup> Op., cit. p.235

is related to the field of meaning that requires interpretation. In addition, understanding the relationship of coherence can be reached by concluding the relationship between propositions in the body of the discourse. Cohesion can be expressed explicitly, which is expressed in the form of a coherence marker in the form of a marker of the relationship between sentences. The relationship marker serves to connect sentences as well as add clarity to the relationship between sentences in the discourse.

Several forms or types of coherence relationships in discourse have been described by experts. D'Angelo, states that the elements of discourse coherence include: elements of addition, repetition, pronouns, synonyms, totality of parts, comparisons, emphasis, contrasts, conclusions, examples, parallelism, member locations, and time.

The purpose of the aspect of using aspects or means of coherence, among others, is to create an arrangement and structure of writing that has a harmonious, coherent, and logical nature. The nature of harmony means appropriate, suitable, and harmonious. Appropriateness lies in the harmonious relationship between propositions in the unity of writing. Coherent means sequential, systematic, not discontinuous, but linked to one another. While the logical nature contains the meaning of reasonable, reasonable, clear, and easy to understand. A series of sentences that do not have a logical relationship of form and meaning cannot be said to be good writing.

Several forms or types of coherence relationships in discourse have been described by experts. D'Angelo (in Tarigan 1987:105) for example, states that the elements of discourse coherence include: addition, repetition, pronouns, synonyms,

totality-part, comparison, emphasis, contrast, conclusion, example, parallelism, location-member, and time.

### **b. Coherent Structure**

A coherent structure becomes one of four pillars of good writing. Therefore, whenever writers start to write, they should have some kinds of organizational schemes. White introduces a scheme with which we are familiar, namely the five-paragraph essay. More specifically, one paragraph introduces the topic, three paragraphs discuss three different aspects of the topic, and the other aims to summarize and to propose a conclusion. In this case writing can be structured into three essential parts, namely beginning, middle, and end.<sup>16</sup>

#### **1) Repeat Key Noun**

Repeating key noun or keyword is known as repeating the idea. Repeating key noun or phrases helps connect and focus ideas throughout the writing.<sup>17</sup> Repetition of the key nouns functions as repeating the words which become the controlling ideas found in the topic sentence of each paragraph. They show that a writer is talking about the same thing throughout the paragraph.<sup>18</sup> It can be meant that through the use of repeating key nouns, the paragraphs or sentences will connect each other.

Repeating key noun in a paragraph is an important technique for achieving coherence. Of course, careless or excessive repetition is boring-and a source of

---

<sup>16</sup> White, F.D. *The Writer's Art: a Practical Rhetoric and Handbook*, ( California: Wadsworth, 1986), P.8

<sup>17</sup> Sarah Andersen, "*Pronouns: Cohesion Within Paragraph*", <http://www.sjsu.edu/writingcenter>, (accessed on Mei 2021).

<sup>18</sup> Reni Astanti , Yenni Rozimela, and Fitrawati, Cohesive Devices In Discussion Text Written by the Students of SMAN 12 Padang, *Journal of English Language Teaching*, Volume 5 No. 1 Serie A, Mei 2021, p. 32-39

clutter. But used skillfully and selective, this technique can hold sentences together and focus the reader's attention on a central idea.

If writer do not wish to repeat a key noun again and again, he can use synonym or expressions with the same meaning. It allow writers to remind the reader of the topic being discussed without becoming repetitive, as too much repetition of the same words can be distracting and even irritating to a reader.<sup>19</sup>

Let see the model of paragraph about "gold" to see how it use this technique to smooth the flow of the sentences. The key noun in this paragraph is "gold".

#### Model Paragraph with coherence

**Gold** a precious metal, is prized for two important characteristic.<sup>2</sup> First of all **gold** has a lustrous beauty that is resistant to corrosion. <sup>3</sup>Therefore **it** is suitable for jewelry. Coins, and ornamental purpose. <sup>4</sup>**Gold** never needs to be polished and will remain beautiful forever. <sup>5</sup>For example, a Macedonian coin remains as untarnished today is the day it was made 25 centuries ago. <sup>6</sup>Another important characteristic of **gold** is **it** usefulness to industry and science. <sup>7</sup>For many years, **it** has been used in the hundreds of industrial applications, such as photography and dentistry. <sup>8</sup>**The most recent use of gold is astronauts' suits.** <sup>9</sup>Astronauts wear gold-plated head shields for protection when they go outside spaceships in a space. <sup>10</sup>In conclusion, **gold** it treasured not only for **its** beauty but also **its** for utility.

-Alice Osima, Ann Hogue\_4<sup>TH</sup> ed Writing Academic English

<sup>19</sup> Munawarah, An Analysis on Unity and Coherence in Paragraph Writing at EFL Students of IAIN Palangkaraya, (Published Skripsi: IAIN Palangkaraya, 2019), p.30

The writer circle the noun gold seven times, the pronoun “it” twice, and the pronouns “its” three times. (the word it in the sentence 5 refers to coin, not gold, so he should not have circle it.

There is no fixed rule about how often to repeat key nouns or when to substitute pronouns. The writer should repeat key nouns instead of using pronoun when the meaning is not clear.

Thought the following paragraph, the word gold has been replaced by pronouns, making the paragraph mush less coherent.

#### Model Paragraph without Coherence

Gold a precious metal, is prized for two important characteristic. First of all **it** has a lustrous beauty that is resistant to corrosion. Therefore it is suitable for jewelry. Coins, and ornamental purpose. **It** never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today is the day it was made 25 centuries ago. Another of **its** important characteristic of gold is it usefulness to industry and science. For many years, it has been used in the hundreds of industrial applications, such as photography and dentistry **its** most recent use of gold is **astronauts” suits. Astronauts wear gold-plated** head shields for protection when they go outside spaceships in a space. In conclusion, **it** is treasured not only for its beauty but also it’s for utility.

-Alice Osima, Ann Hogue\_4<sup>TH</sup>ed Writing Academic English

Here is an example of key noun repetition sentences using Synonym or Expressions with the Same Meaning:



<sup>1</sup> Gold a precious metal, is prized for two important characteristic.<sup>2</sup> First of all gold has a lustrous beauty that is resistant to corrosion. <sup>3</sup>Therefore it is suitable for jewelry. Coins, and ornamental purpose. <sup>4</sup>Gold never needs to be polished and will remain beautiful forever. <sup>5</sup>For example, a Macedonian coin remains as untarnished today is the day it was made centuries ago. <sup>6</sup>Another important characteristic of gold is its usefulness to industry and science.<sup>7</sup>For many years, it has been used in the hundreds of industrial **applications**, such as photography and dentistry. <sup>8</sup>**The most recent use of gold is astronauts' suits.** <sup>9</sup>Astronauts wear gold-plated head shields for protection when they go outside spaceships in a space. <sup>10</sup>In conclusion, gold is treasured not only for its beauty but also for its utility.

-Alice Osima, Ann Hogue\_4<sup>TH</sup>ed Writing Academic English

Example of coherence analysis of skripsi background by use repeating key nouns:

<p><b>Background of the Study</b></p> <p><b><u>Literature</u></b> is a reflection of reality, so we can learn something about life in general from <b><u>literature</u></b>. According to Hornby (1987), "literature is writing that are valued as work of art, especially, fiction, drama and poetry (in contrast with technical books and newspaper, magazine, etc)". Reading <b><u>literature</u></b> enables us to enrich our experience and knowledge about human beings in order to</p>	<p>One of the ways to achieve coherence is by repeating the key nouns :</p> <p>- <b>Literary</b></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------

The main topic of the first paragraph is literary works, specifically what we can get from literary works. The transition from the first paragraph to the second paragraph can be displayed smoothly because the use of the repetition of the nouns

The main topic of the first paragraph is literary works, specifically what we can get from literary works. The transition from the first paragraph to the second paragraph can be displayed smoothly because the use of the repetition of the nouns

“*literature*”, the phrase “*literary works*”, and “*novel*” which had been used several times. Therefore, those paragraphs are considered as having coherence and good organization, though they have noticeably minor errors in structure.

## 2) Consistent Pronoun

Consistent pronoun means the pronouns that are used to change the subject or object to others' words in writing. Pronouns are used to link or connect sentences by referring to preceding nouns and pronouns. It can help to create paragraph that are easy to read by eliminating wordiness and unnecessary repetition. It can be concluded that the use of pronouns should be consistent it refers to the previous nouns or pronouns. When writing, the writer should be consistent in the first-, second-, or third-person pronouns.<sup>20</sup> Using pronoun adds some variety to a sentence. In addition, using pronouns properly means making clear to what the pronoun refers to.

According to Oshima & Hogue “when use pronouns in the text, make sure that it is using the same person and number throughout the sentence or paragraph. Don’t change from „you’ to „he’ or „she’ (change of person) or from „he’ to „they’ (change of number)”. It can be concluded that the use of pronouns should be consistent, it refers to the previous nouns or pronouns.<sup>21</sup> Roberts illustrated the example:<sup>22</sup>

---

<sup>20</sup> Muhammad Arief Paturusi, *The Students’ Difficulties in Using Demonstrative Pronoun, Exposure Journal* 90 Vol. 5 No. 2

<sup>21</sup> Alice Oshima and Ann Hogue, *Writing Academic* ..... p..24

<sup>22</sup> Robert, H, William, *The Writer’s Companion*. (Canada: Library of Congress Cataloging in Publication Data, 1985), p.131

*The most persistent disputes between **Eden** and **Churchill**, apart from De Gaulle, concerned relations with Soviet Russia. After Hitler's attack on Russia, **Eden** was strongly pro-Soviet at the start and cooled off later; **Churchill** was cautious in the early days and became enthusiastic later. **Their** first dispute came over the Soviet demand, made even when the Germans were at the gates of Moscow, that the Western powers should recognize unconditionally the Soviet frontiers of 1941. **Eden** was for agreeing, **Churchill** against. Curiously, Molotov finally stilled the argument by agreeing to an Anglo Soviet alliance without any mention of frontiers. In the end it was **Churchill** at Yalta who agreed to the Soviet demand.*

The name “Eden” was repeat three times, “Churchill” four times, and the pronoun “their” once. There is no fixed rule about how often to repeat key nouns or when to substitute pronouns. It is prominent to use repeat a key noun instead of using a pronoun when the meaning is not clear.

### 3) Transition Signal

To achieve coherence, the writer needs to use transition signals. Oshima & Hogue proposed that “transition signals are like traffic marks, they tell the readers when to go forward, turn around, slow down, and stop”.<sup>23</sup> This can be meant that transition signals are used to guide the readers from one idea to the next. Transition signals are connecting words or phrases that strengthen the internal cohesion and coherence of the writing. It is similar to change from one item of idea to another. Transition signals act like bridges between parts of the writing. However,

---

<sup>23</sup> Alice Oshima and Ann Hogue, *Writing Academic* ..... p.25

without transition signals it is difficult for the writers to produce a coherent paragraph. “Using appropriate transition signals, the writers will not jump out of the blue or sound too abrupt. Their ideas will flow smoothly one after the other”.<sup>24</sup> Those explanations lead to the conclusion that coherence is the important element used by the writers in their writing text.

Transition signals are expressions such as *first, finally*, and *however*, or phrase such as *in conclusion, on the other hand*, and *as a result*. Other kinds of words such as subordinators (*when, although*), coordinators (*and, but*), adjectives (*another, additional*), and prepositions (*because of, in spite of*) can serve as transition signals.

There are different kinds of transition signals. Some of them are listed in the chart below:

Table 2.1: Transition Signal

Meaning/ Function	Transitional phrases	Conjunctive Adverbs	Coordinating Conjunction	Subordinating Conjunction	others
To Introduce Additional Idea	In addition	Furthermore, moreover, besides, also, too, etc.	And		Another (+noun) An addition 1(+noun)
To Introduce an opposite Idea Contrast	On the other hand contrast	However, nevertheless, instead, still, nonetheless.	But, yet	Although, thought, even thought, whereas, While.	In spite of, (+noun), Despite (+noun)

<sup>24</sup> Barli, Bram, *Write Well: Improving Writing Skills*. (Yogyakarta, KANIUS Publisher, 1995)

To introduce a Choice Alternative		Otherwise	Or	If, unless	
To introduce a Restatement Or Explanation	In fact, Indeed	That is			
To list Order	First, second, next, last, finally.				The first, second, third, the next, last, etc.
To Introduce an Example	For example For instance				An Example of (+Noun),
To introduce conclusion Or Summary	Clearly, in brief, in conclusion , indeed, in short, in summary				
To a introduce Result	Accordingly, as a result, as a consequence	Therefore, consequently, hence, thus	So		

Source: *Writing Academic English* (p.27), by Oshima, A. and Hogue, A.2006, London: Longman

The use of transition signal:

1. To refer to a specific incident or example

For example	Specifically	In this case
For instance	Such as	Namely
In the case of case	Notably	On this occasion
To illustrate		

## 2. To provide emphasis or indicate importance

Indeed	Especially	Crucially
Above all	Particularly	

## 3. To indicate time

Finally	At that/ this time	At present
Formerly	At that/this point	During
Simultaneously	Before, after	Meanwhile
Immediately	Previously	Then, later
Initially	Prior to	
	Thereafter	

## 4. To compare and/ or contrast

**To compare**

On the one hand	Similarly	In the same way
Conversely	Correspondingly	Whereas
While		
Similar to		

**To contrast:**

In contrast	However	Balanced against
On the other hand	On the contrary	By/ in comparison
Unlike	Differing from	(and) yet
A different view is		

## 5. To indicate result or cause and effect

As a result (of this)	As a consequence	For this reason
Consequently	Because (of this)	so much (so) that
Therefore	Hence	Thus
Accordingly		

## 6. To introduce a similar idea

Similarly	In the same way	Likewise
Equally		

## 7. To add another idea or more information

in addition	Also	another
furthermore	it could also be said	further
besides	additionally	moreover

## 8. To summarize or conclude

Finally	As a result	Hence
In brief	Consequently	In summary
On the whole	In conclusion	To summaries
Overall	In other words	Ultimately
Therefore	Thus	



## 9. To introduce an opposite idea, to show exception or concession

Albeit	Admittedly	(and) yet
Alternatively	Admittedly	Although
Despite/in spite of (this)	Albeit	Nonetheless
Instead	Despite/in spite of (this)	Notwithstanding (this)
Nevertheless	Even though	Regardless (of this)
Nevertheless	Even though	
Not with standing (this)	However	
On the contrary	In contrast	
On the other hand	It could also be said that	
Whereas	Nonetheless	

## 10. To give an example

For example	Take the case of	For instance
In this case	To demonstrate	

## 11. To identify or clarify

In other words	Namely	Specifically
That is (to say)	Thus	

a) **Transition words, phrases and conjunctive adverbs.**

*Most words and phrases in the first two columns in the table 2.1. can appear at the beginning, in the middle, or at the end of one independent clause and are usually separated by commas. For example:*

(1) **In addition, he is one of the best player on soccer team**

- (2) *Luthfi likes camping in the mountains. Also, Luthfi is an experienced hiker.*
- (3) *The Merbabu Mountain is higher than Lawu Mountain, however.*

*Exceptions:*

- 1) *The words and phrases in the last four groups in the table 2.1. (For listing ideas and time sequences, for emphasizing, for giving reason, and for conclusion) usually appear only at the beginning of a sentence, not in the middle or at the end.*
- 2) *Too* usually appears only at the end of a sentence, sometimes preceded by a comma.
- 3) The short time words *then*, *now*, and *soon* usually do not need commas.

#### **b) Coordinators**

This group includes the seven coordinating conjunctions *and*, *but*, *so*, *or*, *nor*, *for*, and *yet* and the five correlative (“paired”) conjunctions *both...and*, *not only...but also*, *neither...nor*, *either...or*, and *whether...or*. Coordinators may or may not use commas.

When they connect two independent clauses, use a comma. For example:

- (1) *Tom walked the dog, **and** he grabbed the mail.*
- (2) *Children **not only** need love, **but also** need discipline. (Oshima & Hogue, 2006:28)*

When coordinators connect two words or phrases, do not use a comma. For example:

- (1) *Do you like tea **or** coffee?*

(2) *Children need **not only** love **but also** discipline,*

### c) Subordinators

A subordinator (subordinating conjunction) is the first word in dependent clause. A dependent clause is always connected to an independent clause to make a sentence. The sentence may or may not have a comma. For example:

(1) ***Although** I have been here before, he is just too hard to ignore.*

(2) *Sefty begins to sneeze **whenever** she opens the door to greet a fresh air.*

*(Researcher's Documentation)*

### d) Others

The transition signals in this group include nouns such as *example*, adjective such as *additional*, prepositions such as *in addition to*, verbs such as *cause*, and adverbs such as *too*. There are no punctuation rules for this group, but it is important to notice what kinds of word follow the signals.

Let see paragraphs 1 and 2 below. Both paragraphs give the same information, yet the first paragraph is easier to understand than the second paragraph because the first paragraph contains transitions signal to lead the reader from one idea to the next.

Paragraph 1
Store owners who understand the differences between men and women shoppers can use this knowledge to design their stores. Women shoppers use their five senses when they shop. They want to touch and feel fabrics and visualize themselves in clothes. Owners of women's clothing shops place clothes with lots of frills <sup>2</sup> and luxury fabrics at the front of the shop. They place items near one

another to allow a woman to visualize them together as an outfit. They group clothes not by item but by style - classic or casual, for instance. Men shoppers shop quite differently. Men shop for clothes only when they have to. A man buys a pair of jeans because his old ones have worn out. He probably wants exactly the same jeans. Men want everything in its place so that they can buy what they want and leave. They want all shirts together over here and all pants together over there. Men's clothing stores are arranged very differently from women's.

Compare paragraph 1 with paragraph 2

### Paragraph 2

Store owners who understand the differences between men and women shoppers can use this knowledge to design their stores. **First of all**, women shoppers use their five senses when they shop. **For example**, they want to touch and feel fabrics and visualize themselves in clothes. **Therefore**, owners of women's clothing shops place clothes with lots of frills and luxury fabrics at the front of the shop. **Furthermore**, they place items near one another to allow a woman to visualize them together as an outfit. They also group clothes not by item but by style - classic or casual, for instance. Men shoppers, on the other hand, shop quite differently. Men shop for clothes only when they have to. **For instance**, a man buys a pair of jeans because his old ones have worn out. He probably wants exactly the same jeans. **Moreover**, men want everything in its place so that they can buy what they want quickly and leave. They want all shirts together over here and all pants together over there. **As a result**, men's clothing stores are arranged very differently from women's.

Application transition signal on background skripsi below:

<p><b>Background of Skripsi</b></p> <p>There are two reason considers by the writer in choosing the tour guide as the subject of this study. <b><u>First</u></b>, the tour guides often serve English speaking foreigners or native speakers, so they need English. <b>Second</b>, they do not have capability to communicate in English meanwhile that is an important to avoid or minimize understanding and ti give a good service toward the English-speaking foreigners. It makes tourist from the other country not just enjoy with the interesting places in Prambanan. But also they can enjoy the service with good quality.</p> <p><b>To solve the problem <u>above</u></b> there is a department in Prambanan that providing the tour guide. It called HPI (Himpunan Pariwisata Indonesia). HPI also have a class traine the new tour guide in Prambanan or the student who will practice what they learn in tourism program in their school. <b><u>For example</u></b> the students from vocational high school for tourism program.</p>	<p>This paragraph well organized and they show coherence by using transition signals</p> <ul style="list-style-type: none"> <li>- <b>First</b></li> <li>- <b>Second</b></li> <li>- <b>Above</b></li> <li>- <b>For Example</b></li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The data above shows that the paragraphs are well organized and they display good unity, progression and coherence by using the words of transition signals such as *first*, *second*, and the pronouns *they* and *it*. To show the progression and the

coherence between one paragraph to next paragraphs, the beginning part of the paragraphs uses the transition signals such as “*To solve the problems above*”.

#### 4) Logical Order

In addition to using transition signals and repeating key nouns and pronouns, a fourth way to achieve coherence is to arrange the sentences in some kind of logical order.

Logical order refers to the order of sentences, which varies depending of the purpose.<sup>25</sup> The writer may combine two or more different logical order in the same paragraph. The important point to remember is to arrange the ideas of writer in some kind of order that is logical to a reader accustomed to the English way of writing. For example:

**First**, insert your ATM card into the machine. **Then**, punch in your personal identification number. **Next**, push the button for “withdrawal”. **After** you have entered the amount of cash you want, push the button for the account that you want to use. **Then**, collect the cash and take your card and your receipt. **Finally**, count the money to make sure that the amount is correct.

