

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings and discussion of the study. In finding, the writer describes the process of collecting the data and the results of analyzing the readability level of students' writing in argumentative essay by using Flesh readability formula, which has stated in the previous chapter. While in discussion, the result finding of the data is discussed.

A. Research Findings

In analyzing the data, there are three parts that should be done by the researcher:

- 1. Analyzing Students' Readability Level**
- 2. Observing the EED's Curriculum**
- 3. Analyzing the Questionnaire**

There were some steps from each part, for more detail such as :

1. Analyzing Students' Readability Level

In analyzing the readability level of students' writing, there are three steps. The first step was by counting the sentences. The second was by counting the word and the third was by counting the syllables. After that, she

got the results and the researcher found the readability level based on the table of reading ease score. (Appendix 1)

a. The Counting of Sentence, Words, and Syllables

As what has been mention by the researcher before , the first step was finished, analyzing the data was by counting the sentences, words, and syllables. The result of counting them as follows (table 4.1 and table 4.2)

b. The Calculation of Each Text from students' writing

The second step was conducted by the researcher to analyze the data was calculated the result counting of each sentence, word, and syllable by using Flesh readability formula. The pattern of Flesh readability formula is:

$$\text{FRE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

Where:

FRE =Flesh Readability Ease

ASL =Average Sentence Length (The number of words
divided by numbers of sentence)

ASW = Average Numbers of Syllables (The number of
syllables divided by numbers of words)

- c. **Presenting the Result of Students' writing (The number of words, the number of syllables, and the number of sentences).**

Table 4.1
The sum total of Word, Sentence, Syllable and the Reading Ease Score Writing III Class A.

No	Word	Sentence	Syllable	The Result of Readability Level	Reading Ease Score
1.	896	52	1,391	62, 477	60-70
2.					
3.	464	26	636	72.8	70-80
4.	336	23	506	65,116	60-70
5.	952	54	1,450	60,086	60-70
6.	652	44	998	62, 357	60-70
7.	695	39	1,103	54, 4875	50-60

Table 4.2
The sum total of Word, Sentence, Syllable and the Reading Ease Score Writing III "B Class "

No.	Word	Sentence	Syllable	The Result of Readability Level	Reading Ease Score
1.	321	26	495	64,95	60-70
2.	567	40	846	63,989	60-70
3.	565	34	834	65,607	60-70
4.	523	25	784	58,7858	50-60
5.	525	23	800	52, 7	50-60
6.	318	18	507	54,46	50-60
7.	573	29	937	48, 4597	30-50
8.	455	33	748	53, 848	50-60
9.	823	48	1,288	57,0331	50-60
10.	596	37	1,024	45,221	30-50
11.					
12.	496	25	842	43,724	30-50
13.	587	21	882	51, 56	50-60
14.	1,205	60	1,780	61,4793	60-70

15.	473	25	797	45,166	30-50
16.					
17.	635	46	1,053	52,54	50-60
18.	585	28	962	46, 885	30-50
19.	813	53	1,313	54,641	50-60
21.	1,681	37	1,048	42,727	30-50
22.	856	38	1,427	42, 955	30-50
23.	807	50	1,293	55,095	50-60
24.	529	35	854	54, 951	50-60
25.	473	35	769	47,961	30-50

Note:



= Inactive students



= Students who the level of their writing the same as their education level (college level)



= Students who the level of their writing the same as the writing of students from Senior High School.



= Students who the level of their writing the same as the reading of students from Junior High School.



= Students who the level of their writing the same as the reading of students from Elementary school.

According to the table above, there are some levels of students' writing as readable reading; the researcher took 3 samples of each level. First, from Students who could write as readable as their education level (college level) They are;

1. Student who wrote about “Television becomes negative impacts on student’s behavior “.

$$\begin{aligned}\text{ASL} &= \text{Number of words} : \text{Numbers of sentences} \\ &= 856 : 38 = 22, 526\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables} : \text{Numbers of words}). \\ &= 1,427 : 856 = 1,667\end{aligned}$$

$$\begin{aligned}\text{FRE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\ &= 206.835 - (1.015 \times 22, 526) - (84.6 \times 1,667) \\ &= 206.835 -22,86-141,02 = 42, 955\end{aligned}$$

The result finding of the students’ writing from absent number 18 is 46, 885 ; it means that the text is difficult for the description of style because it is in 40-50 reading ease score. Whereas, from the estimated reading grade is thirteen to sixteen grade, or in the other words, the text is appropriate as the reading for college level.

2. Student who wrote about “Indonesia has not become independent country yet.”

$$\begin{aligned}\text{ASL} &= \text{Number of words} : \text{Numbers of sentences} \\ &= 596 : 37= 16,01\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables} : \text{Numbers of words} \\ &= 1,024 : 596 = 1,7182\end{aligned}$$

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 16,01) - (84.6 \times 1,7182) \\
 &= 206.83 - 16,25 - 145,359 = 45,221
 \end{aligned}$$

The result finding of the students' writing from absent number 7 is 48, 4597 ; it means that the text is difficult for the description of style because it is in 40-50 reading ease score. Whereas, from the estimated reading grade is thirteen to sixteen grade, or in the other words, the text is appropriate as the reading for college level.

3. Student who wrote about "Islamic Boarding Schools vs Senior High Schools".

$$\begin{aligned}
 ASL &= \text{Number of words} : \text{Numbers of sentences} \\
 &= 1048 : 37 = 28,324
 \end{aligned}$$

$$\begin{aligned}
 ASW &= \text{Number of syllables} : \text{Numbers of words} \\
 &= 1681 : 1048 = 1,6
 \end{aligned}$$

$$\begin{aligned}
 FRE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 28,324) - (84.6 \times 1,6) \\
 &= 206.835 - 28,748 - 135,36 = 42,727
 \end{aligned}$$

The result finding of the students' writing from absent number 18 is 46, 885 ; it means that the text is difficult for the description of style because it is in 40-50 reading ease score. Whereas, from the

estimated reading grade is thirteen to sixteen grade, or in the other words, the text is appropriate as the reading for college level.

