

**STUDENT'S WRITING ABILITY IN USING DISCOURSE
CONNECTORS
AT FOURTH SEMESTER OF ARGUMENTATIVE WRITING
CLASS OF ENGLISH TEACHER EDUCATION DEPARTMENT
OF UIN SUNAN AMPEL SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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ABSTRACT

Hozaini, Achmad Fahri. (2019). *Student's Writing Ability in Using Discourse Connectors at Fourth Semester of Argumentative Writing Class of English Teacher Education Department of UIN Sunan Ampel Surabaya*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya.

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Discourse connectors became one of important devices to build cohesion and coherence in writing especially in argumentative essay. However, most of the students still got the difficulties in term of how to use discourse connectors effectively. In this study, the researcher wanted to reveal how the discourse connectors used by the students of English Teacher Education Department. This study was aimed to answer three research questions; what is the level of the students writing ability in using discourse connectors in argumentative essay, what are the types of discourse connectors that are mostly used by them, and what are the misused of discourse connectors composed by the students in argumentative essay. This study was conducted using qualitative descriptive method. To answer the first and the third research question, the researcher used Kao and Chen's theory. While in answering the second research question, the researcher used Ron Cowan's taxonomy. According to the finding of the research, the researcher found that there were three out of five level of student's writing ability. From 21 students, there were 9 students got excellent, 8 students got good, and 4 students got average. The average level gained by the students was excellent. The types of discourse connectors that mostly used by the students were result 35,3%, and contrast 22,6%. Lastly, the misused of discourse connectors composed by the student were non-equivalent exchanged and wrong relation 34,2%, semantic incompletion 17,6%, connective overused 11,4%, and distraction 2,8%.

ABSTRAK

Hozaini, Achmad Fahri. (2019). *Student's Writing Ability in Using Discourse Connectors at Fourth Semester of Argumentative Writing Class of English Teacher Education Department of UIN Sunan Ampel Surabaya*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.

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Kata Kunci: *Student's Writing Ability, Discourse Connectors, Argumentative Essay, Misused*

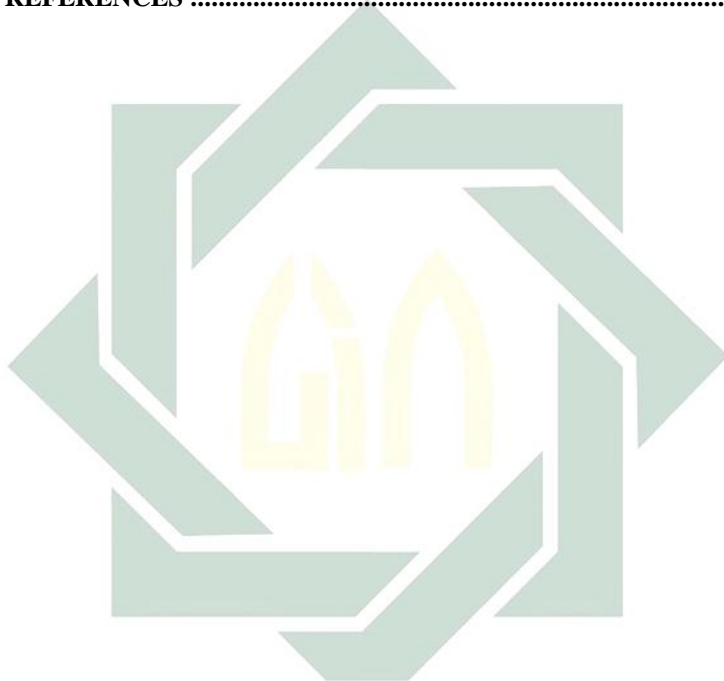
Discourse connectors merupakan salah satu aspek penting dalam menulis (bahasa Inggris) untuk membangun cohesi (kepaduan) dan kebersinambungan tulisan terutama dalam hal menulis esai argumentative. Akan tetapi, kebanyakan mahasiswa masih mengalami kesulitan dalam hal cara yang efektif menggunakan *discourse connectors*. Dalam penelitian ini, peneliti ingin menganalisa bagaimana cara mahasiswa di Prodi Pendidikan Bahasa Inggris dalam hal menggunakan *discourse connectors*. Penelitian ini bertujuan untuk menjawab tiga pertanyaan; berada di level berapakah kemampuan mahasiswa dalam menggunakan *discourse connectors* di *argumentative essay*, apa sajakah tipe-tipe *discourse connectors* yang sering digunakan oleh mahasiswa, dan apakah kesalahan yang dilakukan oleh mahasiswa dalam menggunakan *discourse connectors* di *argumentative essay*. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif. Untuk menjawab pertanyaan pertama dan ketiga, peneliti menggunakan teori oleh Kao dan Chen sedangkan untuk menjawab pertanyaan kedua peneliti menggunakan taksonomi oleh Ron Cowan. Berdasarkan temuan, peneliti menemukan 3 diantara 5 level kemampuan mahasiswa. Dari 21 mahasiswa, 9 mahasiswa mendapatkan level *excellent*, 8 mahasiswa mendapatkan level *good*, dan 4 mahasiswa mendapatkan level *average*. Dengan demikian rata-rata kemampuan mahasiswa berada di level *excellent* sedangkan tipe *discourse connectors* yang sering digunakan oleh mahasiswa adalah *result* 35,3%, dan *contrast* 22,6%. Terakhir, kesalahan yang dilakukan oleh mahasiswa dalam menggunakan *discourse connectors* adalah *non-equivalent exchange*, *wrong relation* 34,2%, *semantic incomplection* 17,6%, *connective overused* 11,4%, dan *distraction* 2,8%.