Some common kinds of logical order in English are *chronological order*, *a logical division of ideas*, and *comparison/contrast*.<sup>26</sup>

##### a) Chronological Order

According to Arnaudet & Barret writers will apply chronology or chronological order relationship in their written work when they write

<sup>25</sup> Regina I Smalley et al, *Refining Composition skills ( rhetoric and Grammar)*, ( USA: Heinle Publisher, 2001), p.30

<sup>26</sup> Alice Oshima and Ann Hogue, *Writing Academic English*..... p.34

a list consisting of events arranged based on a time sequence. In addition, chronology could possibly become a kind of enumeration in which writers order the content of their written work around a list of events or periods. It is also confirmed that chronology can be categorized into a kind of enumeration when writers formally divide time into measurable periods, such as middle age, the reformation, and so on.<sup>27</sup>

b) Logical Division of Ideas

Logical division is when a topic is divided into parts and each part is discussed separately. The logical division is a pattern of organization in which the writers divide a topic into points and discuss each point separately.

c) Comparison/Contrast

Comparison or contrast paragraph is the similarities and/or differences between two or more items are discussed. It can be meant that the writers should write about the similarities and differences between two or more people, places, things, or ideas to interpret the comparison and contrast paragraph.

Based on the theories discussed in this section, three essential points could be considered in order to recognize a particular idea relationship in a written work. First, a particular idea relationship in a written work can be easily recognized by observing the written cohesive devices. Second, we can recognize the pattern of ideas based on the definition that each relationship has. For instance, considering the pattern of

---

<sup>27</sup> Yustiinus Calvin Gai Mali, *Coherence Problem in Academic Essay Writing*, (Publishing Skripsi, Yogyakarta : Sanata Dharma University, 2014), p.24

exemplification relationship, we could recognize that writers start from a general idea in their written work. Then, they provide some examples to come to a less general idea. Eventually, they provide other examples to come to a specific idea. Third, ideas written in all elements in a written work should be related to the topic of the written work. Otherwise, recognizing the idea relationship will be difficult to do.

### c. The Importance of Coherence

This section explains some importance of coherence in a written work. Coherence is an important quality of writing and becomes the base of effective writing.<sup>28</sup>

Murray and Hughes also believe that:

Coherence is perhaps the single most important element in any kind of writing. However, it is particularly crucial in academic writing, where success or failure may well depend upon how clearly you have managed to communicate your ideas and line of arguments to your readers. No matter how insightful or original those ideas may be if you are not able to present them in a clear and logical way, their meaning and value is lost.<sup>29</sup>

Proposing his idea on the importance of coherence, Harmer points out that a coherent writing will be able to make sense to us because we can follow the sequence of ideas and points within the written work. In a written work, coherence deals with arranging ideas in a way that makes the readers understand the ideas easily. Essentially, coherence will show the quality, meaning, and value of our written work because it helps readers follow the ideas that we write in our written work more easily.

### 3. Background of Skripsi

---

<sup>28</sup> Smalley, R.L. & Ruetten, M.K. *Refining Composition Skills: Rhetoric and Grammar for ESL Students*. (New York: Macmillan Publishing Company, 1986), p.21

<sup>29</sup> Murray, N. & Hughes, G, *Writing Up Your University Assignments and Research Projects: a Practical Handbook*, (New York: McGraw-Hill Education, 2008), p. 45



The principle of writing scientific papers in general, also known as academic writing or academic writing in English, cannot be separated from the writing of a thesis. Academic writing is a type of writing that is intended to be scientific. Academic writing is done in a scientific manner by following certain guidelines. This writing is different from other types of writing, such as literary, journalistic, and business writing, especially in terms of the target audience, style, and purpose.<sup>30</sup> Reader refers to who will read the writing. Style is a way of expressing ideas, which is usually reflected in the choice of words, certain grammatical patterns, including the length and shortness of sentences. The purpose of determining the rhetorical form of a piece of writing, for example writing with the exposition genre, will be arranged differently from descriptive writing.

In academic writing, there are several frameworks and sections that must be adhered to. The framework and parts of this academic writing, in addition to functioning as a basic reference for writing, can also make it easier for the author to explain the flow of his writing. In general, scientific writing has the same structure, namely introduction, content, and closing. The introduction usually contains a general topic, basic information about the topic to be developed, as well as a statement on the topic to be researched.<sup>31</sup> The closing section summarizes the main points discussed in the content section, restates the points of the topic studied, and provides a final response to the problems that have been reviewed and also suggestions given to the reader.<sup>32</sup>

---

<sup>30</sup> Oshima, A. & Hogue, A, *Writing Academic English* (3th edition), (Longman: Addison Wesley). P.2

<sup>31</sup> Zemach, D. E. & Rumisek, L. A, *Academic Writing: From paragraph to essay*. (Oxford: Macmillan, 2005), P.71

<sup>32</sup> Ibid., p.74

Specifically talking about the background (research background) in the introductory chapter, this section occupies the first and important position in a thesis. The background of the research problem explains in full the research subject area, the research problem we choose and why we do research on the topic and problem.<sup>33</sup> This section explains the rationale for why the topic stated in the title of the scientific paper was researched. To explain this familiarity, it is necessary to first explain the meaning of the chosen topic. Only then is the argument behind the choice of the topic explained in terms of substance in the whole system of substance that surrounds the topic. In this case, it can be stated, for example, that there is a gap between expectations and reality, between theory and practice.

Background serves to direct the reader as abstract functions. Citing Murcott, Silverman explains that background should answer the questions:<sup>34</sup>

1. Why did you choose this topic and not the others;
2. Why this topic is of interest to you;
3. The particular type of approach or discipline to be used; and
4. Research questions or problems.

In a different way, the background in the introduction usually consists of several elements. Swales and Feak and Bunton describe the moves in the introduction as follows:<sup>35</sup>

---

<sup>33</sup> Berndtsson, M. et al, *SkripsiProjects – A Guide for Students in Computer Science and Information System 2nd Edition*.( London: Springer-Verlag,2008), p.

<sup>34</sup> Silverman, D, *Doing Qualitative Researc*, (London: Sage Publications, 2005), p.292

<sup>35</sup> Paltridge, B. & Satrfield, S, *Skripsiand Dissertation Writing in a Second Language: A handbook for supervisors*, (London: Routledge, 2007)

Move 1: explain the study territory; (a) by showing that the field of research is generally important and central, problematic, interesting or relevant in one way or another; (b) by providing background information on the research topic; (c) by introducing and reviewing the results of previous research works in the studied field; (d) by defining the term.

Move 2: determine the place or position of the research; (a) by indicating gaps in previous research, raising questions about those gaps, or adding to prior knowledge; (b) by identifying the problem or need.

Move 3: occupy a research place or position; (a) by stating the purpose of the research or the nature of the research being carried out or the research question or hypothesis; (b) by stating the main findings or benefits of the research; (c) by explaining the structure of the writing and providing a mini synopsis or preview of the following chapters; (d) by stating the theoretical position; (e) by describing the research method used.

This move is the core of the theoretical framework in this research, especially to see the extent to which these elements are present in the background of the preliminary skripsi of students from universities. The writer's skill in casting the elements was then reviewed again by looking at the packaging side of the writing regarding the cohesiveness of a text.

### **C. Conceptual Framework**

Writing is a process of expressing ideas or thoughts in words and it should be done at our leisure, A well-written paragraph should be organized in a specific way

so that the reader can easily follow the message, because the reader cannot ask a question directly to the writer if they do not understand the ideas of the writing, it is the writer's responsibility to present the ideas clearly and logically in each sentence of a paragraph of their writing to the reader. A paragraph, according to Smalley and Ruetten, must have a topic, a controlling idea, and support and unity. A good paragraph should have a topic sentence that introduces and limits the main idea, a supporting sentence that develops and explains the topic sentence, and a concluding sentence that wraps up the paragraph's points.

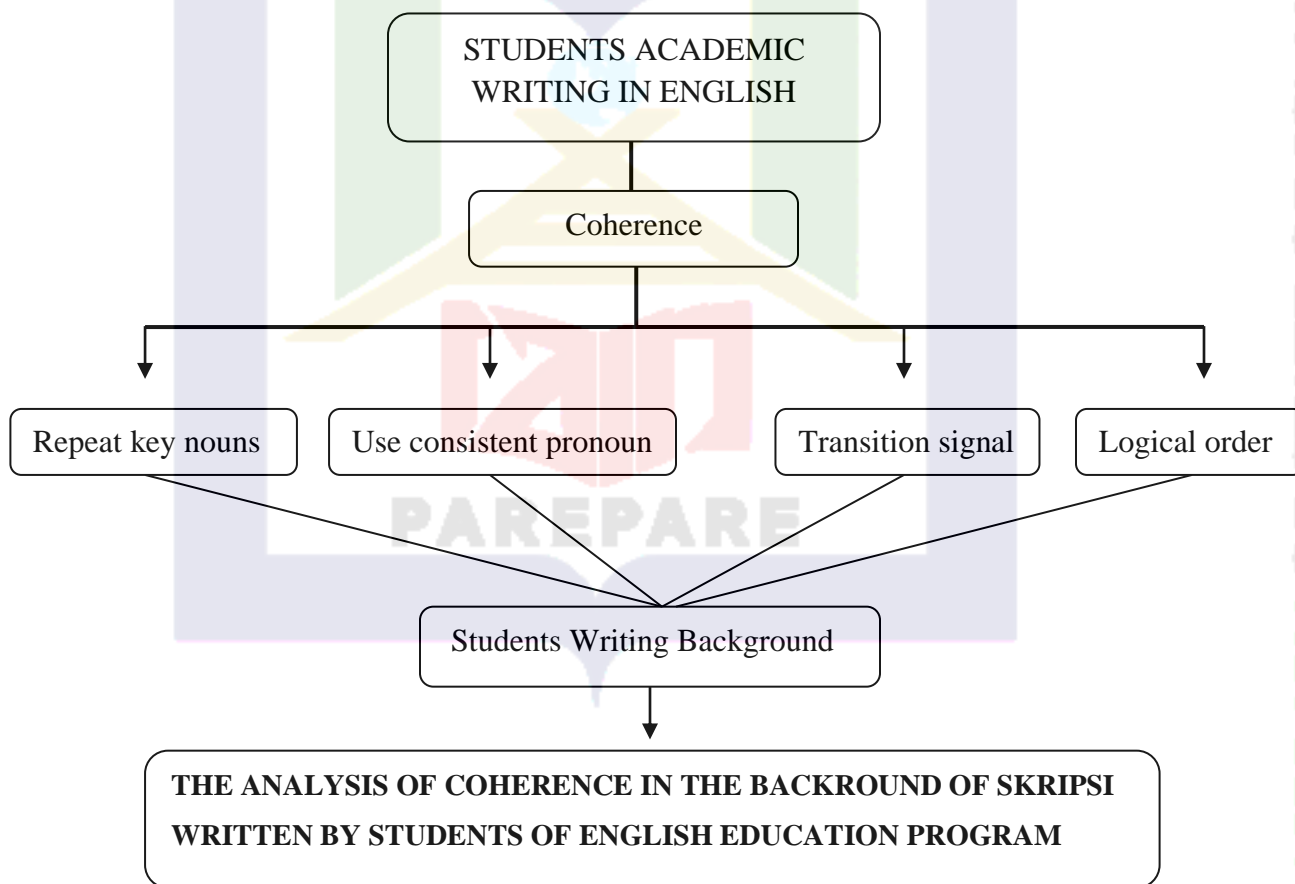
The researcher employs the paradigm of well-written discourse from Alwi, the Knowledge of Coherence from Oshima and Hogue, and other experts to aid the writer evaluate the students' papers in this study. The writer discovers that using the Oshima and Hogue model to analyze the coherence of a writing paragraph makes the task of evaluating a coherence paragraph much easier and clearer.

Coherent writing can be accomplished in a variety of ways. repeating key nouns, using consistent pronouns, using transition signals to link ideas, and arranging ideas in logical order are four approaches to promote coherence in writing, according to Oshima and Hogue. The recurrence of main words or nouns found in the topic phrase of a paragraph is known as repeating key nouns. The term "consistent pronouns" refers to the use of pronouns in a consistent manner. Words and phrases used to connect concepts from one sentence to the next are referred to as transition signals. The way writers organize their paragraphs or work in certain patterns is referred to as logical order.

Students confront a variety of challenges when it comes to writing cohesive BS. When it comes to coherence, the first issue is a lack of key nouns or a repetition

of crucial nouns. When important words are missing or aren't repeated, this happens. The second is a lack of pronouns and their incorrect use. It happens when pronouns aren't used correctly or aren't used at all. Another issue is the absence of and ineffective use of transition signals. It happens because there is a missing link between and among the ideas in the study's backdrop. The next issue is a lack of and improper use of logical order. It occurs as a result of a lack of or ineffective use of written organization.

The conceptual framework underlying in this research was given in the following diagram.



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Research Design

This research used qualitative method with content analysis because the data is in the forms of words namely sentences. Qualitative writing is a writing procedure that produces descriptive data in the form of other forms such as photos, documents, field notes when the research is carried out.

A qualitative research technique, according to Bogdan and Taylor, is a research approach that provides descriptive data in the form of written or spoken words from individuals and observed behavior. This approach is directed at backgrounds and individuals into variables or hypotheses, but individual views as part of the whole.<sup>36</sup> This method purpose to understand the conditions of a context by leading to description in detail and in-depth about the portrait of conditions in a natural context (natural setting), about what actually happened according to what it is in the field of study.<sup>37</sup> That means this research aims to analysis coherence in background of skripsi written by English Education Department systematically, factually, and accurately the data, characteristics and relationships regarding the phenomena under study.

Analysis is a method of establishing accurate and valid conclusions from texts (or other relevant matter) to the context in which they are used. Krippendorff distinguishes between two types of content analysis: conceptual analysis and relational analysis. The writer then aids the study by employing conceptual analysis,

---

<sup>36</sup> Farida nugrahani, *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*(Surakarta: CV. Djiwa Amarta Press, 2014) p.89

<sup>37</sup> Farida nugrahani, *Metode penelitian kuantitatif dalam penelitian pendidikan bahasa* p.4

which begins with the identification of a research topic and the selection of data. The data is taken from chapter I of the skripsi, especially in the background of skripsi. Finally, the finding will be found in conclusion result.<sup>38</sup>

## **B. Location and Time**

The researcher has taken place and conducted this research at State Islamic Institute of Parepare by focusing at English Education Department, and it took 1 month for doing this research.

## **C. Focus of the Research**

In this research, the writer is focusing on analyzing micro-level coherence, how each sentence is connected to the other to make logical relations and background in the skripsi written by English Education Department undergraduate students of State Islamic Religion Institute Parepare. Because there are so many data, the researcher is just analyzed how coherence among 10 skripsi backgrounds on 2020.

## **D. Data Source**

The data source, according to Arikunto, is the topic from which the data may be obtained.<sup>39</sup> This means that the data source is everything that can provide information about the data.

The data of this research were words, phrases, and sentences of the background taken from the students' skripsi of the English Department of State Islamic Institute Parepare. The researcher used the skripsi background of students

---

<sup>38</sup> Krippendorff, Klaus, *Content Analysis: An Introduction to Its Methodology*, (New York: Sage Publication, 2004)

<sup>39</sup> Wahyu Diah Nur Anis Wachidah, 2016. *An Analysis of Cohesion and Coherence in the Students' Academy Writing (A Descriptive Qualitative Study of the 4th Semester Students of English Education Department of IAIN Salatiga in the Academic Year 2015/2016)*, (Salatiga: IAIN Salatiga, 2016)

who graduated in 2020 as the data source because it is the background of the latest skripsi. Many sentences show the coherence of the skripsi background of the English Department of Education Students and the language creates a different representation by the reader.

### **E. Collecting Data and Data Processing Techniques**

Data collection techniques are the most important step in research because the main purpose of research is to get data. Without knowing the data collection technique, the researcher will not get data that meets the established data standards.<sup>40</sup>

In this research, the data was collected using documentation by the researcher. Documentation is a collection of data that presents verbal data in the form of correspondence, journals, memories, reports, and other written texts that are interdependent. This implies that the documentation is in the form of written information..

According to Sugiyono Documentations study is the technique of data collection witch indirectly aimed at to subject of research. While documentation is a record of events in the past in form of handwriting, or even literature work.<sup>41</sup> In this research writer used the texts made by students, which was documented and used as primary data.

These following are the steps taken by researchers in collecting data:

1. Choose 10 skripsiin 2020 randomly
2. Read and understand carefully each skripsibackground

---

<sup>40</sup> Buku kuning p.308

<sup>41</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D.*(Bandung:Alfabeta, 2006), p.329



3. Retype all samples that have been determined in word carefully without reducing, adding or changing errors in the original skripsi background.
4. Insert or copy each paragraph into table 3.1 for analysis

#### **F. Test The Validity of Data**

The validity test of the data in the study is to test the findings or data that can be declared valid if there is no difference between what the researcher reports and what actually happens to the object under study.<sup>42</sup>

To test the data that has been obtained while at the same time proving that the research conducted is really a scientific research, so that the researcher tests the validity of the data.<sup>43</sup>

In this research to test the validity of the data, researchers used the following techniques:

##### **a. Persistence in analyzing**

Researcher made systematic analyzing and recordings of the study subjects. This persistence in analyzing intends to find traits and elements with situations relevant to the research problem, in other words researchers examine and relearn the data related to the focus of the research so that the data can be understood and doubted.

##### **b. Peer Examination through Discussion**

This technique is implemented by exposing temporary results and active results obtained in the form of peer discussions, of course colleagues who have knowledge and experience in the field studied, so that researchers can improve

---

<sup>42</sup> Ibid., p.268

<sup>43</sup> Winarni, Widi Endang. 2018. *Teori dan Praktik Penelitian Kuantitatif, Kualitatif, PTK, R&D*. Jakarta: Bumi Aksara. P.179

perception, or views and analysis that are being done. Such as asking or discussing with colleagues who understand something that will be researched to get satisfactory results.

c. consultation with lecturer

This technique is done to consult the lecturer regarding data analysis so that there are no mistakes when identifying the word class in the paragraph, besides that this method is very helpful because the lecturer is a lecturer in the English education program as well as a student supervisor in writing skripsi.

### **G. Data Analysis Procedure**

In this study, to analyze the data, the writer used the qualitative content analysis method. Qualitative content analysis is a methodology for determining the content of written or published communications via a systematic, objective, and quantitative procedure. Cole argues that “content analysis is a method of analyzing written, verbal or visual communication messages”. It can be meant that content analysis is the study that emphasizes an integrated view of speech/ texts and their specific contexts.<sup>44</sup> In addition, “content analysis is a procedure for the categorization of verbal or behavioral data, for purposes of classification, summarization, and tabulation. It can be analyzed in two levels. The basic level of analysis is a descriptive account of the data and the higher level of analysis is interpretative”.<sup>45</sup>

---

<sup>44</sup> Elo, S., & Kyngas, H, *The Qualitative Content Analysis Process*, (Journal of advanced nursing, 2008), p.107

<sup>45</sup> Hancock, Beverley, *Trent Focus For Research and Development in Primary Health Care: An Introduction to Qualitative Research*. Trent Focus, (University of Nottingham, 1998)

According to Mayring, the steps of content analysis are listed below:<sup>46</sup>

a. Categorization

Categorization is the process of selecting data and separating the data to be analyzed, in this research the categorization process is carried out by selecting 10 skripsi and selecting data in the form of words, phrases and sentences in the background of the skripsi in chapter 1 which are categorized into coherence.

b. Abstraction

Abstraction is the process of describing in general the topic to be analyzed, namely by formulating the topic, in this study abstraction can be seen in the following table:

Table 3.1: Data Abstraction

Main Category	Generic Category
Coherence	Repeat Key Nouns
	Use Consistent Pronoun
	Transition Signal
	Logical Order

c. Coding the Text

Coding is the process of identifying the data under study by assigning a code to the data, in the process of coding other elements that are not studied are ignored, and focus on the categorization that is analyzed. In this study the coding can be seen in the following table:

---

<sup>46</sup> Mayring, P. *Qualitative Content Analysis*, (Klagenfurt, Austria, 2014), p.82

Table 3.2: Data Codes

Types of Coherence	Codes
Repeat Key Nouns	RKN
Use Consistent Pronoun	CPR
Transition Signal	TSG
Logical Order	LO

d. Results

In this step the researcher interprets the data that has been coded and identified by providing an assessment of the data and categorizing the data whether it includes coherent, less coherent or incoherent.

- e. In addition, the researcher found the wrong sentences which involve the grammatical errors in each text. Then, the researcher reduced it, and only took the correct sentences. Even so, the full texts are used or there is no reduction especially for logical order, because the reduction of the wrong sentences would decrease the interpretation of the text

In particular, the following are the steps of the author in analyzing the data:

1. Carefully read the words, phrases, and sentences in a paragraph about the background of English Department students' skripsi.
2. In table 3.3, classify the sentences of the paragraph using criteria derived from studies by Oshima and Hogue 1991. Table 3.3: Table analysis of coherence

No.	Paragraph	Text	Number of coherent	Coherent item	Type	Presupposed item
		1. 2.				