In this research, there were eight students who could write as readable as their education level. (For more detail, the conclusion in Table 4.3)

First, From Students who could write as readable as their education level (senior high school level). They are:

4. Students who wrote about “UN Should be Discontinued”.

$$\begin{aligned}\text{ASL} &= \text{Number of words} : \text{Numbers of sentences} \\ &= 695 : 39 = 17,82\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables} : \text{Numbers of words} \\ &= 1,103 : 695 = 1,587\end{aligned}$$

$$\begin{aligned}\text{RE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\ &= 206.835 - (1.015 \times 17,82) - (84.6 \times 1,587) \\ &= 206.835 - 18.0873 - 134,2602 = 54,4875\end{aligned}$$

The result finding of the students' writing from absent number 7 is 54,4875 ; it means that the text is fairly difficult for the description of style because it is in 50-60 reading ease score. Whereas, from the estimated reading grade is tenth to twelfth grade, or in the other words, the text is appropriate as the reading for first and third grade of senior high school.

5. Student who wrote about “Playing video games is more effective than reading lesson book to sharpen children’s mind”

$$\begin{aligned}\text{ASL} &= \text{Number of words} : \text{Numbers of sentences} \\ &= 523 : 25 = 20,92\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables} : \text{Numbers of words} \\ &= 784 : 523 = 1,4990\end{aligned}$$

$$\begin{aligned}\text{RE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\ &= 206.835 - (1.015 \times 20,92) - (84.6 \times 1,4990) \\ &= 206.835 - 21,2338 - 126,8154 = 58,7858.\end{aligned}$$

The result finding of the students’ writing from absent number 4 is 58,7858 ; it means that the text is fairly difficult for the description of style because it is in 50-60 reading ease score. Whereas, from the estimated reading grade is tenth to twelfth grade, or in the other words, the text is appropriate as the reading for first and third grade of senior high school.

6. Student who wrote about “Students should pay high cost to get good education”

$$\begin{aligned}\text{ASL} &= \text{Number of words} : \text{Numbers of sentences} \\ &= 525 : 23 = 22,826\end{aligned}$$

ASW = Number of syllables: Numbers of words

$$= 800 : 525 = 1,523$$

FRE = $206,835 - (1,105 \times ASL) - (84,6 \times ASW)$

$$= 206,835 - (1,105 \times 22,826) - (84,6 \times 1,523)$$

$$= 206,835 - 25,22273 - 128,8458 = 52,76647$$

The result finding of the students' writing from absent number 5 in B class is 52,76647 ; it means that the text is fairly difficult for the description of style because it is in 50-60 reading ease score. Whereas, from the estimated reading grade is tenth to twelfth grade, or in the other words, the text is appropriate as the reading for first and third grade of senior high school.

In this research, there were twelve students who their writing as readable as the reading of students from Senior High School. (For more detail, the conclusion in Table 4.3)

7. Student who wrote about "Chatting For Student's Daily Life Is Not Good".

ASL = Number of words : Numbers of sentences

$$= 336 : 23 = 14,60$$

ASW = Number of syllables: Numbers of words

$$= 506 : 336 = 1,5$$

FRE = $206.835 - (1.015 \times ASL) - (84.6 \times ASW)$

$$= 206.835 - (1.015 \times 14,60) - (84.6 \times 1,5)$$

$$= 206,835 - 14,819 - 126,9 = 65,116$$

The result finding of the students' writing from absent number 1 is 62, 172 ; it means that the text is standard for the description of style because it is in 60-70 reading ease score. Whereas, from the estimated reading grade is eight to ninth grade, or in the other words, the text is appropriate as the reading for second and third grade of junior high school.

8. Student who wrote about "Smoking Habits, Advantages and Disadvantages???"

$$\text{ASL} = \text{Number of words} : \text{Numbers of sentences}$$

$$= 321 : 26 = 12,3461$$

$$\text{ASW} = \text{Number of syllables} : \text{Numbers of words}$$

$$= 495 : 321 = 1,529$$

$$\text{RE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 12,3461) - (84.6 \times 1,529)$$

$$= 206.835 - 12,5312 - 129,3534 = 64,95$$

The result finding of the students' writing from absent number 1 in B class is 64,95; it means that the text is standard for the description of style because it is in 60-70 reading ease score. Whereas, from the estimated reading eighth to ninth grade, or in the other words,

the text is appropriate as the reading for second and third grade of junior high school.

9. Student who wrote about “Extension on School Hours”.

$$\begin{aligned}\text{ASL} &= \text{Number of words} : \text{Numbers of sentences} \\ &= 565 : 34 = 16,617\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables} : \text{Numbers of words} \\ &= 834 : 565 = 1,47\end{aligned}$$

$$\begin{aligned}\text{RE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\ &= 206.835 - (1.015 \times 16,617) - (84.6 \times 1,47) \\ &= 206.835 - 16,866 - 124,362 = 65,607\end{aligned}$$

The result finding of the students’ writing from absent number 2 in B class is 65,607; it means that the text is standard for the description of style because it is in 60-70 reading ease score. Whereas, from the estimated reading eighth to ninth grade, or in the other words, the text is appropriate as the reading for second and third grade of junior high school.

In this research, there were eight students who could write as readable as the reading of students from Senior High School. (For more detail, the conclusion in Appendix 1)

10. Student who wrote about “Stop Eating After 6-7 PM for Diet”

ASL = Number of words: Numbers of sentences

$$= 464 : 26 = 17,8461$$

ASW = Number of syllables: Numbers of words

$$= 636 : 26 = 24,461$$

FRE = $206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$

$$= 206.835 - (1.015 \times 17,84) - (84.6 \times 24,461)$$

$$= 206.835 - 18,1076 - 2069,316 = 72.8$$

The result finding of the students' writing from absent number 5 A Class is 72.8; it means that the text is standard for the description of style because it is in 70-80 reading ease score. Whereas, from the estimated reading grade is eight to seventh grade, or in the other words, the text is appropriate as the reading for elementary school.

d. The conclusion of Analyzing Readability Level from Students' writing “Argumentative Essay”

In this research, only one student who the readability level of his writing as readable as the reading of students from Elementary School. (For more detail, the conclusion in Appendix 1)

In detail, there were 27, 58% or 8 students who could write as readable as their education level (college level). Then, there were 41,37% or 12 students who their writing as like the students' reading in senior

high school. Afterward, there were 27, 58 % or 8 students who their writing as like the students' reading in junior high school. Nevertheless, there was 3,44 % or one student who his writing as like the students' reading in junior high school.