3. Using the theories, analyze the words, phrases, and sentences that fit the coherence and cohesion criteria.

In table 3.4, total the number of occurrences of coherence type in the student background of skripsi.

Table 3.4: Total number occurrences of coherence markers

No.	Title	Coherence marks			
		RKW	CPR	TSG	LO
	Total of Coherence markers				

4. In table 3.4, total the number of occurrences of coherence type in the student background of skripsi.
5. Calculating the percentage of coherence indicators in each paragraph of the skripsi's student background.
6. Using the criteria in table 3.5, evaluate each text to see if it meets the requirements for coherence.

Table 3.5: The table for assessing the coherence of the paragraph

Coherent	Less Coherent	Incoherent
The paragraph gets 100%-95% coherent assessment with	Only 60% to 94% of the sentence in the paragraph that well	Only 0% to 59% of the sentence in the paragraph that is

requirements that each sentence is well connected one another by the coherence marks	connected by the coherence marks	connected by the coherence marks
--------------------------------------------------------------------------------------	----------------------------------	----------------------------------

7. Using the criteria in table 3.5, evaluate each piece of writing to see if it meets the requirements for coherence.

Table 3.6: The table assessment of coherence of the writing

No.	Title	Paragraph's number	Coherence			
			Co	LC	IC	Interpretation

Co: Coherent

LC: Less Coherent

IC: In Coherent

8. Assess the level of coherence of the writing using the criteria in table 3.5, and record the results in table 3.6.
9. Examining the entire set of findings
10. Interpreting each piece of text that has been evaluated.
11. Coming to a conclusion and compiling a table of contents.
12. In the discussion section, the data that have become findings after being analyzed using the analysis table are explained descriptively. One by one, the findings from each coherence in the study's background are discussed. The sum of the discovery, the example, and the understanding of why the finding emerged are all covered in the discussion. The writer also adds her suggestions and opinions on some of the findings.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1 Findings

The research, entitled Analysis coherent in the background of skripsi written by English education program at IAIN Parepare, this research used a qualitative method with the content analysis method, namely analyzing text on the background of graduate students in 2020. This qualitative method was used as an additional method to calculate coherent presentations in the paragraph of background skripsi.

The results of this research are a description of the percentage of coherence in the background of skripsi which shows the level of coherence in the background of the skripsi. The subject in this research is the skripsi of students of the English education program who graduated in 2020 as the latest thesis, where the researcher took 10 background skripsi as samples. While the object of this research is the coherent items contained in the background of the skripsi of chapter I.

The data collected was analyzed by the researcher using an analysis table by counting the number of occurrences of the coherence items contained in each paragraph and also counting the number of errors in using the coherence items. The coherence items that are calculated, which refers to the theory in the Oshima and Hogue book, there are 4 items as a way to achieve the coherence of a paragraph, namely repeating key noun, use consistent pronoun, transition signal and logical order.

The findings below show the number of occurrences of coherence types in each background skripsi.

Table 4.1: Number of occurrences and percentages of coherence types in the background of skripsi

Background	Coherence marks			
	RKN	CPR	TSG	LO
B1	34	57	65	1
B2	29	46	62	6
B3	17	59	65	2
B4	14	18	34	3
B5	22	29	39	-
B6	45	68	91	4
B7	20	39	41	2
B8	41	45	45	1
B9	32	43	58	-
B10	22	78	64	-
Error	9	42	21	2
Total	276	482	564	19
Percentages	20%	33%	42%	2%

Table 4.1 shows that the total occurrence of item coherence in 10 backgrounds skripsi is 1.341 items. But not all types of coherence are used in every background; where there are 3 backgrounds do not have a logical order in them.

Transition signal is the most common types of coherence with 564 occurrences or 42% of the 4 types of coherence. Furthermore, at the second level the most consistent pronouns are 482 times or 33% of the 4 types of coherence, the third



is repeat key nouns with 276 occurrences or 20% of the 4 types of coherence, and the last one is the least used type coherence, namely logical order whose number of occurrences is only 19 times or 2% of the 4 types of coherence.

In addition, from the results of data analysis, the researcher also found several errors in the use of types of coherence which are listed in the table above regarding the number of student errors in using types of coherence. The highest number of errors is the use of consistent pronouns where there are 40 inconsistent pronoun items. Then the second is the use of transition signals where 22 items are wrong or inappropriate, the third is repeat key nouns where there are 8 key nouns whose repetitions are not correct, and the last is logical order where the number of errors is only 1 item.

After knowing the number of occurrences of type coherence and the number of errors using type coherence in each paragraph, the researcher can then assess and conclude the level of background coherence by classifying them into coherence, less coherence or incoherence, along with the results of the assessment of the coherence level of each background.

Table 4.2: The table assessment of coherence of the writing

No.	Title	Paragraph's number	Coherence			
			CO	LC	IC	Interpretation
1	(B1) Enhancing Student's Reading Comprehension of Descriptive Text by Using K-W-L (Know, Want, Learn) Strategy at The Eight Grade Students of SMP Negeri 9 Lembang Kabupaten Pinrang	First		91.60%		The background is decided to be LESS COHERENT with the total percentage 91 % criteria
		Second	95.20%			
		Third		76.40%		
		Fourth		94%		
		Fifth	95.20%			
		Sixth		86.30%		
		Seventh		87.50%		
		Eight	95.60%			
		Ninth		93.70%		

2.	(B2) Improving Students' Ability to Write Analytical Exposition Text by Using Youtube Videos at the second Year SMAN 3 Parepare	First	100%			The background is decided to be COHERENT with the total percentage 98% criteria
		Second	100%			
		Third		89,4%		
		Fourth	100%			
		Fifth	97,2%			
		Sixth	100%			
		Seventh	100%			
3.	(B3) The Implication of Edutainment To Increase Student Reading Comprehension at The Eight Grade of MTsN 2 Sidrap	First		85,7%		The background is decided to be LESS COHERENT with the total percentage 93% criteria
		Second	100%			
		Third		82,7%		
		Fourth		85,7%		
		Fifth		91,6%		
		Sixth	100%			
		Seventh	100%			
4.	(B4) Improving Students Vocabulary By Using Principled Eclecticism Method at The Eight Grade of SMPN 2 Mattiro Bulu Kabupaten Pinrang	First		88,8%		The background is decided to be LESS COHERENT with the total percentage 88% criteria
		Second		93,3%		
		Third		87,5%		
		Fourth		72,2%		
		Fifth	100%			
		Sixth				
5.	(B5) Teachers' Perception of Using English as a Foreign Language (EFL) Textbooks to Achieve The English Learning	First	100%			The background is decided to be LESS COHERENT with the total percentage 94%
		Second	95,2%			
		Third	95,2%			
		Fourth		88,2%		
		Fifth	100%			
		Sixth		83,3%		

	Objective of SMKN 3 Parepare					criteria
6.	(B6) The Implementation of Kim's Memory Game to Increase Speaking Skills of Language Community of Language Community Lintasan Imajinasi Bahasa Mahaiswa (LIBAM) IAIN Parepare	First	100%			The background is decided to be COHERENT with the total percentage 97% criteria
		Second	100%			
		Third	100%			
		Fourth	100%			
		Fifth	100%			
		Sixth		93,7%		
		Seventh	100%			
		Eight	100%			
		Ninth		92,3%		
		Tenth	100%			
		Eleventh	100%			
		Twelfth	100%			
		Thirteenth		94,7%		
		Fourteenth		80%		
		Fifteenth	100%			
7.	(B7) The effect of Survey, Question, Read, Recite, and Review (SQ3R) Method on Students' Reading Comprehension at the Tenth Grade of MAN Pinrang.	First	100%			The background is decided to be COHERENT with the total percentage 96% criteria
		Second	100%			
		Third	100%			
		Fourth		92,3%		
		Fifth		87,5%		
		Sixth	100%			
		Seventh	100%			
		Eight	100%			
		Ninth		92,3%		
		Tenth		90%		

8.	(B8) The Increasing Vocabulary Mastery of The Scout Students of SMPN 4 Parepare trough Semaphore and Sandi Techniques	First	95%			The background is decided to be <b>LESS</b> <b>COHERENT</b> with the total percentage 85%
		Second	100%			
		Third		83,3%		
		Fourth		91,6%		
		Fifth		88,8%		
		Sixth	100%			
		Seventh		94,5%		
		Eight		93,7%		
		Ninth	100%			
9.	(B9) The Increasing Vocabulary Mastery of The Scout Students of SMPN 4 Parepare trough Semaphore and Sandi Techniques	First	100%			The background is decided to be <b>COHERENT</b> with the total percentage 98% criteria
		Second		90%		
		Third		92%		
		Fourth	100%			
		Fifth	100%			
		Sixth	100%			
		Seventh	100%			
		Eight	100%			
		Ninth	100%			
10.	(B10) The Use of Critical Incident Method to Improve Students Speaking Skill at the Second Grade Students of MAN 1 Mamuju	First	100%			The background is decided to be <b>LESS</b> <b>COHERENT</b> with the total percentage 94% criteria
		Second	100%			
		Third	100%			
		Fourth		85%		
		Fifth		91%		
		Sixth		90%		
		Seventh		89%		
		Eight	95%			
		Ninth	100%			

Table 4.2 above shows the total number of paragraphs from 10 backgrounds analyzed was 78 paragraphs, and from all these paragraphs there are 44 coherent paragraphs, 34 less coherent paragraphs and 0 incoherent paragraphs.

After analyzing the data, the researcher calculated the data and then gave an assessment on each background. In the assessment table above, the researcher found that in the first background (B1) contained 9 total paragraphs of which 3 paragraphs coherent 6 paragraphs less coherent and there is no paragraph incoherent, in the second background (B2) contained 8 paragraphs of which 7 paragraphs coherent, 1 paragraph less coherent and no incoherent paragraph, on the third background (B3) contains 8 paragraphs of which 4 paragraphs are coherent, 4 paragraphs are less coherent and there is no incoherent paragraph, on the fourth background (B4) contains 5 paragraphs where only 1 paragraph is coherent , 4 paragraphs are less coherent and there is no incoherent paragraph, on the fifth background (B5) contains 7 paragraphs of which 4 paragraphs are coherent, 2 paragraphs are less coherent and there is no incoherent paragraph, on the 6th background (B6) contains 15 paragraphs of which 11 paragraphs coherent, 4 paragraphs less coherent and no paragraph incoherent, on the 7th background (B7) contains 10 paragraphs where 6 paragraphs coherent, 4 paragraphs less coherent and no paragraph incoherent, on the 8th background (B8) contains 9 paragraphs of which 4 paragraphs coherent, 5 paragraphs less coherent and no incoherent paragraph, on the ninth background (B9) contains 9 paragraphs where 7 paragraphs are coherent, 2 paragraphs are less coherent and there are no incoherent paragraphs, and finally the tenth background (B10) contains 9 paragraphs of which 5 paragraphs are coherent, 4 paragraphs are less coherent and there are no incoherent paragraphs.

The example of the findings above can be seen below:

#### 4.1.1 Coherent

A paragraph is declared coherent if there are no errors in the use of coherent marks or an error rate of 100% -95%, and then the paragraph is counted coherent.

Below are some examples of coherent paragraphs on each background:

##### Background 1(B1) Paragraph 8:

**Reading** becomes essential **for everyone** to increase **his** or **her** knowledge. This idea is supported by the fact **that reading** has become a part of **our** daily activities. **Teaching reading** in Indonesia is not easy, **because** the great difference of language system between English **and** Indonesia has been the major difficulty **for students** to learn English. **The reading ability** plays a central role in teaching **and** learning success at all education stages. **It** is **because** most of the material of teaching **and** learning are in written form **and that is** why **students** need to improve **their** reading skill like in junior high school in order to understand the material.

Paragraph analysis:

- a. Key noun : Reading
  - Repetition of key noun : Reading, teaching reading, reading ability
  - Errors repetition key noun: -
- b. Consistent pronoun : Students
  - In consistent pronoun : his or her
- c. Transition signal : for, that, because, and
  - In relevant transition signal : -
- d. Logical Order: -

Based on the analysis, the paragraph above is counted to be coherent because the topic discussed is clear with the repetition of key nouns, in addition to the use of relevant transition signals to connect words and sentences, even though there are

inconsistent pronouns, this does not make the paragraph incoherent because the pronouns are clear so that readers can still understand.

**Background 2 paragraph 4:**

**In reality** most of students face some difficulties in writing an **Analytical Exposition text**. Based on those issues **above the researcher** have done preliminary observation in SMAN 3 Parepare in English learning process **the researcher** found **that** some of **students** are difficult to write. Most of **them** could not write **because of** several reasons. **Firstly they** are difficult to convey **their** words to be scientific words, **because** to write an **Analytical Exposition text** must use scientific words. **Secondly, they** are difficult to write **their** arguments **because they** got difficult to translate **their** paragraphs from Indonesian Language in to English form. **Thirdly, their** grammatical is poor. **So that students** are confused to write an **Analytical Exposition text**.

Paragraph analysis:

- a. Key noun : Analytical exposition text
  - Repetition of key noun : Analytical exposition text
  - Errors repetition key noun: -
- b. Consistent pronoun : researcher, students
  - In consistent pronoun : -
- c. Transition signal : in reality, above, that, because, so that
  - In relevant transition signal : -
- d. Logical Order: because of, firstly, secondly, thirdly

From the analysis of the paragraph above, the researcher concludes that the paragraph is a coherent paragraph because of the use of appropriate coherence marks, the first is the repetition of the key noun "analytical exposition text" which is repeated 3 times so that the focus of the discussion is clear from the beginning to the end of the paragraph, secondly there are no errors on the use of consistent pronouns, the third is

the use of relevant transition signals and the fourth is the use of logical order which explains the word "several reason", so that the sentences are ordered.

### Background 3 paragraph 6:

**According to** the obtained information from **english teacher** of MTsN 2 Sidrap, **the students** experience the difficulty in identifying both explicit **and** implicit information. **They** are **also** hard to get the main idea of the text **instead** of moral value. **So that, the teacher** in **that** school used a video included english program **that** downloaded from youtube as media in teaching english **especially** reading **that the students** did not really understand, **and then**, got bored easily when **they** faced reading texts. **They** put assumption in **their** mind **that** english was a important subject to research **and** the language would make **them** confused.

Paragraph analysis:

- a. Key noun :
  - Repetition of key noun : -
  - Errors repetition key noun: -
- b. Consistent pronoun : Teacher, students
  - In consistent pronoun : -
- c. Transition signal: According to, and, also, instead, so that, then, especially
  - In relevant transition signal : -
- d. Logical Order:-

The paragraph above is a coherent paragraph even though there is no repetition of key nouns, but the use of consistent pronouns and transition signals is a tool so that the paragraph remains coherent, besides that the discussion is also clear and understandable to the reader.

### Background 5 paragraph 1:

**Teaching English for** specific purpose in Vocational high school becomes a crucial issue at the present where **the students** are expected to



master the English subject in order to support **their** career in the future. By using English, **it** can help **students** to understand the language very well. **In other words, it** makes **them** enjoyable when studying English **because the teaching English** is designed appropriately with **their** study, **in addition, teaching English** in vocational high school should refer to English specific purpose where **the students'** needs focus on communicating in **their** field study as universal.

Paragraph analysis:

- a. Key noun : teaching English
  - Repetition of key noun : Teaching English
  - Errors repetition key noun: -
- b. Consistent pronoun : students
  - In consistent pronoun : -
- c. Transition signal : for, in the other words, because, in addition,
  - In relevant transition signal : -
- d. Logical Order:-

The paragraph above is a coherent paragraph because the entire contents of the paragraph discuss about teaching English, besides that the pronouns used are also consistent, and the use of relevant transition signals that connect words and sentences.

#### Background 6 paragraph 7:

There are many problems **that** occur in **teaching speaking**. **The first** is **the students** are lack of **vocabulary**. This condition would make **them** unable to say the words **during** speaking class. **The second** problem is **that the students** are afraid of making mistake. **This** condition makes **the student** passive in **speaking class**. **They** worried of making mistake in pronouncing **and** arranging the words. **The third** problem is **that they** rarely practice to use **English** to communicate **it** makes **the students** feel strange **and** curious in speaking English.

Paragraph analysis:

- a. Key noun : teaching English
  - Repetition of key noun : Teaching English
  - Errors repetition key noun: -
- b. Consistent pronoun : students
  - In consistent pronoun : -
- c. Transition signal : that, this, and
  - In relevant transition signal : -
- d. Logical Order: the first, the second, the third

From the analysis, the researcher concludes that the paragraph above is a coherent paragraph, where the paragraph discusses "the problems that occur in teaching speaking", and the author uses a logical order to sort the problems discussed.

#### **Background 7 paragraph 2:**

There are four basic skills to be mastered by the **English language**, **those** are listening, speaking, reading, **and** writing. All of **those** skills are important to be developed by **the students**. **The students** are expected not only to understand about the form of **English language**, **but also** to be able to use **English language** in **their** daily life in formal **and** informal context.

Paragraph analysis:

- a. Key noun : English language
  - Repetition of key noun : English language
  - Errors repetition key noun: -
- b. Consistent pronoun : students
  - In consistent pronoun : -
- c. Transition signal : those, but, also, and
  - In relevant transition signal : -
- d. Logical Order:-

The paragraph above is a coherent paragraph because the paragraph is clear and easy to understand with the repetition of key nouns, the use of consistent pronouns, the use transition signals, however, a logical order is not needed because there is no transition of ideas.

#### 4.1.2 Less coherent

A paragraph is declared less coherent if there is an error in the use of one or more of the 4 coherence marks, they are; repetition of key nouns, consistent pronouns, transition signals and logical orders. If the error in the use of coherence marks is less than 95%-60%, the paragraph is declared less coherent.

Below are some examples of less coherent paragraphs on each background

##### Background 1 paragraph 1:

**English** consist of several skills. There are four components of **English skills, they** are listening, speaking, reading, **and** writing. **Reading** is one of the **language skills that** have to be mastered by the **students. The teaching of reading** is very important **because it** helps **the students** to have more skills in comprehending the content of an English text.

Paragraph analysis:

- a. Key noun : English
  - Repetition of key noun :
  - Errors repetition key noun: English, reading, english skill, teaching reading
- b. Consistent pronoun : students
  - In consistent pronoun : -
- c. Transition signal : and, that, because
  - In relevant transition signal : -
- d. Logical Order:-

From the analysis, the researcher concludes that the paragraph above is less coherent because there is an error in the repetition of key nouns, besides that at the beginning of the paragraph it is better to explain the topic "English" and then it can be continued with the sentence "English consist of several skills", other than that the topic of discussion change each sentence without any logical order.

### Background 2 paragraph 3:

One of genres **which** are learned by the **second grade students** in writing **according to** the current curriculum (kurikulum 2013) is **Analytical exposition**. **this text** is a **text that** elaborates **the writer's** opinion on phenomena/issues, without persuading **the readers** to do something. **This text** will only persuade **the readers that** the phenomena/issues, are important/worth **it** to be discussed by providing the argument/opinions to support the topic, **Because analytical exposition text** contains the thoughts of the author about things **that** happen around **him**, whether objects, events, **or** places.

Paragraph analysis:

- a. Key noun : Analytical exposition text
  - Repetition of key noun : Analytical exposition text
  - Errors repetition key noun:
- b. Consistent pronoun : students
  - In consistent pronoun : -
- c. Transition signal : which, that, or
  - In relevant transition signal : this
- d. Logical Order:-

The paragraph above is decided to be incoherent because there is an error in the use of the transition signal, the use of the word "this" in the paragraph above is

still ambiguous because in the first sentence it is not clearly explained that what is meant by the word "one of genre" is text.

### Background 3 paragraph 1:

**Reading** is one of four skills in english, **that is** very important to be done. As we know, read a book is one of source of information **that** may increase **the reader** concept about aspects of life **or** to do the information **the reader** get. Not only **society** are very excited to read a book **such as** philosophy books, socials, economics, **and** etc. **but also children** who studied indoor **or** outdoor of a school. **Here, the researcher take one school namely MTsN 2 Sidrap.**

Paragraph analysis:

- a. Key noun : reading
  - Repetition of key noun : reading
  - Errors repetition key noun:
- b. Consistent pronoun : reader
  - In consistent pronoun : -
- c. Transition signal : that, or, and, but also
  - In relevant transition signal : this
- d. Logical Order:-

From the analysis, the paragraph above is decided to be less coherent because in the last statement there were additional topics without the use of logical order to connect the previous idea with the added idea.

### Background 4 paragraph 4:

In reality, according one of **students** at SMPN 2 Mattirobulu says **that** to study english, is very difficult from **her**. **There are several reasons, firstly, their teacher** is very bored **so, its** makes **the students** sleepy **and** didn't spirit to study **because of** the lack of **the teacher** proficiency to improve **or** create **their** method **and** media learner. **The teacher** just used traditional method **and the last** is the lack of mastery vocabulary.

Paragraph analysis:

- a. Key noun : -
  - Repetition of key noun : -
  - Errors repetition key noun:-
- b. Consistent pronoun : teacher, students
  - In consistent pronoun : its
- c. Transition signal :
  - In relevant transition signal :
- d. Logical Order: firstly, secondly

The paragraph above is decided to be less coherent because there is an error in the use consistent pronoun, where the word "its" should be changed to "it", besides that in the paragraph above there is an error in the use of logical order where in the paragraph above the author does not add the word "secondly" to the second and direct reason using the word "the last" in the third reason, this makes the sentence unordered and unsustainable.

#### **Background 5 paragraph 4:**

Based on Shaleh and Wahab, **perception** is a process **that** combines **and** organizes **our** sensory data to be developed in such a way **that we** can realize around **us**, including **our self-awareness**. **So the teacher's perception** can be said as a response to a belief **that is** captured through a vision of a growing issues related to the worl of education, **the, it** will form a concept in expressing desires **which** will **then** be reflected through the attitude **and** behavior of the object.

Paragraph analysis:

- a. Key noun : Perception
  - Repetition of key noun : perception
  - Errors repetition key noun:-

- b. Consistent pronoun : we, our
  - In consistent pronoun : the
- c. Transition signal :
  - In relevant transition signal :
- d. Logical Order: firstly, secondly

The paragraph above is declared less coherent because the addition of the word "the" which is irrelevant it breaks the connection between the previous sentence which will be explained by the word "it".

#### Background 6 paragraph 6:

In **teaching speaking**, **teacher** should choose appropriate teaching model **for** the student's condition. **When the teacher** asked **the student** to tell about something that happened to **them**, most of **them** were quite, unhappy with what **they** had said; some were even embarrassed. **The other student's** problems in speaking are low motivation, shyness **and** feeling strange **and** difficult. **Thus, the teacher** should choose the best model depending on the difficulties **that** faced by **students**.

Paragraph analysis:

- a. Key noun : teaching English
  - Repetition of key noun :
  - Errors repetition key noun:-
- b. Consistent pronoun : teacher, students
  - In consistent pronoun : student
- c. Transition signal : when, and, thus, that
  - In relevant transition signal :-
- d. Logical Order: firstly, secondly

The paragraph above is decided to be less coherent due to an error in using the consistent pronoun of "student" which should be changed to plural, namely "students"

because in the next sentence the pronoun used to replace students is "them", this will make the paragraph unclear.

#### Background 7 paragraph 4:

In national final exam, **reading comprehension** is one of the skills tested. This indicates **that reading comprehension** has to be taught well. **The English teacher** should to pay attention to some factors **that** affect **their students'** competency in **comprehending reading text** and they have to find effective ways to solve those problems in order to make **their students comprehend** the meaning of the text.

Paragraph analysis:

- a. Key noun : reading comprehension
  - Repetition of key noun : reading comprehension, comprehending reading text
  - Errors repetition key noun:-
- b. Consistent pronoun : students
  - In consistent pronoun : teacher
- c. Transition signal : that, and
  - In relevant transition signal :-
- d. Logical Order:

From the analysis, the writer concludes that the paragraph above is less coherent with the consistent pronoun error, where the word "the English teacher" should be changed to "the English teachers" because in the next explanation the word "teacher" should be a plural which is replaced with the word "their".

#### 4.1.3 Incoherent

A paragraph is declared incoherent if paragraphs are not connected to each other, paragraphs are difficult to understand and the topics discussed are not clear



which are marked by errors in there are many errors in the use of coherence marks or the percentage is only 0%-60% of the total items available, while in this study there were no incoherent paragraphs.

From the results of the data analysis above, the researcher calculated the data to provide an assessment of each background and found that the background order of the level of coherence from the highest to the lowest level was based on percentage.

The first and the background with the highest level of coherence are B2 and B9 where both have the same percentage calculation, namely 98% and decided to be coherent, the second is B6 background with the total percentage 97% and decided to be coherent, the third is B7 background with the total percentage 96% and decided to be coherent, the fourth one is B5 and B10 where both have the same total percentage 94% and decided to be less coherent, the fifth is B1 background with the total percentage 91% and decided to be less coherent, the sixth is B4 background with the total percentage 88% and decided to be less coherent, and the last one is the background with the lowest coherence level of 85% and decided to be less coherent, out of 10 backgrounds there is no background decided to be incoherent.

Among the 10 Backgrounds that have been analyzed with 78 total paragraphs with the type of data being text on the skripsi background written by students of English education program at IAIN parepare with the undergraduate in 2020 year as the latest data, there are 4 backgrounds which are decided to be coherent and 6 backgrounds are decided to be less coherent. Therefore, the researcher concludes from the findings that the background of the skripsi written by English education program at IAIN Parepare graduates in 2020 was decided to be less coherent with the total percentage of 94%, so from these findings we can measure that the background

of the skripsi written by students of English education the program still does not meet the criteria of coherence and still needs to be improved. As a result, the use of 4 types of coherence is important to achieve coherence.

## **4.2 Discussion**

The discussion below is presented based on previous findings. In this session, the researcher will discuss in detail the use of each coherence item used in the background skripsi written by the English education program at IAIN Parepare, the researcher will also discuss the errors in the use of each coherence item in the skripsi background.

As previously mentioned that there are four ways to achieve coherence, they are repeating key nouns, consistent pronouns, transition signals, and logical orders, in this discussion session the researcher will discuss them one by one as follows:

### **4.2.1 Repeating Key Noun**

Repeating key nouns is one of the ways to achieve coherence and is the easiest way for writers to make sentences into unified sentences. In addition, repeating key nouns will make it very easy for readers to understand reading. The readers will be able to connect one idea to another.

The ability to use repeating key nouns to connect ideas in each sentence sometimes encounters obstacles with doubts and adjustments to the placement of key nouns. Based on the theory of Oshima and Hogue, there is no definite provision for the number of repetitions of key nouns as a way to achieve coherence in each paragraph. Consequently, the researcher observes that each background contains repetition of key nouns related to the topic discussed.

The following are the details of the use of repeating key nouns in 10 backgrounds of skripsi that have been analyzed.

Table 4.3: The data finding of repeating key noun

Repeat Key Noun	
Word	Background
English skill, Language skill, reading, teaching reading, reading ability, reading comprehension, text, KWL strategy,	B1
Writing, Analytical exposition, text, analytical exposition text, media, youtube, youtube video,	B2
Reading, reading skill, texts, scores, reading comprehension	B3
Vocabulary, English vocabulary, method	B4
Teaching English, textbook, teachers' perception	B5
English, speaking, teaching speaking, vocabulary, LIBAM, techniques	B6
Language, English language, reading, reading comprehension, method, SQ3R method	B7
Learning English, English vocabulary, scout school, international jamboree, semaphore techniques and sandi techniques	B8
Education, language, learning English, reading, teaching reading, reading comprehension, motivation research	B9
Language, foreign language, English lesson, Speaking, teaching speaking, research	B10

Table 4.3 shows that in each skripsi background there is a repetition of key nouns, from the table above, it can be seen that students write background skripsi with general to specific patterns.

The repeating key noun from all paragraphs that have been analyzed is 276 items with a total error of 9 items, this shows that students are good in using repeating key nouns as one of four ways to achieve writing coherence.

Below are examples of sentences that use repeating key nouns that make sentences coherent by connecting one idea or one sentence to another because there are repeating key nouns.

Taken from B2 Paragraph 2:

**Writing** is one of language skills that have to be learned by any foreign language learner and students all over the world besides listening, speaking, and reading. **Writing** has been taught from Elementary School level to University level. Through **writing**, the students may express their ideas freely without having to face the reader directly. However, some students in Indonesia consider that **writing** is the most difficult skill to be mastered by them. It is strengthened by Jack C. Richard's statement, "**Writing** is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences"

The paragraph above includes coherence with the proper use of repeating key nouns where every sentence from the beginning to the end of the paragraph there is a repeating key noun that makes the main idea build and connect well. In the paragraph above, the main topic discussed is "writing", and it is repeated 5 times.

In the other example below is the sentence that has an error in using repeat key noun:

Taken from B8 paragraph 5:

To increase students' ability in mastering vocabulary the teacher have to think how to make students' to be English mastery. The teacher's

competence is much needed. Teacher have important role because they will bring the students to the likeness and consistency in learning English as second language.

The paragraph above shows the absence of repeating key nouns and the lack of linkage between sentences, so the ideas in the paragraph above are not well developed.

From the discussion and examples above, it can be concluded that the use of repeating key nouns is very helpful to achieve coherence in writing a paragraph. If the repetition of a key noun is considered too much, it can be replaced by using a pronoun that leads to the key noun.

#### 4.2.2 Consistent pronoun

The use of consistent pronoun makes writing clear and unambiguous, this is also very important in writing a background skripsi. In writing a background skripsi, the writers must make sure that they use a consistent pronoun from beginning to end the paragraph. For example, if the writer from the beginning of the paragraph uses the pronoun “you”, then the pronoun “you” cannot be changed to “we” in the next sentence, this will make the sentence incoherent.

In 10 skripsibackgrounds that have been analyzed, researcher found there are 35 types of pronouns used with a total number of occurrences is 482 items and total errors is 42 items, for more details the researcher presents the use of pronouns in the following table:

Table 4.4: The data finding of consistent pronoun

Consistent Pronoun	
Word	Background
Their	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10

Students	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10
Teacher	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10
Researcher	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10
It	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10
They	B1, B2, B3, B6, B7, B8, B9, B10
Them	B1, B2, B3, B5, B6, B9, B10
Student	B1, B2, B3, B6, B8, B10
Teachers	B2, B3, B5, B6, B9, B10
We	B2, B3, B4, B5, B7, B8
Learners	B3, B5, B7, B8, B10
People	B3, B6, B8, B9, B10,
English teacher	B3, B4, B7, B10
Writer	B1, B3, B7, B9
Her	B1, B2, B4
Our	B1, B5, B8
Reader	B2, B3 B8
Its	B4, B6, B7
Learner	B2, B10
Everyone	B1, B7
His	B1, B9
He	B2, B3
Readers	B1, B2
Writers	B2
Society	B3

Children	B3
Speakers	B6
Member	B6
Members	B6
Its self	B7
Anybody	B7
Themselves	B7
You	B9
Us	B9
Human	B9

The tables above show the most frequently used pronouns that appear in every skripsi background are the pronouns “their”, “students”, “teachers” and “researchers”.

The following is an example of a coherent paragraph using consistent pronouns in the background skripsi:

Taken from B1 paragraph 8:

Know Want Learn (KWL) is an integrated strategy to attract **students** in the study of active learning. **Students'** prior knowledge is activated by asking **them** what **they** already know, then **students** set goals focusing on what **they** want to learn. And after reading, **students** discuss what **they** have studied. **Students** apply higher-order thinking strategies which assist them to build meaning from what **they** read and help **them** examine **their** progress toward **their** goals. Using this strategy can increase motivation and attention by activating **the students'** prior knowledge. This allows the teacher to understand **the students'** prior knowledge and **the students'** interests in the topic.

The use of pronouns in that paragraph are "students", "they" and "their", where the main subject is students, then the pronouns "they" and "their" refer to plural students. So that the paragraph above is declared coherence because of the consistent use of pronouns, where the author does not change the pronoun from the beginning to the end of the paragraph into an inappropriate pronoun, for example at the beginning of the paragraph the author uses the pronoun "students" and at the end the author replaces the word "students" with the pronoun he, she, him her or your, because it can affect the level of coherence of a paragraph.

Students also have errors in using pronoun; the following paragraph is an example of error in the use of consistent pronouns:

Taken from B7 paragraph 9:

There are many methods which appear to have **learners** in mastering the language and help **the teacher** accomplish **their** instructional goals. In this study, the researcher will apply SQ3R method on students' reading comprehension skill at the tenth grade of MAN Pinrang to ever come some students' difficulties in learning reading. The SQ3R method provides a process that makes **the students** remember the material easier, because the process of understanding the text occurs repeatedly.

The paragraph above is less coherent, where in that paragraph there is inconsistent use of pronouns. From the paragraph above, it can be seen that at the beginning of the paragraph the author uses the pronoun "learners" which refers to "students", but in other sentences, the author uses the pronoun "students". In addition, the author uses the word "their" as a pronoun which refers to the word "teacher", this is a mistake because "their" is a pronoun used instead of a plural subject, while the word "teacher" is a singular subject.



### 4.2.3 Transition Signal

The use of transition signals as a way to achieve coherence in a piece of writing, whether connecting one word to another, one sentence to another, and one paragraph to another, is very helpful in writing to achieve coherence. This happens because with the transition signal ideas can be connected and mutually sustainable well. The use of transition signals is also very important in writing a skripsi background because of it the ideas or problems discussed can be easily understood.

After analyzing 10 backgrounds of skripsi, the researcher found that there were 44 types of transition signals in the student skripsi background, with a total of 564 items appearing and a total error of 21 items.

The following table shows the use of transition signals in student skripsi backgrounds:

Table 4.5: The data finding of transition signal

Transition signal	
Word	Background
That	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10
And	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10
Because	B1, B2, B3, B5, B6, B7, B8, B9, B10
Which	B1, B2, B4, B5, B6, B7, B8, B9, B10
So	B1, B3, B4, B5, B6, B7, B8, B9, B10
For	B1, B2, B4, B5, B6, B7, B8, B10
Especially	B1, B2, B3, B5, B6, B8, B9, B10
Also	B1, B2, B3, B4, B6, B8, B9,

According to	B2, B3, B4, B5, B6, B9, B10
Above	B2, B3, B4, B6, B7, B9,
But	B2 , B6, B8, B8, B9, B10
So that	B2, B3, B5, B8, B9,
Moreover	B3, B5, B6, B8, B10
Or	B2, B3, B4, B7, B10
In reality	B2, B4, B5, B9,
However	B1, B2, B6,
If	B1, B3, B6, B10
Then	B1, B7,
This	B2, B6,
Besides	B2, B6, B10
In addition	B2, B5,
But also	B3, B6,
When	B3, B6,
Even though	B5, B6,
Those	B7, B9,
For example	B7, B8, B10
Such as	B8, B9, B10
Likewise	B1,
Additionally	B1,
Otherwise	B3,
Particularly	B3,
Before	B3,

At last	B3,
Instead	B3,
And then	B3,
Namely	B4, B10
The last	B4,
In other words	B5,
Thus	B6,
During	B6,
Until	B6,
In this case	B8, B10
Another	B9, B10
While	B9,

The table above shows the most use of transition signals, namely the words "that" and "and", the other types of transition signals are different in each background.

The following is an example of using a transition signal in the background skripsi:

Taken from B8 Paragraph 2:

English is very important to anybody who wants progress themselves. In modern science **and** technology, **everyone** should have the proficiency to speak with international language, **especially** in English language. English **for** Indonesian is a foreign language **which** has complex difficulty to master. **So**, to be a professional teacher in language teaching **especially** teaching English as a foreign language as not as easy as we think. **Moreover**, the learners need to learn it consciously **that's** why in Indonesia, English is taught from elementary school up to university for various needs.

The paragraph above shows that the use of transition signals is very helpful in connecting words with words, for example the words "and", "for", "which" and "that", while the transition signals as connectors between sentences in the paragraph above are "specially" and "moreover".

#### 4.2.4 Logical Order

Logical order is used if there is a certain order in the sentence so that the logical order becomes a link between the first and next sequences, logical generally describes the time.

The following table is the use of logical order in the background of the skripsi of students.

Table 4.5: The data finding of Logical order

Logical Order	
Word	Background
Because of	B1, B2, B4, B7
Firstly	B2, B4
Since	B3, B6
Secondly	B2
Thirdly	B2
Based on the problems	B2
As a result	B3
The first	B6
The second	B6
The third	B6
For this reason	B7

Therefore	B8
-----------	----

Table 4.5 above shows that logical orders are types of coherence that are the least used in student skripsi backgrounds.

The following is an example of a paragraph using a logical order:

Taken from B2 Paragraph 4:

In reality most of students face some difficulties in writing an Analytical Exposition text. Based on those issues above the researcher have done preliminary observation in SMAN 3 Parepare in English learning process the researcher found that some of students are difficult to write. Most of them could not write **because of** several reasons. **Firstly** they are difficult to convey their words to be scientific words, because to write an Analytical Exposition text must use scientific words. **Secondly**, they are difficult to write their arguments because they got difficult to translate their paragraphs from Indonesian Language in to English form. **Thirdly**, their grammatical is poor. So that students are confused to write an Analytical Exposition text.

The sentence above shows that there are four logical order items that are used so that ideas can stay connected, namely the words "because of", "firstly", "secondly", and "thirdly".

The errors in the use of logical orders can be seen in the paragraph below:

Taken from B3 paragraph 3

In reality, according one of students at SMPN 2 Mattirobulu says that to study english, is very difficult from her. **There are several reasons, firstly**, their teacher is very bored so, its makes the students sleepy and didn't spirit to study because of the lack of the teacher proficiency to improve or create their method and media learner. The teacher just used traditional method and the last is the lack of mastery vocabulary.

The paragraph above shows an error in the use of logical order, namely in the previous sentence the author explains that "there are several reasons" then the author uses the word "firstly" as a word to describe the first reason, but then there is only the

word "firstly" without a continuation, while at the beginning of the sentence The author explains that there are several reasons but listed there is only one reason.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### B. Conclusion

Based on the findings and discussions, there are 4 types of coherence that use by students in their backgrounds skripsi they are repeating key noun, consistent pronoun, transition signal and logical order. Of the 4 types of coherence, Transition signal is the most common types of coherence with 564 occurrences or 42% of the 4 types of coherence. Furthermore, at the second level the most consistent pronouns are 482 times or 33% of the 4 types of coherence, the third is repeat key nouns with 276 occurrences or 20% of the 4 types of coherence, and the last one is the least used type coherence, namely logical order whose number of occurrences is only 19 times or 2% of the 4 types of coherence.

In 10 backgrounds of the skripsi that has been researched which is 78 paragraphs, and from all these paragraphs there are 44 coherent paragraphs, 34 less coherent paragraphs and 0 incoherent paragraphs. From the whole paragraph there are 1,341 items of coherence and there are 44 items is errors. As a result, there are 4 paragraphs 4 backgrounds which are decided to be coherent and 6 backgrounds are decided to be less coherent. Therefore, the researcher concludes from the findings that the background of the skripsi written by English education program at IAIN Parepare graduates in 2020 was decided to be less coherent with the total percentage of 94%, so from these findings we can measure that the background of the skripsi written by students of English education the program still does not meet the criteria of coherence and still needs to be improved. As a result, the use of 4 types of coherence is important to achieve coherence.

### C. Suggestion

After conducting the research, the researcher realized that there were still shortcomings in the research, therefore the researcher suggested that if in the future there were those who were interested in researching coherence so that it could be further improved, in addition to the type of coherence studied by the researcher, there are still several ways that can be used to determine the level of coherence, for example by seen from the point of view of theme and rhyme, this is also very good to research. Furthermore, in the case of coherence, the researcher suggests that in writing the skripsi background, especially in the English department, students need to be more aware of making coherent sentences so that they are easy to read and understand. In this case the author recommends that:

1. Before compiling a paragraph, it is very important to make an outline first which usually consists of determining the main topic to be discussed in each paragraph
2. Each topic that is discussed must be related to the previous ideas and the discussion must flow smoothly
3. Should not add a sentence or discussion off topic in one sentence



## BIBLIOGRAFI

- Ahmed, Abdel Hamid, "Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives". *Literacy Information and Computer Education Journal (LICEJ)*, 1 (4): 211-22, 2010.
- Alice Oshima and Ann Hogue, *Writing Academic English 4<sup>th</sup> Edition*, White Plains, NY: Pearson/Longman, 2006.
- Ambika Prasad, Poudel, *Academic Writing: Coherence and Cohesion in Paragraph*
- Berndtsson, M. et al, *SkripsiProjects – A Guide for Students in Computer Science and Information System 2nd Edition*, London: Springer-Verlag, 2008.
- Bram, Barli. *Write Well: Improving Writing Skills*. (Yogyakarta, KANIUS Publisher, 1995)
- Carolyn D. Castro, *Cohesion and the Social Construction of Meaning in the Essays of Filipino College Students' Writing in L2 English*, Asia Pasific Education Vol 5, no. 2, 2004.
- Elo, S., & Kyngas, H, *The Qualitative Content Analysis Process*, Journal of advanced nursing, 2008.
- Farida nugrahani, *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*Surakarta: CV. Djiwa Amarta Press, 2008.
- Fengjie, Li. et al, "Analysis of the Problems on Coherence in College English Writing". *International Journal of Language and Linguistics*, 2 (6): 387-390, 2014.
- Flowerdew, John, *Academic Discourse*. London: Pearson Education Limited, 2002.
- Hancock, Beverley, *Trent Focus For Research and Development in Primary Health Care: An Introduction to Qualitative Research. Trent Focus*, University of Nottingham, 1998.
- J, Harmer, *How to Teach Writing*, Essex: Pearson Education Limited, 2007.
- Jeremy Jones, 2007, Losing and finding coherence in academic writing. *University of Sydney Papers in TESOL*, 2(2), 125-148, Retrieved from:

[http://faculty.edfac.usyd.edu.au/project/usp\\_in\\_tesol/pdf/volume02No2/Article0.pdf](http://faculty.edfac.usyd.edu.au/project/usp_in_tesol/pdf/volume02No2/Article0.pdf), in Mei 13<sup>th</sup> 2021 10.13 PM.