(For more detail, the conclusion in Appendix 1)

In conclusion, for the students who could write text as readable as equivalent with their education level in this research, there were 8 students. It was from 29 students. Then, there were 21 students who the level of their writing as unreadable as equivalent with their education level in this research. It was 73,3 % from 29 students. (For more detail, the conclusion in Appendix 1)

2. Observing the EED's Curriculum

Table 4.3
Observing the EED's Curriculum

No	The Component of Curriculum	Scale				
		1	2	3	4	5
1.	Scope					
	The curriculum's content include some aspects such as affective (values and attitudes)				√	
	The curriculum's content includes appropriate Psychomotor skills.				√	

2.	Sequence					
	The material from each subject starts from the simple concept (basic) in the early year until more complex (advanced) concepts in later years.					√
3.	Continuity					
	The curriculum provides opportunities for students to revisit knowledge and skills in more depth as they progress through the years.			√		
4.	Integration					
	Connecting skills and knowledge from multiple sources and experiences			√		
	Applying theory to practice in various settings		√			
	Utilizing diverse and even contradictory points of view and understanding issues and positions contextually			√		
5.	Articulation					
	Students should receive some indicator of how they will be progressing through the programs, i.e. in student handbooks, used in class, on web				√	

	Some ideas for mapping of curriculum can be seen in resource			√		
6.	Balance					
	Considering how the programme's components are organized and relate to each other.					√

Note :

1 = Very Inappropriate

2 = Inappropriate

3 = Average

4 = Appropriate

5= Very Appropriate

a. Analyzing the curriculum of EED

In analyzing the curriculum of EED whether has fulfilled six components in good curriculum, the researcher used observation checklist as a guideline. The rubric of this observation checklist was taken from the book of Geraldine O'Neil entitled *Programme Design : Coherence, Sequence and Integration in a Programme*. Based on the researcher's analysis by using the observation checklist, she found that:

1) Scope

The aspect of “scope” in EED’s curriculum can be categorized in appropriate. The reasons are first; EED in IAIN has visions become famous English Department with its special quality in the education area. In addition, the curriculum of EED’s of IAINSA also gives special attention in the development of teaching process, research, and dedication to the community. The realization of those reasons represent in the objective of this department. According to Suparlan, an ideal curriculum in the teaching and learning process, whether inside or outside of class, both of them cannot be separated from the way to reach the education’s purpose that has been established.¹

The concrete realizations of EED such as, first in education area, EED not only concerns in the ability in English and teaching skills of the students but also religion. The aspects of values and attitudes exist in this part because EED wishes to create bachelors who have good knowledge about Islam. Furthermore, they will have faithful and noble moral. That is way in the curriculum of EED, there are some religion subjects for about 34 sks. They are Pengantar Studi

¹ Suparlan. *Tanya Jawab Pengembangan Kurikulum & Materi Pembelajaran* (Curriculum & Learning Material Development). (Jakarta, PT.Bumi Aksara), 53.

Islam, Studi Alquran, Studi Al Hadits, and Studi Hukum Islam, Akhlak Tasawuf and Ilmu Kalam. In creating bachelors who have participative proficiency and responsibilities, there are subjects for instance Pancasila, Civic Education, and IAD, IBD, ISD. In contrast, although EED has big attention in the subjects which can be developed the students' moral values and attitude, still there is a limitation. EED only give provisions to the religion subjects but it does not become too wide. According to Clark and Linn, there is a danger in trying to achieve a very wide scope in curriculum that :

“as students race through the topics have less opportunity to engage in the process of sorting, comparing, prioritizing, and critiquing...ideas. “

In addition, EED wish to realize academic and work atmosphere that have priority in Islamic values. There are some indicators for instance, students obey the ethics' code of students. In addition, the students, lecturers, the staffs have good discipline, honest, sincere, and have responsibilities. In short, EED already has curriculum that have consider well scope.

2) Sequence

Looking from the point of “sequence”, the curriculum in EED categorized is appropriate. This department has constructed the order

indication of teaching's materials that will be delivered to students. It happens, when the material should preferably be submitted, where the material is to be delivered first.² This sequence exists in the content standard of EED. In specific at EED, the simple subject (basic) comes first into more complexes. The sequence of material of EED can we know from the curriculum, the example of sequence in curriculum like pre requirement subjects. Those subjects in this part called "the major competition in university lecture", as like vocabulary, writing 1, structure 1, listening 1, reading 1 and speaking 1. Those subjects categorized in "basic subject" in EED curriculum. Students could not take further subjects in their next semester when they did not pass in one of those subjects. Then for example, students cannot join in the structure II class when they do not pass in the structure I class. It is also happen in other subjects. The subjects, which take by the students of EED really begins with the easiest subjects then after that to the more complexes subjects. It happens such as in the 1st semester the students take some basic subject like the researcher mention before. Then in the next semester, the students can take the more complicated subject such as English

² Geraldine O'Neil. *Programme Design : Coherence, Sequence and Integration in a Programme*, 2.

Morphology, English Phonology, Introduction to Literature, Literary Appreciation, and others.

This requirement has some considerations. As stated by Orteins and Hunkins, one approach in sequence of curriculum is based on the logic of the subject matter. As a result, the simple concepts can be introduced in the early years of a curriculum into the more complex (advanced) concepts in later years.³

This sequence has close relation with the teaching materials. In this part, the material also starts from the easiest one to the more difficult one. Then, more specific like in writing class. In order to realize that goal, a teacher must plan and organize, and make decision about what should be taught, second, third and so on. As quoted from McKay by Brown, a syllabus provides a focus for what should be studies , along with rationale for how that content should be studied. Besides that, it along with rationale for what content should be selected and ordered. ⁴According the Syllabus design in writing class I-IV, for example the sequences of materials in writing I. In more detail, the materials as like simple and basic parallelism,

³ Geraldine O'Neil. *Programme Design : Coherence, Sequence and Integration in a Programme*, 4.

⁴ James Dean Brown. *The Elements of Language Curriculum*. (Boston, Heinle & Heinle Publishers, 1995),7.

correlative conjunction, adjective clause etc. In short, EED already has curriculum that have consider well sequence.