- Jones, J.F. 2007 Using metadiscourse to improve coherence in academic writing. *Language Education in Asia*, 2(1), 1-14, Retrieved from: [http://www.camtesol.org/Download/LEiA\\_Vol2\\_Iss1\\_2011/LEiA\\_V2\\_I1\\_01\\_Jeremy\\_Jones\\_Using\\_Meta\\_discourse\\_to\\_Improve\\_Coherence\\_in\\_Academic\\_Writing.pdf](http://www.camtesol.org/Download/LEiA_Vol2_Iss1_2011/LEiA_V2_I1_01_Jeremy_Jones_Using_Meta_discourse_to_Improve_Coherence_in_Academic_Writing.pdf), in Mei 13<sup>th</sup> 2021, at 10.45PM.
- Joy M Reid, *The Process of Paragraph Writing (second Edition)*, New Jersey: Prentice-Hall, 2000.
- Krippendorff, Klaus, *Content Analysis: An Introduction to Its Methodology*, New York: Sage Publication, 2004.
- Lee, Icy. "Helping Students Develop Coherence in Writing". English Teaching Forum, 2002.
- Mariane Celce-Murcia and Elita Olsain, *Discourse and Context in Language teaching A guide for language teachers*, Cambridge: Cambridge University Press, 2007.
- Mayring, P. *Qualitative Content Analysis*, Klagenfurt, Austria, 2014.
- McMillan, James H, *Educational Research: Fundamental for Consumer, Fifth Edition*. Boston: Pearson International Edition, 2008.
- Muhammad Arief Paturusi, *The Students' Difficulties in Using Demonstrative Pronoun*, *Exposure Journal* 90 Vol. 5 No. 2
- Munawarah, An Analysis on Unity and Coherence in Paragraph Writing at EFL Students of IAIN Palangkaraya, (Published Skripsi: IAIN Palangkaraya, 2019)
- Murray, N. & Hughes, G, *Writing Up Your University Assignments and Research Projects: a Practical Handbook*, New York: McGraw-Hill Education, 2008.
- Odell and Hobbs, *Teaching Writing Skill (Longman Handbooks for Language Teachers)*, Longman Group Ltd, 2001.

- Oshima, Alice. and Hogue, Ann, *Writing Academic English*. 4th Ed. New York: Addison Wesley Longman, 2006.
- \_\_\_\_\_, *Writing Academic English*. 3 rd Ed. New York: Addison Wesley Longman, 2009.
- Paltridge, B. & Satrfield, S, *Skripsi and Dissertation Writing in a Second Language: A handbook for supervisors*, London: Routledge, 2009.
- Regina I Smalley et al, *Refining Composition skills( rhetoric and Grammar)*, USA: Heinle Publisher, 2001.
- Reni Astanti , Yenni Rozimela, and Fitrawati, Cohesive Devices In Discussion Text Written by the Students of SMAN 12 Padang, *Journal of English Language Teaching*, Volume 5 No. 1 Serie A, Mei 2021
- Robert, H, William, *The Writer's Companion*. Canada: Library of Congress Cataloging in Publication Data, 1985.
- Sarah Andersen, "Pronouns: Cohesion Within Paragraph", <http://www.sjsu.edu/writingcenter>, (accessed on Mei 2021).
- Sarfo, Kwasi. and Adu, "Investigating Paragraph Writing Skills among Polytechnic Students", 2015.
- Silverman, D, *Doing Qualitative Research*, London: Sage Publications, 2005.
- Smalley, R.L. & Ruetten, M.K. *Refining Composition Skills: Rhetoric and Grammar for ESL Students*. New York: Macmillan Publishing Company, 1986.
- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta, 2006.
- Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta: Jakarta, 2006.
- Suwandi, Coherence and Cohesion: An analysis of the final project abstracts of the undergraduate students of PGRI Semarang. Indonesian Journal of Applied Linguistics, Vol.5 No. 2
- White, F.D, *The Writer's Art: a Practical Rhetoric and Handbook*, California: Wadsworth, 1986.

Winarni, Widi Endang, *Teori dan Praktik Penelitian Kuantitatif, Kualitatif, PTK, R&D*. Jakarta: Bumi Aksara, 2018.

Yustiinus Calvin Gai Mali, *Coherence Problem in Academic Essay Writing*, (Publishing Skripsi, Yogyakarta: Sanata Dharma University, 2014.

Zemach, D. E. & Rumisek, L. A, *Academic Writing: From paragraph to essay*. Oxford: Macmillan, 2005.

Zubair, Muhammad Kamal,dkk. 2020. *Pedoman Penulisan Karya Ilmiah IAIN Parepare Tahun 2020*. Parepare : IAIN Parepare Nusantara Press.



# APPENDICES



## **Appendix1 : Students' Background Skripsi**

### **Background 1**

**By : Jumriati**  
**Reg. Number : 15.1300.106**  
**Title : Enhancing Student's Reading Comprehension of Descriptive Text by Using K-W-L (Know, Want, Learn) Strategy at The Eight Grade Students of SMP Negeri 9 Lembang Kabupaten Pinrang**

English consist of several skills. There are four components of English skills, they are listening, speaking, reading, and writing. Reading is one of the language skills that have to be mastered by the students. The teaching of reading is very important because it helps the students to have more skills in comprehending the content of an English text.

Reading becomes essential for everyone to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily activities. Teaching reading in Indonesia is not easy, because the great difference of language system between English and Indonesia has been the major difficulty for students to learn English. The reading ability plays a central role in teaching and learning success at all education stages. It is because most of the material of teaching and learning are in written form and that is why students need to improve their reading skill like in junior high school in order to understand the material.

Reading for understanding the whole of the text, the readers have a good of comprehension. Of course, reading cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language understanding more generally. This requires comprehension of the individual words and the sentences that they form. However,

comprehension typically requires the comprehended to integrate the sense of these words and sentences into meaningful whole.

But, not a bit the students of SMP Negeri 9 Lembang understand the written of the text, what the writer aims and what the writer wants the students to comprehend the content. So, to be master of reading is not easy because, if the students have no much vocabulary that difficult to understand well the meaning of the text. Also, the students aren't recognized the main idea and the important information of the text.

The researcher used the KWL Strategy in reading text especially in reading comprehension of descriptive text because from the pre observation in the school the researcher found out that most of the students still have difficulty in comprehending an English text, especially in finding specific information which implicitly stated in the passage. The facts indicated that they had low comprehension in reading. Because when the teacher teaches the students about reading the teacher only gives a text then reads and interpreted the text without knowing the meaning of the word or every sentence of the text because the teacher is still apply traditional method in teaching reading. Because of this, some students are not excited to continue in reading.

Additionally, some students read the text slowly and make the students feel bored and confuse without knowing the meaning of the sentences. Therefore, the students read the text from the first paragraph to the end paragraph. If the students have not understand well yet, they read over again the text. That is why the researcher used the KWL strategy to improve the students reading. The students will more easy to understand the topic by using KWL Strategy, in the strategy before reading the

text the students will be given a keyword by the researcher so that students will know the main points of the text to be read.

Know Want Learn (KWL) is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. The title is derived from the three principal components of KWL that are knew as determining what students want to learn, and identifying what is learned-plus mapping text and summarizing information.

Know Want Learn (KWL) is an integrated strategy to attract students in the study of active learning. Students' prior knowledge is activated by asking them what they already know, then students set goals focusing on what they want to learn. And after reading, students discuss what they have studied. Students apply higher-order thinking strategies which assist them to build meaning from what they read and help them examine their progress toward their goals. Using this strategy can increase motivation and attention by activating the students' prior knowledge. This allows the teacher to understand the students' prior knowledge and the students' interests in the topic.

Based on the problem above, the researcher is interested in applying "Know Want to know Learn" activities to overcome the problem. "Know Want to know Learn" activity is an activity to make the students active in the class, to increase their motivation, to increase their knowledge, to work together each other, and etc. This activity is suitable for the students in SMP 9 Lembang especially in the second class. There are 31 students in the eighth class sixteen female and fifteen male. Because in this class the students aren't interested in learning English especially reading books in English, they only read without understanding the text of reading book.



## **Background 2**

**By : Mirda**

**Reg. Number : 15.1300.102**

**Title : Improving Students' Ability to Write Analytical Exposition Text by Using Youtube Videos at the second Year SMAN 3 Parepare**

Writing is one of the four skills in English that is necessary to be taught. Many students say that writing is the most difficult one. It is caused by their ignorance about what and how to write. Terry argues that the reason most people never write is concerned with mistakes.<sup>1</sup> Some people say writing is the most difficult skill to be mastered because it is a complex skill to be learned. The students have to master not only vocabulary but also grammar. This argument is in line with Fowler, he says, "Writing is as we have seen, a complex process and it is the last of the language skill to receive attention in school".

Writing is one of language skills that have to be learned by any foreign language learner and students all over the world besides listening, speaking, and reading. Writing has been taught from Elementary School level to University level. Through writing, the students may express their ideas freely without having to face the reader directly. However, some students in Indonesia consider that writing is the most difficult skill to be mastered by them. It is strengthened by Jack C. Richards's statement, "Writing is the most difficult skill for second language learner to master of putting together strings of grammatically correct sentences".

One of genres which are learned by the second grade students in writing according to the current curriculum (Kurikulum 2013) is Analytical exposition. This

text is a text that elaborates the writer's opinion on phenomena/issues, without persuading the readers to do something. This text will only persuade the readers that the phenomena/issues, are important/worth it to be discussed by providing the argument/opinions to support the topic, Because analytical exposition text contains the thoughts of the author about things that happen around him, whether objects, events, or places.

In reality most of students face some difficulties in writing an Analytical Exposition text. Based on those issues above the researcher have done preliminary observation in SMAN 3 Parepare in English learning process the researcher found that some of students are difficult to write. Most of them could not write because of several reasons. Firstly they are difficult to convey their words to be scientific words, because to write an Analytical Exposition text must use scientific words. Secondly, they are difficult to write their arguments because they got difficult to translate their paragraphs from Indonesian Language in to English form. Thirdly, their grammatical is poor. So that students are confused to write an Analytical Exposition text.

In addition teachers' role also becomes main cause why students face many problems in learning an Analytical Exposition text. The teacher practice monotonous way in teaching English especially in writing. To enable the students master those language skills, English teachers should provide materials that are appropriate with the curriculum and find suitable media in teaching and learning process. One of Medias which is appropriate to be applied is YouTube videos. This media can be useful to language teaching because this media is providing various channel so YouTube could be very useful online resource for learning and teaching process. Erlik Widiyani in her research stated that YouTube video is the authentic materials

which help the students to have better writing performance. This media also not only a source in learning but it also inspires the students. Student will have great opportunity to present what they have learned and discuss it with others.

In process of writing analytical exposition text, the students are expected to be easier to write their written product grammatically, Express their ideas, and make the conclusion as the step to develop rhetorical devices in the written form. Because of the difficulties of writing analytical exposition text, some efforts have been done to solve the problem. To bring about the effort, the linguistic have made some media that can be applied to improve writing skills is by giving visual aids-pictures-to help and make the students easy to write in English. They must be suitable for the classroom situation in which the teacher is working.

Based on the problems and the condition above the researcher intends to help students by introducing YouTube video's as media of writing learning. YouTube is a kind of a tool that can be very useful both inside and outside of the classroom to learn the language. YouTube is a website that shares different kind of videos i.e., video clips, TV clips, music videos, movie trailers, and other content such as video blogging, short original videos and educational videos.<sup>4</sup> However the research interested to conduct a research about” *Improving Student's Ability to Write Analytical Exposition Text by Using YouTube Videos at The Second years students of SMAN 3 Parepare.*

### **Background 3**

**By : Dian Nurhayati**

**Reg. Number : 15.1300.067**

**Title: The Implication of Edutainment To Increase Student Reading  
Comprehension at The Eight Grade of MTsN 2 Sidrap**

Reading is one of four skills in english, that is very important to be done. As we know, read a book is one of source of information that may increase the reader concept about aspects of life or to do the information the reader get. Not only society are very excited to read a book such as philosophy books, socials, economics, and etc. but also children who studied indoor or outdoor of a school. Here, the researcher take one school namely MTsN 2 Sidrap.

Reading is an activity that brings great pleasure once reading skills have been developed in any language; otherwise it becomes a decoding exercise. Usually english language learners experience some degree of difficulty when facing reading texts, particularly at the beginning levels when they feel they need to depend on a bilingual dictionary or a mechanical translator to interpret the texts. Since reading is interaction with the text by using our own personal knowledge and experience on the theme we read about, reading is more than just decoding the words in a text. When learners experience the possibility of reading on their own without the help of a dictionary they become more confident, develop fluency and reading skills, acquisition of vocabulary and a general improvement in their language skills

As explained by the experience of compilation researchers he carried out the Practice Program of teaching experience in MTsN 2 Sidrap students in the class had

low inspiration in reading perception, particularly when they need to discover the primary thought, significance of words in entry, recognize the data not examined in the section, and so on. The student in some cases feel modest when they are requested that read the content before the class in light of the fact that they don't know not the word well. They never hear and figure out how to spell the words from the instructor. They simply requested that do the activities in the course readings in composed. It can be seen from their last examination scores. The scores are still under least accomplishment. The student simply ponder english to get the score. The student feel exhausted, in light of the fact that they need to peruse and read again to comprehend and answer the inquiry from the entry. At last, they have a tendency to be languid and simply figure. On the off chance that there is no examination or assessment, they won't consider.

Moreover, teachers should have various kinds of teaching strategy in order to make the reading class more interesting and make the students enjoyable more to read. So if the students' reading ability is well that could make the students become good reader so the students are easy to understand the text. If the students have not understand well yet, they read over again the text. So, hopefully, the teacher becomes more creatively teaching in class. Why?, because the teacher uses monotonous technique, as a result the students reading comprehension was poor and the students have low motivation in learning English.

Also, identified with the past examination, it is found that the primary elements that may bring about the student experience issues and low inspiration in reading are their restricted learning of English vocabulary, and their need

comprehension of reading abilities, for example, skimming, making deductions, discovering theme sentence and discovering principle thought.

According to the obtained information from english teacher of MTsN 2 Sidrap, the students experience the difficulty in identifying both explicit and implicit information. They are also hard to get the main idea of the text instead of moral value. So that, the teacher in that school used a video included english program that downloaded from youtube as media in teaching english especially reading that the students did not really understand, and then, got bored easily when they faced reading texts.<sup>2</sup> They put assumption in their mind that english was a important subject to research and the language would make them confused.

In accordance with certainty, the researcher hopes that there must be some suitable system in showing reading by keeping in mind the ultimate goal of arousing students to read all the text so that they can get the data fully. The researcher intends to use edutainment in improving students' reading comprehension. Learning in edutainment are a media, the classroom environment and a variety of activities were the aim to make happiness in play and learning. Change the classroom atmosphere follows the idea that Entertainment can create interest over the normal class.

From the explanation above, the researcher wants to try the positive media. The researcher uses the experimental method in order to get the data in this research. Based on the research above, the researcher carries out a research entitle: “The Implication of Edutainment to Increasing Students Reading Comprehension at MTsN 2 Sidrap”.

#### **Background 4**

**By : Munarti**

**Reg. Number : 15.1300.118**

**Title : Improving Students Vocabulary By Using Principled Eclecticism Method at The Eight Grade of SMPN 2 Mattiro Bulu Kabupaten Pinrang**

Human being's language is based on the vocabulary, which consists of three basic language units. Namely pronunciation, vocabulary, and grammar. As one of the famous english applied linguiss said "out grammar very little can be conveyed, without vocabulary nothing be conveyed, of the elements in teaching english at the elementary school. Therefore, to great extend, students ability of listening, speaking, reading, writing and translating all influenced by the vocabulary. To mastering other competence, students vocabulary is support for four skills and grammar also. When we heard something in english with collection f vocabulary, it's easily to understand and got the meaning what we heard.

English vocabulary is the most important element in learning well a foreign language as one of three basic part (phonetics, vocabulary and grammar). Vocabulary is language center and its is important for language lerning. Without vocabulary enough, students can be expressed their idea both verbally and in writing. Having a limited vocabulary is very essential for suscced to comprehend the language well, speak better, or compose a good writing it is expected that earner have to increase their vocabulary by arround 1000 words a year.

In reality, according one of students at SMPN 2 Mattirobulu says that to study english, is very difficult from her. There are several reasons, firstly, their teacher is very bored so, its makes the students sleepy and didn't spirit to study because of the lack of the teacher proficiency to improve or create their method and media learner. The teacher just used traditional method and the last is the lack of mastery vocabulary.

Based on those problems and the class condition above, the reseacher intends to help the English teacher by introducing principled electicism method this method is combination of several method and aproaches to teach english. This method very suitable to applied according to the problem above, the electric method is combination of different teaching and learning methods methods and approaches. This method ia an effective method for students at all ages and levels. Learning is fun and innovative because of the unique structure of the process.

Based on the explanation above, the researcher is interested to conduct a research about “ Improving students' Vocabulary mastery by using Principled eclecticism Method at the eight grade of SMP Negeri 2 Mattiro bulu kab. Pinrang”



## **Background 5**

**By : Fitriani**

**Reg. Number : 14.1300.092**

**Title: Teachers' Perception of Using English as a Foreign Language (EFL)**

**Textbooks to Achieve The English Learning Objective of SMKN**

**3 Parepare**

Teaching English for specific purpose in Vocational high school becomes a crucial issue at the present where the students are expected to master the English subject in order to support their career in the future. By using English, it can help students to understand the language very well. In other words, it makes them enjoyable when studying English because the teaching English is designed appropriately with their study, in addition, teaching English in vocational high school should refer to English specific purpose where the students' needs focus on communicating in their field study as universal.

According to Tomlinson, English for specific purpose is umbrella term that conveys the teaching for English to students who are learning the language for particular work or study related reasons. Moreover, teaching English for specific purpose is more emphasized to students who learn specific skill in their study and gives significant contribution in learning English toward students. It can be very useful for the learners because the teaching English refers to their specific studies and help them realize the language.

In teaching English, one of important point is teaching material. To reach the objectives of English learning, the teacher use textbook. Textbook is one of the main

materials in teaching that can help the teacher to deliver the materials. It can give significant impacts toward reaching of teaching and learning objectives. Even though, the use of textbook can be influenced by teachers' perceptions. Because teachers' perceptions in using textbook that has been used aims to be able to know the extent of the teachers and students needs toward textbook itself, so that it can be an effective source of learning in acquiring knowledge.

Based on Shaleh and Wahab, perception is a process that combines and organizes our sensory data to be developed in such a way that we can realize around us, including our self-awareness. So the teacher's perception can be said as a response to a belief that is captured through a vision of a growing issues related to the world of education, then, it will form a concept in expressing desires which will then be reflected through the attitude and behavior of the object.

In reality, there is no textbook which specifically developed to fulfill the needs of specific programmed in vocational high schools. The existing English learning textbooks for vocational school is combination of materials of some main programmed. It is clear that the teachers have to have ability to teach the materials that are related to their skill programmed.

Because the important of using textbook in teaching and learning process, the researcher is interested to closely investigate the teachers' perception of using EFL textbooks to achieve English learning objective of SMKN 3 Parepare.

**Background 6****By : Andi Ilham Wawo****Reg. Number : 15.1300.024****Title : The Implementation of Kim's Memory Game to Increase Speaking Skills of Language Community Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare**

English as a global language has been used by more than a half population in the world. Beside language as a role of knowledge, technology and art. English can be used as a tool for trading, economy, international connection social cultural, and education, and carrier development. English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion.