3) Continuity

From the continuity should show an increase, deepening and expansion of the teaching materials. As a sequence, those learners are expected to learn the material more complex. Then, the curriculums in EED have this regulation. For more explanation, such as before studying about writing III, student must passed writing I and writing II. Some subjects can be taken when they have passed the pre requirements subject. The reasons of this decision because it has close relationship with the degree of the level of students, background of experience or experience, and level of difficulty of teaching materials. In short, EED already has curriculum that have consider well continuity.

4) Integration

Based on aspect of “integration”, EED’s curriculum is categorized in appropriate. In EED curriculum, the basic competence or the four languages skills in English are not taught separated by the lectures. In contrarily, those skills are taught appropriate with the characteristic of communication. Considering the curriculum and the

daily activity in the class, among one skill and other skills are taught integrated. Then, the connection of skills and knowledge also from multiple source and experiences. According to Zainal Arifin, to attain the whole comprehension. In curriculum, this integration not only become responsibility of lectures but also students trough knowledge from a variety of learning source that related each other.⁵

5) Articulation

Based on the aspect “articulation”, the curriculum in EED categorized in appropriate. Articulation is the necessity of programme to articulate the horizontal and vertical relationship to the various stakeholders. Students of EED receive some indicators of how they will increase through the programme such as in student handbooks, used in class, on web. In the beginning semester, every lecture shows the syllabus for one semester to the students. The function of this syllabus is as guideline both for teacher and for student in one semester. The content of this syllabus are first the general information of subjects (the profile of lecture and the time of the subject). Second, the description of the course (the definition of what the certain subject is). Third, significance of the course (the function of the subject). Fourth, timeline of the course (the order of

⁵ Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum*. (Bandung, PT. Remaja Rosdakarya, 2011), 107.

subject's material), lecture's evaluation (it shows how the way lecturer will get the good mark from the subject. There are four components here such as Student's attendance, Daily Assignment, Middle test, and Final test) and references. Last, the lecture will give suggestion for the students to have some book related to the subject. Usually, they give directly the references in Pdf file to the students. Next, when the students want to study the subject easily, they can print it. The articulation of EED's curriculum is not too appropriate.

6) Balance

From the aspect of "balance", the curriculum in EED categorized in appropriate. Balance here, for the content or teaching material that delivered to the students and the teaching process. In addition, it has correlation with how important a teaching material for the students. Unfortunately, it is not only about the teaching's material. In EED, this importance also related to figuration of the students' personalization. In EED, the students are not passive learning and feel impression. In contrarily, they also try to be active student's trough discussion, ask-answer, experiment, problem solving, inquiry etc. Besides, learning trough memorizing, the students also need get training in thinking critically and creatively.

b. Conclusion

Based on the result of observed the curriculum of EED, it can be concluded that EED already has an appropriate curriculum.

3. Analyzing the Questionnaire

To find out the students' opinion related to the aspects that influence their writing ability and their achievement in readability level of their writing "argumentative essay", the researcher gave the students 32 questionnaire items and analyzed it. The result of questionnaire that is given by the researcher to the students is at the last meeting. To measure about the students' opinion, the researcher used pattern below :

<p>The score : $\frac{\text{Sum of students' answer of one item question} \times 100 \%}{\text{Total number of students}}$</p>

The questionnaire forms can be seen in the appendix 5. Below the result of questionnaire were analyzed every number of question one by one. For the question number 1-5 deal with students' answers about their educational background.

Table 4.4
Students' answers about their educational background

No	Aspect	Que st.	Percentages				
			A	B	C	D	Other
1.	Students' Educational Background	1	-	13,80%	65,50%	20,69%	-
		2	13,80%	72,41%	13,80%	-	-
		3	24,13%	44,82%	17,24%	-	13,80%
		4	48,27%	6,90 %	—	-	44,74%
		5	10,33%	31,03%	58,62%	-	-

Conclusion:

According to the students' answer from the questionnaire, most of students have learned English before become an English Education Department's students. It was 65,50% or 19 students of 29 students who have learned English before becoming EED's students. On the other hand, there were 20, 69% or 6 students learned English for a long time (for the specific time, in the next question number 3). Nevertheless, with 13, 80% or of 4 students, the students have learned English but it only for a moment. From the data above, it indicates the majority students have learned English before becoming university students of English Education Department.

Based on twenty-nine students, most of students stated that 72,41% or 21 of them have learned English since in Elementary School. Besides, the data showed there were 13,80% or 4 students have learned English since in Kindergarten and the percent as same as with the students who learned English since Junior high school. It means, the majority of the respondents have learned English since Elementary school.

According to the data, it showed 44,82% of them have been learning English writing for about twelve years. Whereas, there were students who also having been learning English for about fourteen years in 24,13%. On the other hand, 17,24% or 7 students have been learning English. In addition, there were 13,80% or 5 who gave answer except the researcher mentioned in questionnaire. In specific, two students have learned English for about eight years. Then, only one student who have been learning as same as with students who been learning for about ten students. In conclusion, the majority there were 13 students or 44,82%. It indicates, mostly students have been learning English writing for about twelve years.

Based on the data of questionnaire which filled by 29 students. Most of students have learned English from school and course. In 48, 27% have learned from school or for about 14 students. Then, 44, 74% students have learned English not only from school but also from course. However, there was 6,90 % or 2 students who have learned only from course. In short, it concludes that mostly students have learned English from school and course.

According to the data, it stated 58,62% or 13 of students have practiced in using English whether for writing or speaking before becoming EED's students. More explanation, it was running but less maximal. Then, 31,03% or 17 students have practiced but still rarely use it. Nevertheless, 10,33% of 3 students have not practiced using English in writing or speaking

before becoming EED's students yet. In brief, Most of students have practiced in English before become an English Education Department's students unfortunately less maximal.

Table 4.5
Students' answers about their ability in writing

No	Aspect	Quest.	Percentages				
			A	B	C	D	Other
2.	Students' opinion about their ability in writing	6	13,79%	44,82%	21,03%	6,89%	3,44%
		7	6,70%	68,96%	24,13%	-	-
		8	3,44%	27,59%	20,69%	31,03%	-
		9	51,72%	31,03%	31,03%	6.90%	3,44%

Conclusion:

The table above shows the majority of students in EED from the fourth semester did not too interest in writing, they stated it in 44,82% or 13 students from 29 students While, 31,03% of them or 9 students interest in writing. Then, there were 17,23 % or 4 students who dislike to write. In spite of that, there was 6,89% or 2 students who really like to write. In conclusion, mostly students did not have interest in writing.

Based on the data of questionnaire showed 68,96% or twenty students had ever writing in English form but still rarely. On the other hand, 24,13% or 7 students often do it. Nevertheless, with 6,70% of students though that they

have not written in English form yet. In short, mostly students had ever done it but infrequently.

Next, for the reasons which caused students rare in writing English form are all choices that have been mention by the researcher in questionnaire. It means such as they felt difficult in grammar, to get idea in their writing, and felt they was lack of vocabulary. They stated it in 31,03% or nine students. On the other hand, there were 27,59% or 8 students thought the lack of vocabulary is the factor. Then, there were 20,69% or 6 students answer that, the difficulty in getting idea was the factor. Nevertheless, minority of them argued the difficulty in grammar was the factor which influences them rarely in writing. In short, there were many things that bringing on students writing infrequently. The causes were for instance students felt difficult in grammar, they difficult to get idea to their writing, the lack of vocabulary.

According to students' answer, there were 31,03% or 9 students argued that their difficulties was in using English, difficulty in grammar, getting the ideas, and the lack of vocabulary. Whereas, 27,59% or 8 students who though that they felt difficult in getting the idea. On the other hand, 20,69% or six students said the lack of vocabulary. Nevertheless, there were 3,44% or one students who stated that the difficulty is in grammar. In short, it indicated that in majority, students have difficulties in grammar, getting the ideas, and the lack of vocabulary.

There were some criteria to determine whether a text is good. First, according to students, There were 51,72% or fifteen students argued that good content. Whereas, 31,03% or nine students though that good grammar as same as good diction were determining it. Then, there are 6.90% or two students think that the good organization of text are determining it. Nevertheless, there 3,44% who argued that all of that choices as like good content, good grammar, good diction and good organization of text were the factor that determining whether a text good or not. Based on the whole data, it indicates that good content is determining whether the text good.

Table 4.6

Students' opinion about the readability in writing

No	Aspect	Quest.	Percentages				
			A	B	C	D	Other
3.	Students' opinion about the readability in writing	10	6,90%	62,07%	3,44%	27,86%	-
		11	3,44%	20,69%	72,41%	—	3,44%
		12	10,33%	27,59%	58,62%	3,44%	-
		13	—	10,33%	68,96%	13,79%	6,90%

Conclusion:

The ability of students in writing could be detected from some parts. According to the answers that given by students as the respondents of this research, firstly from the number of words that can be produce by students. Mostly students only could produce hundreds of word. They stated in 62,07% or eighteen students. Secondly, there were 27,86% or eight students did not know how numbers of words exactly that they can produce in writing a text.

On the other hand, with 6,90% or two students answer who only could produce decimal of words. In contrast, there were 3,44 % or only one student who could produce thousand of words. From the whole data, in majority students could just produce hundreds of words in their writing.

A syllable is a single unit of speech, either a whole word or one of the parts into which a word can be separated, usually containing a vowel.⁶ According to the result of questionnaire, there were 72, 41% or 21 students like to use word with many syllables in their writing, they did it in order to make their writing more beautiful. Whereas, 20,69% or 6 students not too like to do it. In contrast, still there were 3,44% or one students who dislike to do it. Nevertheless, there was also 3,44% or one students who gave her own answers except the choices that have been mention by researcher. She only used word with many syllables if she needs it in her writing. From the whole of data, it indicated that the majority of students like to use word with many syllables in their writing.

Based on the data of questionnaire, students not only like to use word with many syllables and long sentences in their writing. Furthermore, 58,62% or 17 students also like writing with long sentence. It happened since they want to convince their reader with logical sentences. On the other hand, there were 27,59% or 8 students who were not too like use logical sentences in their

⁶ Cambridge Dictionary.

writing. Afterward, there were 10,33% or 3 students who dislikes too use long sentences in their writing. Nonetheless, there was 3,44 % or one student who very like use long sentence in their writing. From the whole data, it indicates mostly students like use long sentence in their writing.

According to the students, to make their writing understandable they thought good diction was the first factor. They stated it in 68,96% or 20 students. Then, with 13,79% or 4 students thought the good organization of text was the factor. Whereas, 10,33% or 3 students argued that content was the factor that influenced whether their writing understandable or not. Notwithstanding, there are 6,90% or 2 students gave their own argument, one of 29 students thought diction and content were the factors. Whereas, one student thought that grammar, content, diction and the organization of text were the factors which influenced whether the text understandable. In short, it indicates the majority students argued good diction was the factor that influenced whether a writing understandable.

Table 4.7

Students' opinion about Students' opinion about argumentative essay

No	Aspect	Quest.	Percentages				
			A	B	C	D	Other
4.	Students' opinion about argumentative essay	14	31,03%	31,03%	6,90%	27,59%	3,44%
		15	6,90%	34,48%	48,27%	10,33%	-
		16	—	10,33%	48,27%	41,38%	-
		17	17,24%	20,70%	34,48%	27,586%	-

Conclusion :

Dealing with argumentative essay, there are some parts of in its questionnaire. According to the table above, with 31,03% or 9 students preferred read some books before writing as their reference. Similarly to that percentage, there were also 31,03% or 9 students who used scratch online before writing. On the other hand, there were 27,59% or 8 students who were liked to use clustering technique in their prewriting. Afterward, there were 6,90% or two students who were like to use free-writing before writing. Nevertheless, there were 3,44 % or one student who gave different argument. She used both free-writing and clustering before writing. From the whole data, it indicated that in majority students read some books before writing as their reference.

Related to the question before, there were 48,27% or fourteen students who compared the ideas of some writer from their reference before writing. After that, they would fill the gap (ideas) among the writers of reference by using their own ideas. Whereas, with 34,48% or ten students choose to find out the summary of each ideas from the reference. Then, there were 6,90% who did not care about it. In conclusion, it indicated that students would fill the gap (ideas) among the writers of reference by using their own ideas. They

do it when reading some books that have correlated with the topic of their writing.