According to Hasman, over 1.4 billion people live in countries where English has official status. Over 70% of the world's scientists read English, over 85% of the world's mail is written in English and 90% of information in the world's electronic retrieval system is stored in English<sup>2</sup>. Hasman suggests that by 2010, speakers of English as a second or foreign language (SL/FL) will exceed the number of native speakers. English has become a key factor in the development of the nation's globally. The information technology revolution has shortened the distance between nations, and its services ignore geographical borders. Information technology has penetrated not only the industrial borders but also the Third and Developed worlds, thanks to telecommunications and English language. Computers

and the Internet have both served nations and have become mediators for human communication in which English language is the main medium

In this era of information and technology, English has become vital as the international or global language. Most countries all over the world are trying to raise the ability of their people to use English effectively. Many information and knowledge come from a lot of sources in this entire world such as text book, newspaper, and magazine use English. Moreover, mastering English language is being a requirement in several companies. Realizing the importance of English, English must be learnt since childhood. Though the status of English is a foreign language, English has been taught from primary school to university. It because all aspect in our life are connected with English. so that, it is studied in every school and be a duty of subject for every grade especially junior and high school. On December 12, 1967, the Minister of Education issued Decree No 096/1967, stipulating English as the first foreign language to be taught in Indonesian schools (*Pusat Pembinaan & Pengembangan Bahasa*,) reported that, "Since the Independence of Indonesia in 1945, English has been formally taught only from the secondary level to the university level. However, in anticipation of political, economic, educational and cultural globalization, the Government of Indonesia introduced the 1989 National Education Law which required that English should be taught in primary schools beginning at Grade

In the second half on the twentieth century, studies on English became an important course in language teaching and learning at school. What adds to its value is the creation of variety of techniques and models.<sup>4</sup> Listening, speaking, reading, and writing are four basics of language skills that the students have to master. Besides

such basic skills, the students have to master vocabulary. With a limited vocabulary, the students also have a limited understanding in listening, speaking, reading, and writing

Speaking is one of the skills which see to measure the English students' ability. It is known as oral skill that plays essential role in human interaction and communication when people communicate their ideas, minds, and feeling to the others.

In teaching speaking, teacher should choose appropriate teaching model for the student's condition. When the teacher asked the student to tell about something that happened to them, most of them were quite, unhappy with what they had said; some were even embarrassed. The other student's problems in speaking are low motivation, shyness and feeling strange and difficult. Thus, the teacher should choose the best model depending on the difficulties that faced by students.

There are many problems that occur in teaching speaking. The first is the students are lack of vocabulary. This condition would make them unable to say the words during speaking class. The second problem is that the students are afraid of making mistake. This condition makes the student passive in speaking class. They worried of making mistake in pronouncing and arranging the words. The third problem is that they rarely practice to use English to communicate it makes the students feel strange and curious in speaking English.

All of methods to the teaching English are good but sometimes, the teachers cannot make balance the skill of the students. So, this method will apply to the students who don't have basic of the language. They need something to stimulate their ability about how speak English well.

The teacher has to find a good technique so the student is not boring while study in the class so they always want to study, the technique must make the students more spirit in learning and make the students happy so they can get a good moment in learning.

According to the problem above, the researcher wanted to propose a technique and he tried to give the solution to the teachers' problem in teaching learning speaking. In order the problems that faced by the students and the teacher can be solved, and can reinforce students' speaking skill.

The researcher purposed to take this technique, because the researcher wanted if the students not just read the object but the students can directly see the situational or the condition in real picture by memorizing vocabulary, so they can enjoy in learning vocabulary and they relax the class.

Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare is one of organization at IAIN Parepare that focus in two languages that is English and Arabic<sup>5</sup>. In this research the researcher choose Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare because the members need to have a good capability in speaking so the researcher offer this method for increase the member's speaking skill.

Even though English is teaching from junior high school until university, Indonesian students still less in English. Almost the members declare that their problem in learning English is lack of speaking; in LIBAM they said that they are difficult in mastering speaking it because they just memorized and after a few minutes, they will forget it. The member said that they are surrender to learn speaking but they really want to master it.

The organizer in LIBAM also said that the members' problem in studying English is they are less of speaking because they tried to memorize it only. Sometimes all the members know or understand about the technique of speaking but after a few days later the students forget about it.

Based on the explanation above, the researcher conducted the research about the *“The Implementation of Kim’s Memory Game to Increase Speaking Skills of Language Community Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare”*



## **Background 7**

**By : Dede Syuhendono**

**Reg. Number : 14.1300.023**

**Title : The effect of Survey, Question, Read, Recite, and Review (SQ3R) Method on Students' Reading Comprehension at the Tenth Grade of MAN Pinrang.**

Language is one of communication in human life which is very necessary to be mastered. English as an international language that has a very wide use in human life, in the field of economics, information technology, and education and become the language of communication used by every nation. Because of the fact that such, then the use of English is something that is significant in student's life.

There are four basic skills to be mastered by the English language, those are listening, speaking, reading, and writing. All of those skills are important to be developed by the students. The students are expected not only to understand about the form of English language, but also to be able to use English language in their daily life in formal and informal context.

Reading is one of four skills that has important role for the students. By reading the students could get many information and gain knowledge. The students who want to get or learn a knowledge which can be gotten by reading some books, newspaper, letters and many things. It can be said that reading comprehension is needed by the students.

Most of the materials given by the English teacher are presented in the written form, for example in form of handbooks or modules. Reading is a constantly



developing skill. Like any skill, we get better at reading by practicing. It means that to understand the material, the students must have the ability to comprehend the text. For this reason, the reading comprehension is needed. Reading comprehension is very important for students to get much information from a text. Reading comprehension is one of the important skills in mastering English.

In national final exam, reading comprehension is one of the skills tested. This indicates that reading comprehension has to be taught well. The English teacher should to pay attention to some factors that affect their students' competency in comprehending reading text and they have to find effective ways to solve those problems in order to make their students comprehend the meaning of the text.

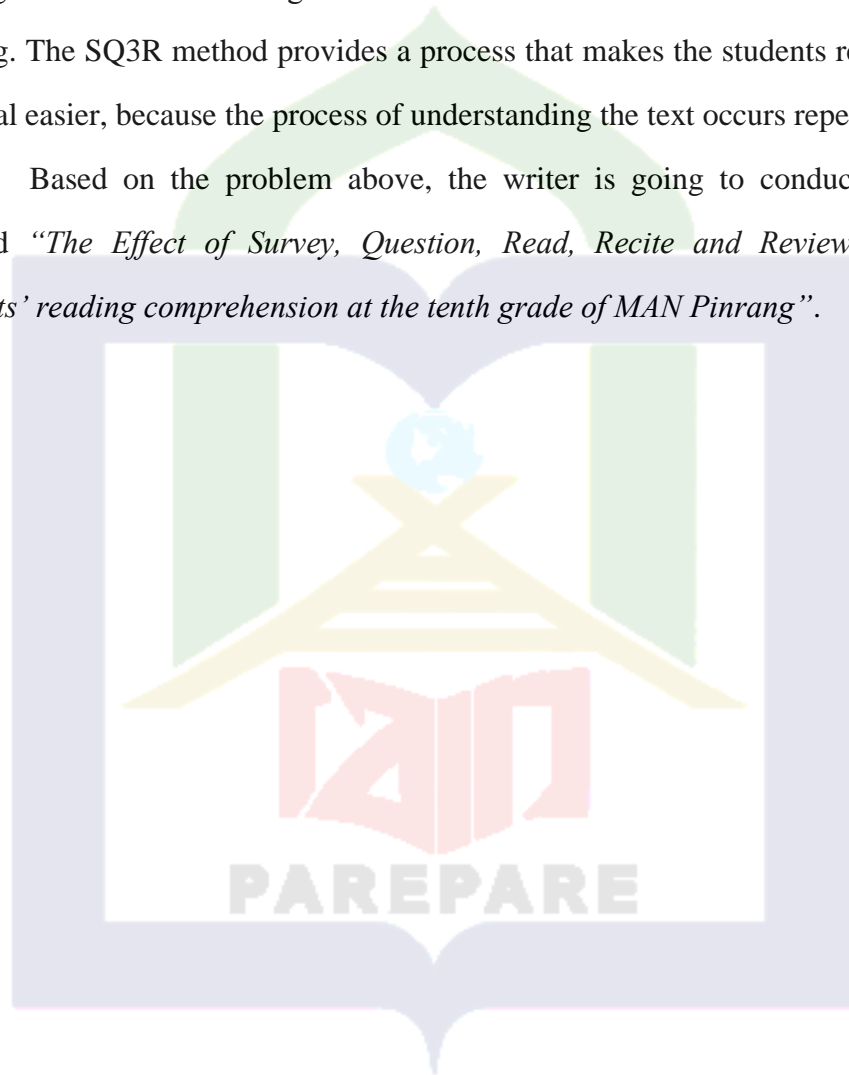
There are many factors that determine the achievement of students' reading comprehension. The factors include a poor input, the English teacher, the materials; times consumed in teaching reading, technique and the teaching strategies that are used in teaching reading competency. This condition occurs in MAN Pinrang where students have difficulty in understanding english text.

Based on the researcher's initial observation at school, researcher found many problem in learning English. The students have the limitation of background knowledge, so they have lack of vocabulary. The students also have not motivation in learning English and the method that used by the teacher is still conventional.

To solve the problem above, it means that teacher must consider a method or technique that suitable for teaching in order to make the learning process become more effective. The method its self should be adjusted with the condition of the class and the ability of the students because every class has its condition itself, it also will determinate the method itself.

There are many methods which appear to have learners in mastering the language and help the teacher accomplish their instructional goals. In this study, the researcher will apply SQ3R method on students' reading comprehension skill at the tenth grade of MAN Pinrang to ever come some students' difficulties in learning reading. The SQ3R method provides a process that makes the students remember the material easier, because the process of understanding the text occurs repeatedly.

Based on the problem above, the writer is going to conduct a research entitled *"The Effect of Survey, Question, Read, Recite and Review method on students' reading comprehension at the tenth grade of MAN Pinrang"*.



**Background 8****By : Muhammad Idul****Reg. Number : 16.1300.134****Title : The Increasing Vocabulary Mastery of The Scout Students of SMPN 4 Parepare trough Semaphore and Sandi Techniques**

Learning English is very important, because English has become an international language. Language is used for communication.<sup>1</sup> Which used by most communities in the world. Many countries use English as their second language in Indonesian, English is not considered as a second language but English is a foreign language English is also called as the target language that has to be thought by the teacher in school in today's Indonesian curriculum. Therefore the students is hoped increase their ability in English.

English is very important to anybody who wants progress themselves. In modern science and technology, everyone should have the proficiency to speak with international language, especially in English language. English for Indonesian is a foreign language which has complex difficulty to master. So, to be a professional teacher in language teaching especially teaching English as a foreign language as not as easy as we think. Moreover, the learners need to learn it consciously that's why in Indonesia, English is taught from elementary school up to university for various needs.

There are four language skill are supposed to master in studying English. They are listening, writing, speaking, reading. The four skills are supported by the

learning of vocabulary. By having vocabulary students can listening, writing, speaking and reading.

Vocabulary is one of the language components that have an important role in the development of the language skills because for large majority of learners, the ultimate goal of studying is able to communicate. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students process the most sufficient vocabulary.<sup>2</sup> Students aren't able to master of language if they still lack vocabulary.

To increase students' ability in mastering vocabulary the teacher have to think how to make students' to be English mastery. The teacher's competence is much needed. Teacher have important role because they will bring the students to the likeness and consistency in learning English as second language.

Developing vocabulary is essential in helping people better understanding their language. Idioms and slang are such a big a part American culture that it's essential that American as well as people of all ages learning English as a second language (ESL) should idiomatic expressions and slang.

Many people build their English vocabulary through a fusion of methods by taking English classes, reading books, watching English movies and learning English with English software. In this study, researchers were improving the vocabulary of students who were in the organization of Scout schools. Scout has international activities conducted outside the country called International Jamboree. This international jamboree is followed by scouts from various countries in the world. Especially Indonesian scouts. In this case researchers try to provide techniques to improve vocabulary scout students. This scout organization spends a lot of time

outdoors. It can bring the student spirit to active and creative in learning. The Scout organization learns about the science of religion, social sciences, health sciences, linguistics and so on. To learn the sciences there are many ways, methods and techniques are done. For example, semaphore techniques and sandi techniques can be used to multiply vocabulary. Semaphore and Sandi techniques have a symbol of each letter of the alphabet that students must know. By making letters and words into sentences we build vocabulary skills. Linking between vocabulary and sentences makes the process of building vocabulary skills quicker and more efficient. This semaphore technique and sandi technique is done outside the classroom so that the atmosphere of learning is more relaxed and easy to do.

Many people make research on vocabulary because it is the most important in the language. Because without our vocabulary it will be difficult to communicate. We also cannot improve our language skills such as listening, writing, speaking, reading and others, but with many vocabulary we can master the language skills.

There many ways that can improve the students' vocabulary but here the researcher makes a research about *“The Increasing vocabulary mastery of the scout students of SMPN 4 Parepare Through Semaphore and Sandi technique”*.

## **Background 9**

**By : Samsul Bahri**

**Reg. Number : 14.1300.166**

**Title : The Increasing Vocabulary Mastery of The Scout Students of SMPN 4 Parepare trough Semaphore and Sandi Techniques**

Education is a human effort to be able to grow and develop the potentials brought from birth both physically and spiritually according to the values that exist in society and culture. the purpose of education is basically to lead people towards changes in behavior both intellectual, moral and social so that they can live independently as individuals and social beings so as to produce quality human resources. According to Langeveld, education is very single effort, effect, protection and assistance provided to the duties capably enough of his own life. The influence came from and adult (or created by adults such as school books, the daily round of life, and so on) and is adressed to people who are not yet mature.<sup>1</sup> and according to John Dewey viewed education as a fundamental skill formation procces of intellectual and emotional human beings.

The purpose of the education, it can be read on ordinance of Republic Indonesia no. 20, 2003 and some of the goverment's ordinance in indonesia. The aim of education generally improving the personality of hiuman being optimally physical and spiritual , their live and life, family, society and him selves.

Based on the education expert above that is mean that education is the way to lead us to be the better human being in the world, which is continuous after born till dying. By the education, people gets a lot of knowledge, one of them is language.

Language is a system of communication in speech and writing used by people of a particular country.<sup>4</sup> Language is a tool of communication it has a big influence in building the relationship with another people, one may express their idea, opinion forgotten by language user. Language needen to develop the intellectual life of nation, science and technology. Then, most of source of information or since and technology contain English. So it demands the people to learn English.

In learning English there are four language skills, those are listening, speaking, reading, and writing also the language components, such as grammar, pronunciation and vocabulary. In the relation to all those skills, researcher concerns reading skill.

Reading is one way to understand what the writer means, as a reading process that can help the students to be easier in study and understand and know what they read which is book, magazine, newspaper, etc. Reading also in one of the basic communicative skills, but it is a very complex process. It happened because reading is a process in which reader have to has skill to understand and comprehend what they read.

In reality in the field, not all teachers can realize the importance of teaching reading. In reading teaching at school, there are some teachers who just say, "please open page 30, you read the excerpts and answer questions that are in the book". Teachers who start learning in this way are almost impossible to motivate students to read or students will not be able to fully understand what is given by the teacher. This can make students just read the text and not understand the text while in the competency standard it is stated that students must understand the text. To understand

text, students need some mitigation, background knowledge, and some strategies and skills.

A motivation in learning is a necessary for the students. Motivation is a stimulus to improve and increase students' ability in learning English especially in learning reading comprehension. Mc. Donald in Syaiful Bahri Djamarah states motivation is an energy change within the person characterizes by affective arousal and anticipatory goal and reactions.

In this research, the researcher used previewing to improve students' reading comprehension and also their motivation. Previewing the text by using the title, pictures, illustration, or subtitles of a text as stimuli. It can help students predict or make some educated guesses about what is in the text. Trough this process, the teacher moves students from memorizing information to meaningful reading activity and begins the process of connecting reading activity rather than remembering bits and pieces.

Based on the explanation above the research has conducted previewing in SMA Negeri 7 Pinrang because in other side the researcher realized how important teaching reading is. The researcher interest to conduct a research by title,"the Effectiveness of Previewing as Pre-Reading Activity to Improve Student' Reading Comprehension at the Eleventh Grade of SMA Negeri 7 Pinrang".



**Background 10****By : Asri. S****Reg. Number : 14.1300.115****Title : The Use of Critical Incident Method to Improve Students  
Speaking Skill at the Second Grade Students of MAN 1 Mamuju**

Language is one of the main aspects used in communication English as international language should be learnt by people who want to communicate English effectively. Especially in four basic skills in language production such as speaking, listening, reading, and writing. According to Larry L. Barker in Dedy Mulvanas book stated that language has three functions: naming (naming or labeling). interaction, and transmitting information. Naming or education refers to attempt to identify objects, actions, or people by naming them so they can be referred to in communication. The interaction function, according to Barker, emphasizes the sharing of ideas and emotions, which can invite sympathy and understanding or anger and confusion. Through language, informaton can be communicated to others. You also receive informaton every day, from the time you wake up until you get back to sleep. from other people, whether directly or indirectly (through mass media for example) This langunge function is called the transmission function.<sup>1</sup>

According to one estimate, there are about a billion people in the world today learning English as a foreign language.<sup>2</sup> Study abroad, they want begin cooperation with foreigner, they want to be a tour guide, etc. So there are many other reasons to learning foreign language. In learning foreign language, students cannot use the language directly for the first time they use to communicate with other. The result of

this research is expected to be useful information for the English teachers, students, and researchers.

By this expenencing using Critical Incident Method to improve students' speaking skill. This research expected to encourage the students mastering the English lesson. The student feel relax and enjoy when they learn English lesson. And solve their problems in understanding the meaning of the word, because the teachers use the critical incident method in teaching. Therefore, they make a practice in speaking and try to make it naturally.<sup>3</sup> The students need to know that speaking is not only say something correctly according to grammar, vocabulary, and pronunciation, but it is how to producing language appropriately according to the functional, place, situation, whom and the social convention in the foreign language.<sup>4</sup>

There are many English Learner speak out there especially the students speaking with the other without think to who they will speak consequently the students when they start conversation with their interlocutors, they did not get a respond although both of them the learner and their interlocutors brings to misunderstanding.

This problem cause the learners were like to make a conversation with other friends or another people using mother tongue, so it can influence their speaking and the students usually viewed their interlocutors that almost there did not have difference between the old and young man, thev usully speak with another without know social background. The other problem is they use English as their daily conversation more over when they begin the conversation they usually start speaking without greetings or permission. In terms of language production e.g. speaking,

students tend to use the first language when they are speaking in a foreign language. For example English learner meets the foreigner in the beach while taking pictures of the sunset. The learner approached the man and started speaking by addressing a question “Sir, why do want to take a picture?” The foreigner suddenly started at him angrily and said” who are you to ask such a thing to me? Get out of my sight. I am busy”?.<sup>5</sup>

This case is which one of many cases happened when while students will to talk with the other. They usually starts conversation with make a question without begin greeting or permission, so the interlocutors give not a good responded because they asking a guestion someone and the sound not very friendly and impolite in a situation speaking.

Based on the researcher's pre-observation at MAN 1 Mamuju, it was found that the students were still confused to begin speaking. From that information at school, it was reported that most of students still has low ability in speaking.

As life need, a student must learn to be actively involved with issues, data, materials, topics, concepts, and problems the researcher tries to apply the learning model that may be effective to increase the students’ speakinyskill. The researcher will apply critical incident method in teaching speaking that has not applied yet by teacher of MAN 1 Mamuju. In this research, the researcher wants to make a situation where the students feel enjoy learning process so that they will be motivated to speak which considered applicable and useful in increasing students’ speaking ability and make the students active during the learning process.

In line with the problem discussed in the paragraph prior to, it is very interesting to seek what model is good for teaching speaking. Moreover, in this

research, the researcher tries to find out the use critical incident method in improving students' speaking skill for the second grade at MAN 1 Mamuju in academic year of 2019/2020.