Subsequently, after reading some book, there were 48,27% or 14 students who copied the ideas of the writers (references) by using their own language. In that process, they wrote their own idea too. Afterward, there were 41,38% or 12 students who preferred to copy the ideas of the writer. In this phase, they also mentioned the writer's name as reference, added some opinion from them and summarize in the end of their writing. It means, they did not do plagiarism. Whereas, with 10,33% or 10 students only copied the writer's ideas but do not mention the writer's name. From the whole data, it indicates that students copied the ideas of the writers (references) by using their own language after read some books as reference. It means they did plagiarism indirectly.

Based on the data of questionnaire with 34,48% or 10 students. They stated that they used examples in each idea to convince the reader toward their writing. On the other hand, in 27,586% or 8 students said that they used some facts to support their writing. With 20,70% or 6 students argued that they preferred to explain more detail by using exploration sentences or complete sentence. Nevertheless, there were 17,24% or 5 students said that they used words which could be understood easily. It indicates, the majority to convince the reader with their writing, students provided examples in each idea

Table 4.8
Students' opinion about the facilities in EED

No.	Aspect	Quest	Percentages				
			A	B	C	D	Other
5.	Students' opinion about the facilities in EED	18	-	34,48%	65,52%	-	-
		19	-	17,24%	68,96%	13,79%	-
		20	13,79%	41,38%	44,82%	-	-
		21	44,82%	17,24%	-	13,79%	24,11%
		22	6,90%	65,52%	24,13%	3,44%	-

Conclusion:

Talking about facilities in EED, students thought that EED have a good library. They stated it in 65,52% or 19 students. On the other hand, with 34,48% or 10 students argued that EED have a good library but still need to develop again. In summary, it indicates EED have a good library.

The students also think t EED already have an appropriate lecture of each subject, they stated it in 68,96% or 20 students. Afterward, 34,48% or 5 students who thought EED have already appropriate lecture of each subject but still need to increase. In contrast, there were 13,79% or 4 students who thought EED already have very appropriate lecture of each subject. From the whole data, it indicates that the majority students thought EED have already appropriate lecture of each subject.

The other facilities are the program of EED itself. EED has special program that can improve students' ability. Students stated it in 44,82% or approximately 13 students. In contrast, with 41,38% or 12 students thought EED already have special program that can improve students' ability but it

less maximal. Furthermore, there were 13,79% or 14 students who thought that EED has not special program which can improve students' ability yet. In summary, in majority students thought EED have special program that can improve students' ability.

In accordance with special program that can improve students' ability in EED, students also gave their argument. For them, one of program that could decrease their ability is workshop. They stated it in 44,82% or 13 students. Whereas, with 24,11% or 6 students. They gave their own ideas, in detail there was specification for them the program were workshop and study tour. They stated it in 3,44% and there were 5 students who chose of programs. The programs were workshop, seminar, school visit and study tour. Afterward, with 17,24% or 5 students chose Seminar. Nonetheless, 13,79% or 4 students who preferred to study tour. In short, it indicated mostly students argued that workshop was one of the programs from EED which could increase students' ability beside the teaching and learning process in the class.

Then, good source of material such as book can support teaching and learning process. According to students', argued that some books used by them during 2 years could not assisted their learning process. They stated it in 65,52% or 19 students. On the other hand, there were 24,13% or 7 students though that EED already have handbook which can assist students during the learning teaching process. Nevertheless, with 6,90% or two students thought

that the handbook could not assist them. However, there were 3,44 % of student who though that the handbook has already very assisted their study. In brief, from the whole of the data in majority the handbook of students could not assist them in learning process.

Table 4.9
Students' opinion teaching and writing process in Writing III class

No.	Aspect	Quest	Percentage				
			A	B	C	D	Other
6.	Students' opinion teaching and writing process in Writing III class	23	3,44%	44,82%	51,72%	—	
		24	-	31,03%	44,82%	24,13%	
		25	72,41%	20,69%	3,44%	—	3,44%
		26	20,69%	37,93%	31,03%	3,44%	6,90%
		27	—	27,59%	72,14%	-	

Conclusion:

In connecting with writing III class, mostly students thought they already have already comfortable class. They stated it in 51, 72% or 15 students. On the other hand, with 44, 82% or 13 students felt the writing III class was less comfortable. Nevertheless, there was 3,44% or 1 student thought the class was uncomfortable. In conclusion, the majority students thought the situation of learning teaching process in writing III class was comfortable.

Besides some students, thought writing class was comfortable, they also said their lecturer often gives feedback to them. They stated it in 44,82%

or 13 students. Then, 31,03% or 9 students thought their lecturer had ever give them feedback in every meeting in the class. Whereas, 24,13% or 7 students said their lecturer always gives them feedback in every meeting. From the whole of the data, it can be conclude that the majority the lecturer of writing III class often gives feedback to the students.

In giving feedback, according to the student's answers, the lecture gave feedback to the students one by one (personally). It can be stated in 72,41% or 21 students. Whereas, 20,69% or six students said that they got feedback from the lecturer by giving mark to the students' assignment. It was through email and giving additional explanation in class then gave group assignment. In other way, 3,44% or 1 student answered that the lecture give feedback by asking students to exchange the students' paper with other. Afterward, the lecturer gave specific instruction for critical constructive. The majority it indicates the lecture gave feedback to the students one by one (personally).

In writing III class, there were four students or 37,93% or eleven students said that the lecturer already gave material about argumentative essay for about four times. Then in 31,03% or 9 students said 6 times. Afterward 20,69% or six students answered six times. Then, from the students' opinion, there was one student answer three times as same as students who answered five times. Therefore, there are 6,90% or 2 students

who gave their opinion beside the multiple choice that having been mention by the researcher. Notwithstanding, there was 3,44% or 1 students who said that the lecturer already gives material about argumentative essay. From the whole of data, mostly students said that the lecturer already give material about writing argumentative essay four times.

For the important thing is the lecture of writing III could explain the subject clearly. Students have stated it in 72,14% or 21 students. Whereas, there were 27,59% or eight students who said that the lecturer explained the subject not too clearly. It indicated the lecturer of writing III could explain the subject and material clearly.

Table 4.10

Students' opinion about their effort in learning English

No	Aspect	Quest	Percentage				
			A	B	C	D	Other
7.	Students' opinion about their effort in learning English	28	41,38%	41,38%	31,03%	3,44%	-
		29	13,79%	55,17%	31,03%	-	-
		30	-	34,48%	44,82%	20,70%	-
		31	6,90%	44,82%	44,82%	3,44%	-
		32	3,44%	58,62%	27,59%	10,33%	-
		33	10,33%	65,52%	20,70%	3,44%	-
		34	3,44%	48,27%	44,82%	3,44%	-
		35	24,14%	48,27%	20,69%	6,90%	-

Conclusion :

Mostly student already practiced in English writing but it still less maximal. There were 41,38% or 12 students who have tried to increase their ability in writing outside the class. It was as same as with students who never do it, there were 41,38% or 12 students too. In spite of that, there were 31,03% or 9 students who had ever practiced to do it. Nevertheless, only one student who is often does it. From the whole data, it indicated that mostly students already practiced in English writing but it was less maximal.

It also happened in listening skill; they also already practiced but it was less maximal. Students stated in 55, 17% or 16 students who already practiced in listening to increase their English writing's ability. Whereas, 31,03% or nine students who ever practiced. Nevertheless, 13,79% or four students who never practice in increasing in listening to increase their ability in English writing. In conclusion, it indicated mostly students already practiced listening but it was still less maximal.

In contrast, the students mostly like to watch western movie. It stated in 44,82% or 19 students. Whereas, 34,48% or 10 students said that they are did not like to watch western movie. Afterward, 20,70% or 6 students really like to watch western movie. Overall, it indicated that students mostly like to watch western movie.

Next, they also already practiced to increase their vocabulary but it was still less maximal. They stated it in 44,82% or 13 students. Similarly,

44,82% who have practiced. Whereas, 6,90% or two students who never practiced. Nevertheless, 3,44% or 1 students who have practiced. From the whole, it indicates in majority students already practiced to increase their vocabulary but it was still less maximal.

They also already practiced in spelling but it was still less maximal. It stated in 58,62% or seventeen students. Then, 27,59% or eight students who said they have practiced it. Afterward, 10,33% or three students who always practice it. Nevertheless, there are 3,44% or one students is not practice or never. In short, it can be conclude that in majority students already practiced in spelling but it still less maximal.

They also already practiced in speaking inside or outside of class but it was still less maximal. With 65,52% or nineteen students stated it. On the other hand, 20,70% or six students who have practiced it. Afterward, 10,33% or three students who said they have not practiced speaking inside or outside of class yet. Nevertheless, 3,44% or 1 students who already practiced and often do it. It indicated that already practiced in speaking inside or outside of class but it was still less maximal.

According to the result data of questionnaire, students like reading in English. They stated it in 44,82% or 15 students. Then, with 48,27% or 13 students said that they do not really like it. In spite of that, 3,44% or one

student did not like reading at all. It was as same as student who was very like reading. In conclusion, mostly students like reading English.

The last, as they wrote, they did not consider whether the reader understand what they wrote. As a result, they write just for themselves. They did not give more intention whether their writing readable. Students state it in 48,27% or 14 students. Then, 24,14% or 7 students who did not consider the reader. Whereas, 20,69% or 6 students who considered about the reader of their writing. Whereas, 6,90% or 2 students who always consider the reader of their writing. Finally, it indicated that in majority students do not consider about the reader of their writing.

B. Discussion

Based on the finding description above, there are several things which can be noted down. It will be elaborated based on the findings of each research problem. For the first research problem, the finding proved that the students could not write a readable writing as their education level yet. According to the result of readability formula, it happens because mostly students wrote long sentences and used many syllables in their words. This result also supported by the students' answer from questionnaire. According to them, they like to use many syllables in word and like to use long sentences in their writing. The reasons were since they want to make their writing looks like good and to convince the reader with logical sentences in their writing. Whereas, it was

incompatible with the statement of Turk and Kirkman. They stated long sentences and many syllables in a word make text unreadable.⁷ In addition, they stated if we want to make our writing to be as efficient as possible, we should make reading as readable as possible. By making a text more readable, the writer reduces fatigue during reading and avoids irritating readers by inflated choices of language.⁸ It means that the ability of someone's writing is crucial for the reader's understanding to text. This result make disappointed until raises a question, is the readability formula valid to test the readability of text?

As matter of fact, there are some experts who support the use of readability formula to test whether a written text readable as a reading such as L.A Sherman, Harry D. Kitson, Mabel Vogel and Carleton Washburne, Geoffrey Manel etc. Lucious Adelno Sherman is a professor of English Literature at the University of Nebraska. He stated that knowing the readability of text is important. Afterward, according to him shorter sentences and concrete terms increase the readability of the text.⁹ Whereas, Harry D. Kitson found sentence length and word length measured in syllables are important to measure the readability.¹⁰ In addition, Mabel Vogel and Carleton Washburne delivered their opinion too related readability formula. They said the readability formula could

⁷ Turk Kirkman. *Effective writing: Improving scientific, technical and bussiness communication 2nd edition*, 92.

⁸ Turk Kirkman. *Effective writing: Improving scientific, technical and bussiness communication 2nd edition*, 92.

⁹ Dubay, William. *The principles of readability , impact information*, 10.

¹⁰ Dubay, William. *The principles of readability , impact information*, 13.

objectively compatible the grade level of a text with the reading ability of the reader. This compatibility was not perfect but it was better than subjectively judgment.¹¹

In spite of the success of readability formulas, there is always the center of controversy. It is about the critics concerned about the limitations. There are some articles, which attacked the use of readability formulas. They had titles like, “Readability: A Postscript” by Manzo, “Readability Formula: Second Looks, Second Thoughts” by Lange and “Last Rites for Readability Formulas in Technical Communication”. Therefore, there are many critics were honestly concerned with the limitations of the formulas and some of them offered the alternatives such as usability. Although, the alternatives are useful and even necessary, unfortunately they fail to do, provide an objective prediction of text difficulty.¹²

Unfortunately, George Klare even gives his opinion to support the existence of readability formula. He said that the formula scores are better thought of as highly accurate values and used as rough guides. However, the scores derived from readability formulas provide quick easy help in the analysis and placement educational material.¹³In addition, based on Chall and Dhale statement, it also show that they encourage too the use of readability formula.

¹¹ Dubay, William. *The principles of readability , impact information*, 14.

¹² Dubay, William. *The principles of readability , impact information*, 3.

¹³ Dubay, William. *The principles of readability , impact information*, 20.