Appendix 2: Table analysis of Students Background Skripsi

**Background 1**

**By : Jumriati**

**Reg. Number : 15.1300.106**

**Title : Enhancing Student's Reading Comprehension of Descriptive Text by Using K-W-L (Know, Want, Learn) Strategy at The Eight Grade Students of SMP Negeri 9 Lembang Kabupaten Pinrang**

No.	Paragraph	Text	Number of coherent	Coherent item	Type	Presupposed item
1.	First Paragraph	<p><b>English</b> consist of several skills. There are four components of <b>English skills</b>, <b>they</b> are listening, speaking, reading, <b>and</b> writing. <b>Reading</b> is one of the <b>language skills that</b> have to be mastered by the <b>students</b>. The teaching of <b>reading</b> is very important <b>because it</b> helps <b>the students</b> to have more skills in comprehending the content of an English text.</p>	12	<p><b>English</b>  They  English skill  And  Language skill  That  Students  Reading  Reading  Because  It  The students</p>	<p>RKN  CPR  RKN  TSG  RKN  TSG  CPR  RKN  RKN  TSG  CPR  CPR</p>	<p>English  English skill  English skill  -  English skill  -  Students  Reading  Reading  -  Teaching reading  The students</p>

2.	Second Paragraph	<p><b>Reading</b> becomes essential <b>for everyone</b> to increase <b>his or her</b> knowledge. This idea is supported by the fact <b>that reading</b> has become a part of <b>our</b> daily activities. <b>Teaching reading</b> in Indonesia is not easy, <b>because</b> the great difference of language system between English <b>and</b> Indonesia has been the major difficulty <b>for students</b> to learn English. <b>The reading ability</b> plays a central role in teaching <b>and</b> learning success at all education stages. <b>It is because</b> most of the material of teaching <b>and</b> learning are in written form <b>and that is</b> why <b>students</b> need to improve <b>their</b> reading skill like in junior high school in order to understand the material.</p>	21	<p>Reading For Everyone <b>His / her</b> That Reading Our Because Teaching reading Because And For Students Reading ability And It Because And That is Students Their</p>	<p>RKN TSG CPR CPR TSG RKN CPR TSG RKN TSG TSG TSG CPR RKN TSG CPR TSG TSG CPR CPR</p>	<p>Reading - People Everyone - Reading Everyone - Teaching reading - - - students Reading ability - Reading ability \ Reading ability - - Students Students</p>
3.	Third paragraph	<p><b>Reading for</b> understanding the whole of the text, <b>the readers</b> have a good of <b>comprehension</b>. Of course, <b>reading</b> cannot</p>	17	<p><b>Reading</b> <b>For</b> <b>The readers</b></p>	<p>RKN TSG CPR</p>	<p>Reading - Readers</p>

		understand a whole text <b>if they</b> cannot identify (decode) the words in <b>that</b> text. <b>Likewise</b> , good <b>reading comprehension</b> will depend on good language understanding more generally. This requires <b>comprehension</b> of the individual words <b>and</b> the sentences <b>that they</b> form. <b>However</b> , <b>comprehension</b> typically requires the comprehended to integrate the sense of these words <b>and</b> sentences into meaningful hole.		<b>comprehension</b> Reading If They That Likewise Reading comprehension Comprehension  And That They However Comprehension  And	RKN TSG CPR TSG TSG RKN  RKN  TSG TSG TSG TSG RKN  TSG	comprehension Reading - Readers - - Reading comprehension Reading comprehension - - - - Reading comprehension -
4.	Fourth paragraph	<b>But</b> , not a bit <b>the students</b> of SMP Negeri 9 Lembang understand the written of <b>the text</b> , what <b>the writer</b> aims and what <b>the writer</b> wants <b>the students</b> to comprehend <b>the content</b> . <b>So</b> , to be master of reading is not easy <b>because</b> , <b>if the students</b> have no much vocabulary <b>that</b> difficult to understand well the meaning of <b>the text</b> . <b>Also</b> , <b>the students</b> aren't recognized the main idea <b>and</b>	17	<b>But</b> The students The text The writer The writer The students The content So	TSG CPR RKN CPR CPR CPR RKN TSG	- Students Text Writer Writer Students Text -

		the important information of <b>the text</b> .		Because If The students That The text Also The students And The text	TSG TSG CPR TSG RKN TSG CPR TSG RKN	- - Students - Text - Students - Text
5.	Fifth Paragraph	<b>The researcher</b> used the <b>KWL Strategy</b> in <b>reading</b> text <b>especially</b> in <b>reading comprehension</b> of descriptive text <b>because</b> from the pre observation in the school <b>the researcher</b> found out <b>that</b> most of <b>the students</b> still have difficulty in comprehending an English text, <b>especially</b> in finding specific information <b>which</b> implicitly stated in the passage. The facts indicated <b>that they</b> had low <b>comprehension in reading</b> . <b>Because</b> when <b>the teacher</b> teaches <b>the students</b> about reading the teacher only gives a text <b>then</b> reads <b>and</b> interpreted the text without knowing the meaning of the word or every sentence of the text <b>because the teacher</b> is still apply traditional method in teaching reading. <b>Because of</b> this, <b>some students</b> are not excited to continue <b>in reading</b> .	21	The researcher KWL Strategy Reading Specially Reading comprehension Because The researcher That The students Especially Which That They Comprehension in reading	CPR RKN RKN TSG RKN TSG CPR TSG CPR TSG CPR RKN	researcher KWL Strategy reading - Reading comprehension - Researcher - Students - - Students Reading comprehension



				Because Then And Because The teacher Because of Some students	TSG TSG TSG TSG CPR LO CPR	- - - - Teacher - Students
6.	Sixth paragraph	<b>Additionally, some students</b> read the text slowly <b>and</b> make the students feel bored <b>and</b> confuse without knowing the meaning of the sentences. <b>Therefore, the students</b> read <b>the text</b> from the first paragraph to the end paragraph. <b>If the students</b> have not understand well yet, <b>they</b> read over again <b>the text</b> . <b>That is</b> why <b>the researcher</b> used the <b>KWL strategy</b> to improve <b>the students reading</b> . <b>The students</b> will more easy to understand the topic by using <b>KWL Strategy</b> , in the strategy <b>before</b> reading <b>the text</b> <b>the students</b> will be given a keyword by <b>the researcher</b> so <b>that students</b> will know the main points of <b>the text</b> to be read.	1	Additionally Some students And And Therefore The students The text If The students They The text That is The researcher KWL strategy The students The students KWL strategy Before	TSG CPR TSG TSG TSG CPR RKN TSG - CPR RKN TSG CPR RKN CPR RKN TSG	- Students - - - Students Text - Students Students Text - Researcher KWL Strategy Students Students KWL strategy -

				The text The students So that Students The text	RKN CPR TSG CPR RKN	Text Students - Student Text
7.	Seventh paragraph	<b>Know Want Learn (KWL)</b> is a reading-thinking strategy, focuses on <b>the student</b> as a learner who asks questions <b>and</b> thinks about ideas <b>while</b> reading. The title is derived from the three principal components of <b>KWL that</b> are knew as determining what <b>students</b> want to learn, <b>and</b> identifying what is learned-plus mapping text <b>and</b> summarizing information.	8	KWL The student While KWL That Students <b>And</b> And	RKN CPR TSG RKN TSG CPR TSG TSG	KWL strategy student - KWL strategy - Students - -
8.	Eighth paragraph	<b>Know Want Learn (KWL)</b> is an integrated strategy to attract <b>students</b> in the study of active learning. <b>Students'</b> prior knowledge is activated by asking <b>them</b> what <b>they</b> already know, <b>then students</b> set goals focusing on what <b>they</b> want to learn. <b>And</b> after reading, <b>students</b> discuss what <b>they</b> have studied. <b>Students</b> apply higher-order thinking strategies <b>which</b> assist <b>them</b> to build meaning from what <b>they</b> read <b>and</b> help <b>them</b> examine <b>their</b> progress toward <b>their</b> goals. Using this strategy can increase motivation <b>and</b> attention by activating <b>the students'</b> prior knowledge. This	23	KWL Students Students' Them They Then Students And Students They Students Which	RKN CPR CPR CPR CPR TSG CPR TSG CPR CPR CPR TSG	KWL strategy Students Students Students Students - Students - Students Students Students -

		allows <b>the teacher</b> to understand <b>the students'</b> prior knowledge <b>and the students'</b> interests in the topic.		Them They And Them Their Their And The students' And The teacher And the students'	CPR CPR TSG CPR CPR CPR TSG CPR TSG CPR CPR	Students Students - Students Students Students - Students - Teacher Students
9.	Ninth paragraph	Based on the problem <b>above</b> , <b>the researcher</b> is interested in applying “ <b>Know Want to know Learn</b> ” activities to overcome the problem. “ <b>Know Want to know Learn</b> ” activity is an activity to make <b>the students</b> active in the class, to increase <b>their</b> motivation, to increase <b>their</b> knowledge, to work together each other, <b>and</b> etc. This activity is suitable <b>for the students</b> in SMP 9 Lembang <b>especially</b> in the second class. <b>There are 31 students in the eighth class sixteen female and fifteen male. Because</b> in this class <b>the students</b> aren't interested in learning English <b>especially</b> reading books in English, <b>they</b> only	16	Above The researcher KWL KWL The students Their Their And For The students Especially <b>And</b> Because	TSG CPR RKN RKN CPR CPR CPR TSG TSG CPR TSG TSG TSG	- Researcher KWL strategy KWL strategy Students Students Students - - Students - - -

		read without understanding the text of reading book.		The students Especially They	TSG TSG CPR	- - students
--	--	------------------------------------------------------	--	------------------------------------	-------------------	--------------------



## Background 2

By : Mirda

Reg. Number : 15.1300.102

Title : Improving Students' Ability to Write Analytical Exposition Text by Using Youtube Videos at the second Year SMAN 3 Parepare

No.	Paragraph	Text	Number of coherent	Coherent item	Type	Presupposed item
1.	First Paragraph	<b>Writing</b> is one of the four skills in English <b>that is</b> necessary to be taught. <b>Many students</b> say <b>that writing</b> is the most difficult one. <b>It</b> is caused by <b>their</b> ignorance about what <b>and</b> how to write. Terry argues <b>that</b> the reason <b>most people</b> never write is concerned with mistakes. <b>Some people</b> say <b>writing</b> is the most difficult skill to be mastered <b>because it</b> is a complex skill to be learned. <b>The students</b> have to master not only vocabulary <b>but also</b> grammar. This argument is it line with fowler, <b>he</b> says, “ <b>Writing</b> is as <b>we</b> have seen, a complex process <b>and it</b> is the last of the language skill to receive	17	Writing That is Many students That Writing It And That Most people Some people Because it The students But also	RKN TSG CPR TSG RKN TSG TSG TSG CPR CPR TSG TSG TSG	Writing Writing Students - Writing - - - People People - Students -

		attention in school”.		He Writing And It	CPR RKN TSG CPR	Terry Writing - Writing
2.	Second Paragraph	<b>Writing</b> is one of language skills <b>that</b> have to be learned by any <b>foreign language learner and students</b> all over the world <b>besides</b> listening, speaking, <b>and</b> reading. <b>Writing</b> has been taught from Elementary School level to University level. Through <b>writing, the students</b> may express <b>their</b> ideas freely without having to face <b>the reader</b> directly. <b>However, some students</b> in Indonesia consider <b>that writing</b> is the most difficult skill to be mastered by <b>them</b> . <b>It</b> is strengthened by Jack C. Richard’s statement, “ <b>Writing</b> is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences”	18	Writing That Foreign language learner And Students Besides And Writing The students Their The reader However Some students That Writing	RKN TSG CPR  TSG CPR TSG RKN CPR CPR CPR TSG TSG RKN CPR	Writing - Learner  - Students - - Writing Students Students reader  Students - Writing Students

				By them It Writing	CPR RKN	- Writing
3.	Third paragraph	One of genres <b>which</b> are learned by the <b>second grade students</b> in writing <b>according to</b> the current curriculum (kurikulum 2013) is <b>Analytical exposition</b> . <b>this</b> text is a <b>text</b> that elaborates <b>the</b> <b>writer's</b> opinion on phenomena/issues, without persuading <b>the readers</b> to do something. <b>This</b> text will only persuade <b>the readers</b> that the phenomena/issues, are important/worth <b>it</b> to be discussed by providing the argument/opinions to support the topic, <b>Because</b> <b>analytical exposition</b> text contains the thoughts of the author about things <b>that</b> happen around <b>him</b> , whether objects, events, or places.	19	Which Second grade students According to <b>This</b> Analytical Exposition text Text That The writer's This Text The readers That It Because	TSG CPR  TSG TSG RKN  RKN RKN TSG CPR TSG RKN CPR TSG CPR TSG	- Students  - Genre of <b>text</b> Analytical Exposition text Text Text - Writer - Text Reader - The issue -

				Analytical Exposition text That Him Or	RKN  TSG CPR TSG	Analytical Exposition text - Writers -
4.	Fourth paragraph	<b>In reality</b> most of students face some difficulties in writing an <b>Analytical Exposition text</b> . Based on those issues <b>above the researcher</b> have done preliminary observation in SMAN 3 Parepare in English learning process <b>the researcher</b> found <b>that</b> some of <b>students</b> are difficult to write. Most of <b>them</b> could not write <b>because of</b> several reasons. <b>Firstly they</b> are difficult to convey <b>their</b> words to be scientific words, <b>because</b> to write an <b>Analytical Exposition text</b> must use scientific words. <b>Secondly, they</b> are difficult to write <b>their</b> arguments <b>because they</b> got difficult to translate <b>their</b> paragraphs from Indonesian Language in to English form. <b>Thirdly, their</b> grammatical is poor. <b>So that students</b> are confused to write an <b>Analytical Exposition text</b> .	25	In reality Analytical Exposition text Above The researcher The researcher That Students Them Because of Firstly They Their Because Analytical Exposition text Secondly They Their Because	TSG RKN  TSG CPR CPR TSG CPR CPR LO LO CPR CPR TSG RKN  LO CPR CPR TSG	- Analytical Exposition text - Researcher Researcher - Students Students - - Students Students - Analytical Exposition text - Students Students -



				They Their Thirdly Their So that Students Analytical Exposition text	TSG TSG LO CPR TSG CPR RKN	- - - Students - Students Analytical Exposition text
5.	Fifth Paragraph	<b>In addition teachers' role also becomes main cause why students face many problems in learning an Analytical Exposition text. The teacher practice monotonous way in teaching English especially in writing. To enable the students master those language skills, English teachers should provide materials that are appropriate with the curriculum and find suitable media in teaching and learning process. One of Medias which is appropriate to be applied is YouTube videos. This media can be useful to language teaching because this media is providing various channel so YouTube could be very useful online resource for learning and teaching process. Erlik Widiyani in her research stated that YouTube video is the authentic materials which help the students to have better</b>	36	In addition Teachers' Also Students Analytical Exposition text <b>The teacher</b> Especially The students English teachers That And Media And Medias Which Youtube videos	TSG CPR TSG CPR RKN  CPR TSG CPR CPR TSG TSG RKN TSG RKN	- Teachers - Students Analytical Exposition text Teachers - Students Teachers - - Media - Media - Youtube video

		<p>writing performance. <b>This media also</b> not only a source in learning <b>but it also</b> inspires the <b>students. Student</b> will have great opportunity to present what <b>they</b> have learned <b>and</b> discuss <b>it</b> with others.</p>		<p>This media Because This media So youtube For And Her researchr That Youtube video Which The students This media But It also Students They And It</p>	<p>RKN TSG RKN TSG RKN TSG TSG CPR TSG RKN TSG CPR RKN TSG TSG CPR CPR TSG CPR</p>	<p>Youtube video - Youtube video - Youtube video - - Erlik widiyani - Youtube video - Students Youtube video - Youtube video - Students Students - -</p>
6.	Sixth paragraph	<p>In process of writing <b>analytical exposition text, the students</b> are expected to be easier to write <b>their</b> written product grammatically, Express <b>their</b> ideas, <b>and</b> make the conclusion as the step to develop rhetorical</p>	12	<p>Analytical exposition text The students Their Their</p>	<p>RKN  CPR CPR CPR</p>	<p>Analytical exposition text Students Students Students</p>

		devices in the written form. <b>Because of</b> the difficulties of writing <b>analytical exposition text</b> , some efforts have been done to solve the problem. To bring about the effort, the linguistic have made some media <b>that</b> can be applied to improve writing skills is by giving visual aids-pictures-to help <b>and</b> make the students easy to write in English. <b>They</b> must be suitable <b>for</b> the classroom situation in <b>which the teacher</b> is working.		And Because Analytical exposition text That And They which The teacher	TSG LO RKN  TSG TSG CPR TSG CPR	- - Analytical exposition text - - Students TSG Teacher
7.	Seventh paragraph	Based on the problems <b>and</b> the condition <b>above the researcher</b> intends to help <b>students</b> by introducing <b>YouTube video's</b> as media of writing learning. <b>YouTube</b> is a kind of a tool <b>that</b> can be very useful both inside <b>and</b> outside of the classroom to learn the language. <b>YouTube</b> is a website <b>that</b> shares different kind of videos i.e., video clips, TV clips, music videos, movie trailers, <b>and</b> other content <b>such as</b> video blogging, short original videos <b>and</b> educational videos. <b>However the research</b> interested to conduct a research about” <i>Improving Student's Ability to Write Analytical Exposition Text by Using YouTube Videos at The Second years students of SMAN 3 Parepare.</i>	16	Based on the problems And Above The researcher Students Youtube video's Youtube That And Youtube That And Such as	LO  TSG TSG CPR CPR RKN RKN' TSG TSG RKN TSG TSG TSG TSG	-  - - Researcher Students Yotube video's Youtube - - Youtube - - - -

				And However The researcher	TSG CPR	- Researcher
--	--	--	--	----------------------------------	------------	-----------------



### Background 3

By : Dian Nurhayati

Reg. Number : 15.1300.067

Title : The Implication of Edutainment To Increase Student Reading Comprehension at The Eight

Grade of MTsN 2 Sidrap

No.	Paragraph	Text	Number of coherent	Coherent item	Type	Presupposed item
1.	First Paragraph	<b>Reading</b> is one of four skills in english, <b>that is</b> very important to be done. As we know, read a book is one of source of information <b>that</b> may increase <b>the reader</b> concept about aspects of life <b>or</b> to do the information <b>the reader</b> get. Not only <b>society</b> are very excited to read a book <b>such as</b> philosophy books, socials, economics, <b>and</b> etc. <b>but also children</b> who studied indoor <b>or</b> outdoor of a school. <b>Here, the researcher take one school namely MTsN 2 Sidrap.</b>	14	Reading That is That The reader Or The reader Society Such as And But also Children Or <b>The researcher</b> <b>Namely</b>	RKN TSG TSG CPR TSG CPR CPR TSG TSG TSG CPR TSG CPR TSG	Reading - - Reader - Reader Society - - - Children - Researcher -

2.	Second Paragraph	<p><b>Reading</b> is an activity <b>that</b> brings great pleasure once <b>reading skills</b> have been developed in any language; <b>otherwise it</b> becomes a decoding exercise. Usually <b>english language learners</b> experience some degree of difficulty when facing reading <b>texts, particularly</b> at the beginning levels <b>when they</b> feel <b>they</b> need to depend on a bilingual dictionary <b>or</b> a mechanical translator to interpret the texts. <b>Since reading</b> is interaction with <b>the text</b> by using <b>our</b> own personal knowledge <b>and</b> experience on the theme <b>we</b> read about, <b>reading</b> is more than just decoding the words in <b>a text</b>. <b>When learners</b> experience the possibility of <b>reading</b> on <b>their</b> own without the help of a dictionary <b>they</b> become more confident, develop fluency <b>and</b> reading skills, acquisition of vocabulary <b>and</b> a general improvement in <b>their</b> language skills.</p>	28	<p>Reading That Reading skill Otherwise It English language learners Texts Particularly When They They Or Since Reading The text Our And We Reading A text When Learners Reading Their</p>	<p>RKN TSG RKN TSG CPR CPR  RKN TSG TSG CPR CPR TSG LO RKN RKN CPR TSG CPR RKN RKN TSG CPR RKN CPR</p>	<p>Reading - Reading - Reading Learners  Text - - Learners Learners - - Reading Text We - We Reading Text - Learners Reading Learners</p>
----	------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				They And And Their	CPR TSG TSG CPR	Learners - - Learners
3.	Third paragraph	As explained by the experience of compilation <b>researchers he</b> carried out the Practice Program of teaching experience in MTsN 2 Sidrap <b>students</b> in the class had low inspiration in reading perception, <b>particularly when they</b> need to discover the primary thought, significance of words in entry, recognize the data not examined in the section, <b>and</b> so on. <b>The student</b> in some cases feel modest when <b>they</b> are requested <b>that</b> read the content <b>before</b> the class in light of the fact <b>that they</b> don't know not the word well. <b>They</b> never hear <b>and</b> figure out how to spell the words from the instructor. <b>They</b> simply requested <b>that</b> do the activities in the course readings in composed. <b>It</b> can be seen from	29	<b>Researchers</b> <b>He</b> Students Particularly When They And <b>The student</b> They That Before That They They That	CPR CPR CPR TSG TSG CPR TSG CPR CPR TSG TSG CPR CPR TSG	Researchers Researchers Students - - Students - Students Students Students Students - Students Students -