They said the history of the readability formula shows from the beginning their scores correlate well with comprehension difficulty as measured by reading tests. The formula's rate is very well when compared with other widely used psychometric measurement such as reading test.¹⁴ Bormuth also stated that their validity correlation make them useful for predicting the comprehension difficulty of text. In conclusion, this formula is able to measure the readability level of text well. Although, there are some notes inside it.¹⁵ In spite of there are some controversy about readability formula, continuing research demonstrated how better readability increase comprehension, retention, and reading speed and persistence. Today, the readability formulas continue to benefit millions reader throughout the world in many languages. It shows from some previous study that have been mention by the researcher in chapter II. Writers, teachers, educators, and all those involved in communication will get the new confidence in writing for audience of reading levels.

From the effectiveness of using readability formula to test the students' readability level, it can be concluded that the EFL student still can use it as alternative to determine whether their writing readable or not. Unfortunately, there are some considerations. It is because EFL student as like the students from Indonesia, they are not accustomed to use English as simple as readability

¹⁴ Dubay, William. *The principles of readability , impact information*, 15.

¹⁵ Dubay, William. *The principles of readability , impact information*, 15.

formula present. There are some considerations, which are very essential for student when they are writing. Besides, give attention to the use of words, sentence and syllables. As stated by Cheryl Stephen, to write a readable text, there are some considerations such as, writing process, users and purposes, vocabulary, word pictures, personal words, sentences, paragraph and organization or concepts, structure or grammar, graphic design, try out and test run.¹⁶ In short, the EFL students can still use it but while they are writing they do not suggest to only consider the words, sentence and syllables inside their writing but also they have to also give attention to some considerations above as well.

Second, based on the second research problem, the students' achievement in their readability level can be influenced by some aspects. Firstly, EED' have already an appropriate curriculum in learning teaching process, as a sequence there is no correlation between students' achievement and the EED's curriculum. Second, from the questionnaire, it shows that students have been studying English for a long time; it approximately twelve years. They study English both from school and from course. Even, the institution where they studied before in EED was enabling them to practice their English. Unfortunately, it was not too maximal. Whereas, Omaggio Hadley stated the ability in writing well is not a naturally acquired skill. It is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills

¹⁶Cheryl Stephen. *Readable Writing : Reaching Out with Plain Language*.
<http://plainlanguage.com/Readable%20Writing.pdf> assessed on 23 February,2013.

must be practiced and learned through experience.¹⁷ It means, although students have been studying for a long time but because they could not practiced maximal, as a result they could not write well and write readable text too.

From the students' ability in writing, they could produce hundreds of words. Then, they like to use word with many syllables and long sentence in their writing. Actually, the students knew that good diction is the factor that influences whether a writing understandable for the reader. Unfortunately, they did not realize it in their writing. As a result, they could not produce a readable writing. This phenomenon contrast with the statement from Turk and Kirkman as the statement above.

Whereas, EED has a good library, the situation of teaching and learning process in writing III class is comfortable. Actually, both of them support the teaching and learning process in the class.

The lecturer of writing III class often gives feedback to the students. The lecturer gives feedback to the students one by one (personally). In addition, the lecturer already gives material about writing argumentative essay four times. The lecturer of writing III can explain the subject and material clearly. Therefore, this part does not influence the students' achievement. According to Jeremy Harmer as quoted by Tahera Akhter, giving feedback or correction to students will help

¹⁷ Johanne Myles. *Second Language Writing and Research: The writing Process and Error Analysis in Student Text*. Vol. 6. No. 2. September 2002. TESL-EJ. 2013 <http://tesl-ej.org/ej22/a1.html> Assessed on 4th July, 2013.

them to clarify their understanding of the meaning and construction of the language. In this part, the teacher not only let students know how well their performance or their assignment but also increase their motivation and build a supportive a classroom climate.¹⁸

The main cause of students' achievement is in majority, students do not have interest in writing. Thus, mostly of them have practice writing by using English but infrequently. The reasons are because students have difficulties in grammar, getting the ideas, and they fell that they are lack of vocabulary. According to Rebecca L. Lipstein and K. Ann Renninger, interest plays a large role in motivation and confident for student.¹⁹ It means, when students do not have interest in writing, similarly they also are not motivated to write. Then, they only know that good content is determining whether the text good or not. Whereas, the more important thing in writing is how the reader can understand well our writing or how to write a readable writing as stated by Turk and Kirkman before.

In this research, students wrote an argumentative essay. Before beginning to write, mostly students read some books. Next, they fill the gap (ideas) among the writers of reference by using their own ideas. They will do it

¹⁸ Tahera Akhter. *Giving Feedback and Correcting Errors in ESL Students*. Brac University, Dhaka. Bangladesh. August 2007. p.3. <http://dspace.bracu.ac.bd/bitstream/handle/10361/128/Giving%20feedback%20and%20correcting%20errors%20in%20ESL%20classroom.PDF?sequence=1> assessed on 8th July 9, 2013.

¹⁹ Bill Marsh, *"Plagiarism: Alchemy and Remedy in Higher Education"* (USA: State University of New York Press, 2007), 31.

when read some books that have correlation with the topic of their writing. Unfortunately, students will copy the ideas of the writers (references) by using their own language without mentioning the real writer. It means that they do plagiarism indirectly. As Marsh stated, plagiarism commits “acts of petty larceny, trying to “steal” or “pass off” the words or ideas of another as if they were their own”.²⁰ This part considers as one of the factors that supports student in writing unreadable text. It means, they will use unfamiliar words from the real writer. Whereas the real writer mostly comes from the higher level, absolutely their education or knowledge is different. Moreover, for common people or EFL student, the real writers have more vocabulary, which is unfamiliar for common people or EFL.

Furthermore, in majority students did not consider about the reader of their writing. It happens because, they write just for themselves. Although, as stated by Truck and Kirkman, if we want to make our writing to be as efficient as possible, we should make our writing as readable as possible. By making a text more readable, the writer reduces fatigue during reading and avoids irritating readers by inflated choices of language.²¹ It means that the ability of someone’s writing is crucial for the reader’s understanding to text and they have to give

²⁰ Bill Marsh, “*Plagiarism: Alchemy and Remedy in Higher Education*” (USA: State University of New York Press, 2007), 31.

²¹ Turk and Kirkman. *Effective writing : Improving scientific, technical and bussiness communication 2nd edition*,92.

attention for the reader of their writing. The more readable your writing is the better for your reader.