		<p><b>their</b> last examination <b>scores</b>. <b>The scores</b> are still under least accomplishment. <b>The student</b> simply ponder english to get <b>the score</b>. <b>The student</b> feel exhausted, in light of the fact <b>that they</b> need to peruse <b>and</b> read again to comprehend <b>and</b> answer the inquiry from the entry. <b>At last, they</b> have a tendency to be languid <b>and</b> simply figure. On the off chance <b>that</b> there is no examination <b>or</b> assessment, <b>they</b> won't consider.</p>		<p>It Their Scores The scores <b>The student</b> The score <b>The student</b> That They And And At last They And That Or They</p>	<p>CPR CPR RKN RKN CPR RKN CPR TSG CPR TSG TSG TSG CPR TSG TSG TSG CPR</p>	<p>- Students Scores Scores Students Score Students Students Students - - - Students - - - Students</p>
4.	Fourth paragraph	<p><b>Moreover</b>, teachers should have various kinds of teaching strategy in order to make the reading class more interesting <b>and</b> make the <b>students</b> enjoyable more to read. <b>So if</b> the <b>students' reading ability</b> is well <b>that</b> could make <b>the students</b> become good reader <b>so the students</b> are easy to understand the text. <b>If the students</b> have not understand well yet, <b>they</b> read</p>	21	<p>Moreover Teachers And Students So If Students reading ability</p>	<p>TSG CPR TSG CPR TSG TSG CPR RKN</p>	<p>- Teachers - Students - - Students Reading ability</p>



		over again the text. <b>So</b> , hopefully, <b>the teacher</b> becomes more creatively teaching in class. Why?, <b>because the teacher</b> uses monotonous technique, <b>as a result the students reading comprehension</b> was poor <b>and</b> the students have low motivation in learning English.		That The students So The students If The students They So <b>The teacher</b> Because <b>The teacher</b> As a result The students reading comprehension	TSG CPR TSG CPR TSG CPR CPR TSG CPR TSG CPR LO RKN	- Students - Students - Students Students Students - Teachers - Teacher - Reading ability
5.	Fifth Paragraph	<b>Also</b> , identified with the past examination, <b>it</b> is found <b>that</b> the primary elements <b>that</b> may bring about <b>the student</b> experience issues <b>and</b> low inspiration in reading are <b>their</b> restricted learning of English vocabulary, <b>and their</b> need comprehension of <b>reading abilities</b> , <b>for example</b> , skimming, making deductions, discovering theme sentence <b>and</b> discovering principle thought.	12	Also It That That The students And Their And Their Reading abilities <b>For example</b>	TSG TSG TSG TSG CPR TSG CPR TSG CPR RKN TSG	- - - - Students - Students - Students - - -

				And	TSG	-
6.	Sixth paragraph	<p><b>According to</b> the obtained information from <b>english teacher</b> of MTsN 2 Sidrap, <b>the students</b> experience the difficulty in identifying both explicit <b>and</b> implicit information. <b>They</b> are <b>also</b> hard to get the main idea of the text <b>instead</b> of moral value. <b>So that, the teacher</b> in <b>that</b> school used a video included english program <b>that</b> downloaded from youtube as media in teaching english <b>especially</b> reading <b>that the students</b> did not really understand, <b>and then</b>, got bored easily when <b>they</b> faced reading texts. <b>They</b> put assumption in <b>their</b> mind <b>that</b> english was a important subject to research <b>and</b> the language would make <b>them</b> confused.</p>	21	<p>According to English teacher The students And They Also Instead So that The teacher That That Especially That The students And than They They Their That And Them</p>	<p>TSG CPR CPR TSG CPR TSG TSG TSG CPR TSG TSG TSG TSG CPR TSG CPR CPR CPR TSG TSG CPR</p>	<p>- Teacher Students - Students - - - Teacher - - - - Students - Students Students Students - - Students</p>

7.	Seventh paragraph	In accordance with certainty, <b>the researcher</b> hopes <b>that</b> there must be some suitable system in showing reading by keeping in mind the ultimate goal of arousing <b>students</b> to read all the text <b>so that they</b> can get the data fully. <b>The researcher</b> intends to use <b>edutainment</b> in improving <b>students'</b> reading comprehension. Learning in <b>edutainment</b> are as media, the classroom environment <b>and</b> a variety of activities were the aim to make happiness in play <b>and</b> learning. Change the classroom atmosphere follows the idea <b>that</b> Entertainment can create interest over the normal class.	13	In accordance The researcher That Students So that They The researcher Edutainment Students' reading Edutainment And And That	TSG CPR TSG CPR TSG CPR CPR RKN CPR RKN TSG TSG TSG	- Researcher - Students - Students Researcher Edutainment Their/students Edutainment - -
8.	Eighth paragraph	From the explanation <b>above</b> , <b>the researcher</b> wants to try the positive media. <b>The researcher</b> uses the experimental method in order to get the data in this research. Based on the research <b>above</b> , <b>the researcher</b> carries out a research entitle: "The Implication of Edutainment to Increasing Students Reading Comprehension at MTsN 2 Sidrap".	5	Above The researcher The researcher Above The researcher	TSG CPR CPR TSG CPR	- Researcher Researcher - Researcher

Appendix 3: Analysis result (Total number occurrences of coherence markers)

No.	Title	Paragraph's number	Coherence marks				Errors	Total
			RKN	CPR	TSG	LO		
1.	(B1) Enhancing Student's Reading Comprehension of Descriptive Text by Using K-W-L (Know, Want, Learn) Strategy at The Eight Grade Students of SMP Negeri 9 Lembang Kabupaten Pinrang	First	5	4	3	-	1	12
		Second	4	7	10	-	1	21
		Third	6	2	9	-	4	17
		Fourth	4	6	7	-	1	17
		Fifth	4	6	10	1	1	21
		Sixth	6	8	8	-	3	22
		Seventh	2	2	4	-	1	8
		Eight	1	16	6	-	1	23
		Ninth	2	6	8	-	1	16
		<b>Total</b>	<b>34</b>	<b>57</b>	<b>65</b>	<b>1</b>	<b>14</b>	<b>157</b>
2.	(B2) Improving Students' Ability to Write Analytical Exposition Text by Using Youtube Videos at the second Year SMAN 3 Parepare	First	3	5	9	-	-	17
		Second	4	8	6	-	-	18
		Third	5	5	9	-	2	19
		Fourth	3	10	8	4	-	25
		Fifth	9	10	17	-	1	36
		Sixth	2	5	4	1	-	12
		Seventh	3	3	9	1	-	16
		<b>Total</b>	<b>29</b>	<b>46</b>	<b>62</b>	<b>6</b>	<b>3</b>	<b>143</b>
3.	(B3) The Implication of Edutainment To Increase Student Reading Comprehension at The Eight Grade of MTsN 2 Sidrap	First	1	5	8	-	2	14
		Second	8	10	9	1	-	28
		Third	3	15	11	-	5	29
		Fourth	2	9	9	1	3	21
		Fifth	1	3	8	-	1	12
		Sixth	-	9	12	-	-	21
		Seventh	2	5	6	-	-	13
		Eight	-	3	2	-	-	5
		<b>Total</b>	<b>17</b>	<b>59</b>	<b>65</b>	<b>2</b>	<b>11</b>	<b>143</b>

4.	(B4) Improving Students Vocabulary By Using Principled Eclecticism Method at The Eight Grade of SMPN 2 Mattiro Bulu Kabupaten Pinrang	First	5	4	9	-	2	18
		Second	4	3	8	-	1	15
		Third	-	7	7	2	2	16
		Fourth	5	3	9	1	5	18
		Fifth	-	1	1	-	-	2
		<b>Total</b>	<b>14</b>	<b>18</b>	<b>34</b>	<b>3</b>	<b>10</b>	<b>69</b>
5.	(B5) Teachers' Perception of Using English as a Foreign Language (EFL) Textbooks to Achieve The English Learning Objective of SMKN 3 Parepare	First	3	8	3	-	-	14
		Second	4	7	10	-	1	21
		Third	9	5	7	-	1	21
		Fourth	2	5	10	-	2	17
		Fifth	2	2	7	-	-	11
		Sixth	2	2	2	-	1	6
		<b>Total</b>	<b>22</b>	<b>29</b>	<b>39</b>	<b>-</b>	<b>5</b>	<b>90</b>
6.	(B6) The Implementation of Kim's Memory Game to Increase Speaking Skills of Language Community Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare	First	4	3	8	-	-	15
		Second	6	3	9	-	-	18
		Third	8	4	15	1	-	28
		Fourth	3	1	8	-	-	12
		Fifth	1	3	3	-	-	7
		Sixth	1	9	6	-	1	16
		Seventh	4	7	7	3	-	21
		Eight	2	4	2	-	-	8
		Ninth	2	6	5	-	1	13
		Tenth	2	5	6	-	-	13
		Eleventh	3	6	5	-	-	14
		Twelfth	2	4	6	-	-	12
		Thirteenth	6	7	6	-	1	19
		Fourteenth	1	5	4	-	2	10
		Fifteenth	-	1	1	-	-	2
		<b>Total</b>	<b>45</b>	<b>68</b>	<b>91</b>	<b>4</b>	<b>5</b>	<b>208</b>

7.	(B7) The effect of Survey, Question, Read, Recite, and Review (SQ3R) Method on Students' Reading Comprehension at the Tenth Grade of MAN Pinrang.	First	3	1	7	1	-	12
		Second	3	3	4	-	-	10
		Third	3	4	5	-	-	12
		Fourth	4	5	3	1	1	13
		Fifth	2	3	3	-	1	8
		Sixth	-	2	3	-	-	5
		Seventh	-	6	4	-	-	10
		Eight	2	8	7	-	-	17
		Ninth	3	6	4	-	1	13
		Tenth	-	1	1	-	1	2
		<b>Total</b>	<b>20</b>	<b>39</b>	<b>41</b>	<b>2</b>	<b>4</b>	<b>102</b>
8.	(B8) The Increasing Vocabulary Mastery of The Scout Students of SMPN 4 Parepare trough Semaphore and Sandi Techniques	First	8	4	7	1	1	20
		Second	4	7	8	-	-	19
		Third	3	2	1	-	1	6
		Fourth	4	4	4	-	1	12
		Fifth	1	6	2	-	1	9
		Sixth	1	4	4	-	-	9
		Seventh	17	9	11	-	2	37
		Eight	3	7	6	-	1	16
		Ninth	-	2	2	-	-	4
		<b>Total</b>	<b>41</b>	<b>45</b>	<b>45</b>	<b>1</b>	<b>7</b>	<b>132</b>
9.	(B9) The Increasing Vocabulary Mastery of The Scout Students of SMPN 4 Parepare trough Semaphore and Sandi Techniques	First	3	3	19	-	-	25
		Second	2	4	4	-	1	10
		Third	9	7	9	-	2	25
		Fourth	2	1	5	-	-	8
		Fifth	3	5	9	-	-	17
		Sixth	2	11	8	-	-	21
		Seventh	4	2	1	-	-	7
		Eight	4	7	1	-	-	12
		Ninth	3	3	2	-	-	8
		<b>Total</b>	<b>32</b>	<b>43</b>	<b>58</b>	<b>-</b>	<b>3</b>	<b>133</b>

10.	(B10) The Use of Critical Incident Method to Improve Students Speaking Skill at the Second Grade Students of MAN 1 Mamuju	First	5	6	14	-	-	25
		Second	3	6	5	-	-	14
		Third	5	9	9	-	-	23
		Fourth	-	10	3	-	3	13
		Fifth	2	27	14	-	4	43
		Sixth	1	4	5	-	1	10
		Seventh	1	4	4	-	1	9
		Eight	2	10	7	-	1	19
		Ninth	3	2	3	-	-	8
		<b>Total</b>	<b>22</b>	<b>78</b>	<b>64</b>	<b>-</b>	<b>10</b>	<b>164</b>



#### Appendix 4: The Documentation



Gambar 1: Pengajuan surat izin meneliti kepada pihak perpustakaan



Gambar 2: Proses seleksi data

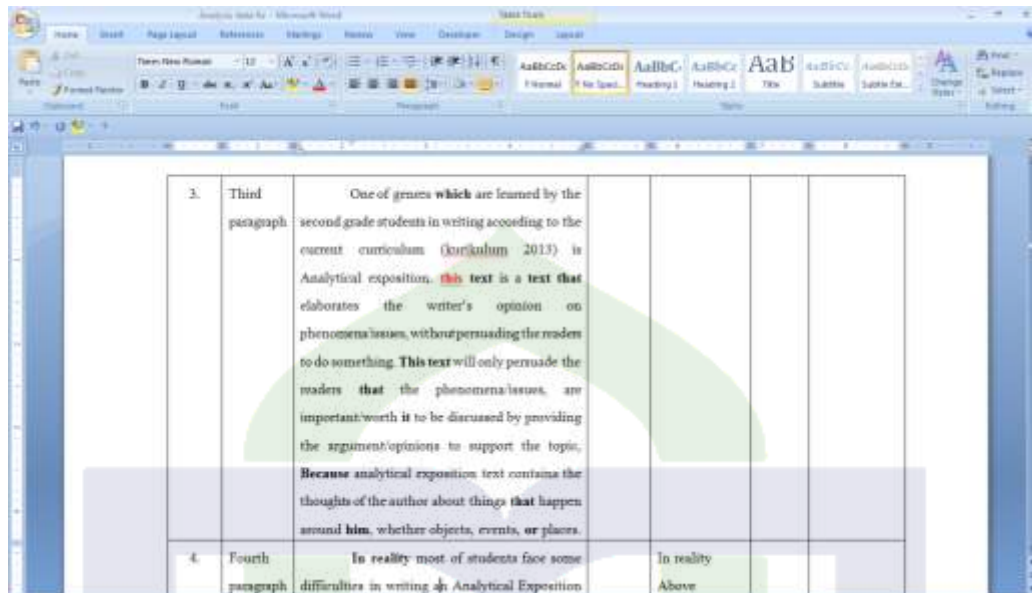




Gambar 3: Data penelitian



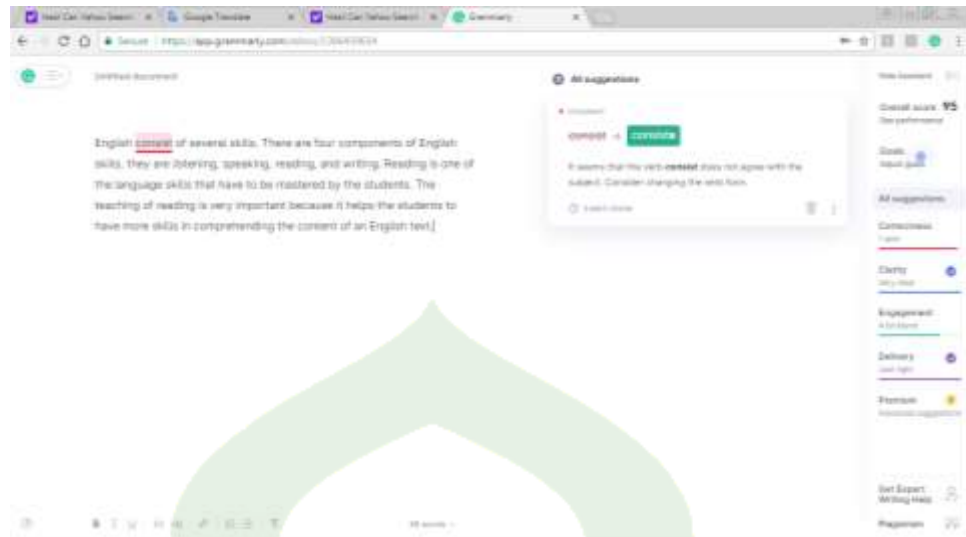
Gambar 4: Proses pengetikan data



Gambar 5: Analisis menggunakan bantuan microsoft word



Gambar 6: Analisis menggunakan bantuan Google translate



Gambar 7: Analisis menggunakan Grammarly



Gambar 8: Konsultasi proses analisis data bersama mam Maghdalena Djalla, M. Hum



**KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH  
NOMOR : 835 TAHUN 2021  
TENTANG**

**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

<b>DEKAN FAKULTAS TARBIYAH</b>	
Menimbang	<p>a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;</p> <p>b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.</p>
Mengingat	<p>1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;</p> <p>2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;</p> <p>3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;</p> <p>4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;</p> <p>5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;</p> <p>6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;</p> <p>7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;</p> <p>8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;</p> <p>9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;</p> <p>10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.</p>
Memperhatikan	<p>a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;</p> <p>b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.</p>
Menetapkan	<p style="text-align: center;"><b>MEMUTUSKAN</b></p> <p><b>KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;</b></p>
Kesatu	<p>Menunjuk saudara; 1. Hj. Nurhamdah, S.Ag., M.Pd. 2. Wahyu Hidayat, Ph.D</p> <p>Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :</p> <p>Nama : Fitriana Rakma NIM : 17.1300.020 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Analysis of Cohorence in the Backround of Skripsi Written by English Education Department Students of State Islamic Institute (IAIN) Parepare</p>
Kedua	<p>Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;</p>
Ketiga	<p>Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;</p>
Keempat	<p>Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.</p>

Ditetapkan di : Parepare  
Pada Tanggal : 15 Maret 2021







**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 telp (0421) 21307 Fax: 24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.3002/In.39.5.1/PP.00.9/09/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-  
Kota Parepare

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Fitriana Rakma
Tempat/Tgl. Lahir	: Enrekang, 20 Januari 1999
NIM	: 17.1300.020
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Gandang Batu, Kec. Larompong Selatan, Kab. Luwu

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

**"The Anlysis Of Coherence In The Background Of Skripsi Written By Students Of English Education Program" at IAIN parepare"**

Pelaksanaan penelitian ini direncanakan pada bulan September sampai bulan Oktober Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Parepare, 23 September 2021

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP0000692

**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
*Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpptsp@pareparekota.go.id*

**REKOMENDASI PENELITIAN**

**Nomor : 694/IP/DPM-PTSP/10/2021**

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
  2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
  3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA

NAMA

: **FITRIANA RAKMA**

UNIVERSITAS/ LEMBAGA

: **INSTITUT AGAMA ISLAM NEGERI (IAIN)**

Jurusan

: **PENDIDIKAN BAHASA INGGRIS**

ALAMAT

: **DSN.TABARO-BARO,KEC.LAROMPONG SELATAN.KAB.LUWU**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE ANALYSIS OF COHERENCE IN THE BACKGROUND OF SKRIPSI WRITTEN BY STUDENTS OF ENGLISH EDUCATION PROGRAM AT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **05 Oktober 2021 s.d 05 November 2021**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**

Pada Tanggal : **07 Oktober 2021**

**Pt. KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
KOTA PAREPARE**



**Dra. Hj. AMINA AMIN**

Pangkat : **Pembina Utama Muda, (IV/c)**

NIP : **19630808 198803 2 012**

**Biaya : Rp. 0.00**

• UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1

Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah

• Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**

• Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPPTSP Kota Parepare (scan QRCode)



Geset  
Sertifikasi  
Elektronik





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE  
UNIT PERPUSTAKAAN**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [perpustakaan@iainpare.ac.id](mailto:perpustakaan@iainpare.ac.id)

**SURAT KETERANGAN**

**No. : B- 971/In.39.1.1/KS.02/12/2021**

Yang bertanda tangan di bawah ini,

Nama : Sirajuddin, S.Pd.I.,S.IP.,M.Pd.  
NIP : 19730502 200212 1 005  
Jabatan : Kepala UPT. Perpustakaan IAIN Parepare

Menerangkan bahwa:

Nama : Fitriana Rakma  
NIM : 17.1300.020  
Fakultas : Tarbiyah  
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian sejak 05 Oktober 2021 s/d 05 November 2021, di Perpustakaan Institut Agama Islam Negeri (IAIN) Parepare, berdasarkan Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare Nomor: 694/IP/DPM-PTSP/10/2021, untuk memperoleh data dalam penyusunan skripsi yang berjudul "THE ANALYSIS OF COHERENCE IN THE BACKGROUND OF SKRIPSI WRITTEN BY STUDENTS OF ENGLISH EDUCATION PROGRAM AT IAIN PAREPARE".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

27 Desember 2021

Kepala UPT. Perpustakaan



Sirajuddin



## CURRICULUM VITAE



**FITRIANA RAKMA.** The writer was born on January 20 1999, in Enrekang. The writer was born to parents (Alm.) Rakku and Mari, she is the 9th child of 10 siblings. The writer grew up in Gandang Batu Village, South Larompong District, Luwu Regency. The writer started her formal education at MI. Muhammadiyah Jauhpendang, Kab. Wajo, then continued to junior high school at MTs. Muhammadiyah Jauhpendang, then continued her senior

high school at SMAN 1 Pitumpanua which has now changed to SMAN 6 Wajo. In mid July 2017, the writer continued her undergraduate education at State Islamic College (STAIN) Parepare which has now changed to State Islamic Institute (IAIN) Parepare by choosing the English Education Program major at the Tarbiyah faculty. While studying in college, the writer is also active in the world of organizations. The organizations that the writer has worked with are the Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare, Himpunan Pelajar Mahasiswa Wajo (HIPERMAWA) Kota Parepare, and Kesatuan Aksi Mahasiswa Muslim Indonesia (KAMMI). ) Daerah Parepare.

With perseverance, motivation and the writer's hard work to continue learning, finally the writer expresses her greatest gratitude for the completion of the skripsi entitled "The Analysis of Coherence in the Background of Thesis Written by Students of English Education Program at IAIN Parepare". Hopefully this skripsi can provide benefits and positive contributions to the world of education, especially to the English education Program.

The writer hopes that one day she can become a successful and useful person for others, and hopes to include people who are grateful, as the slogan of the writer is "Alhamdulillah 'ala kulli haal"