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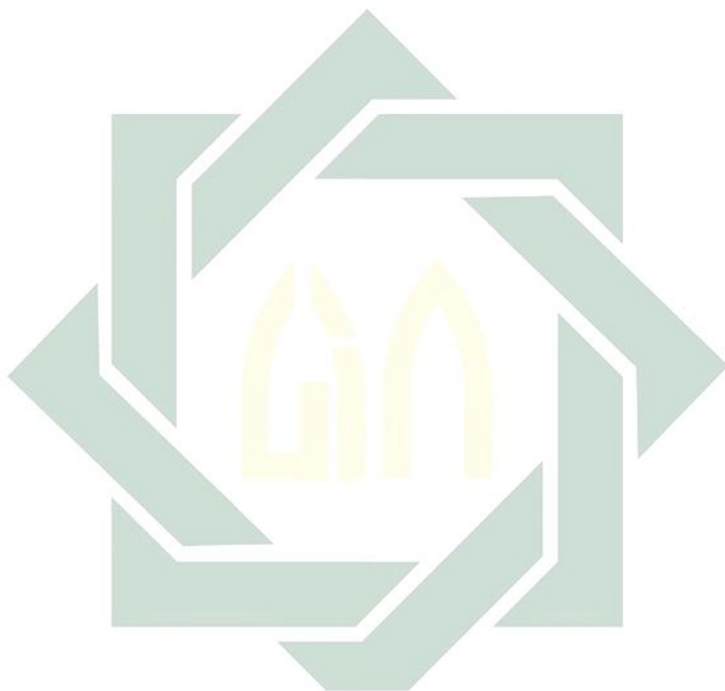


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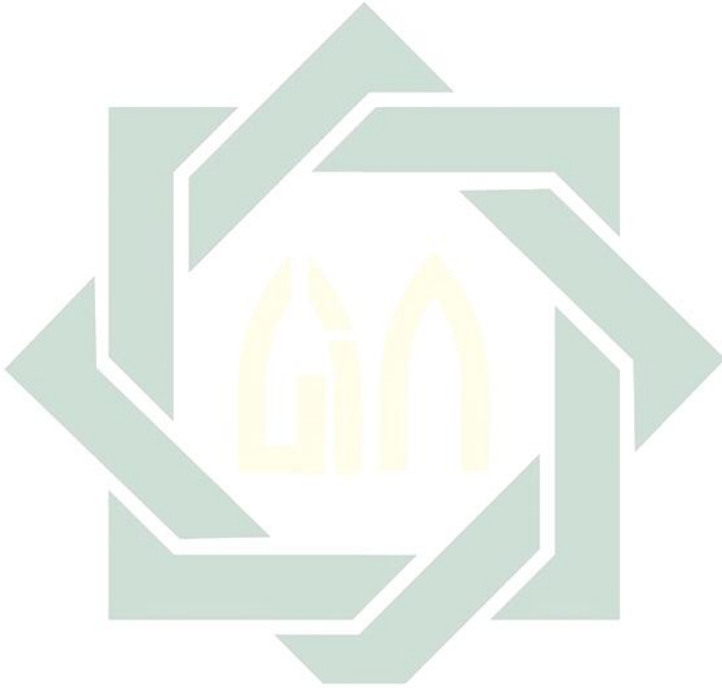
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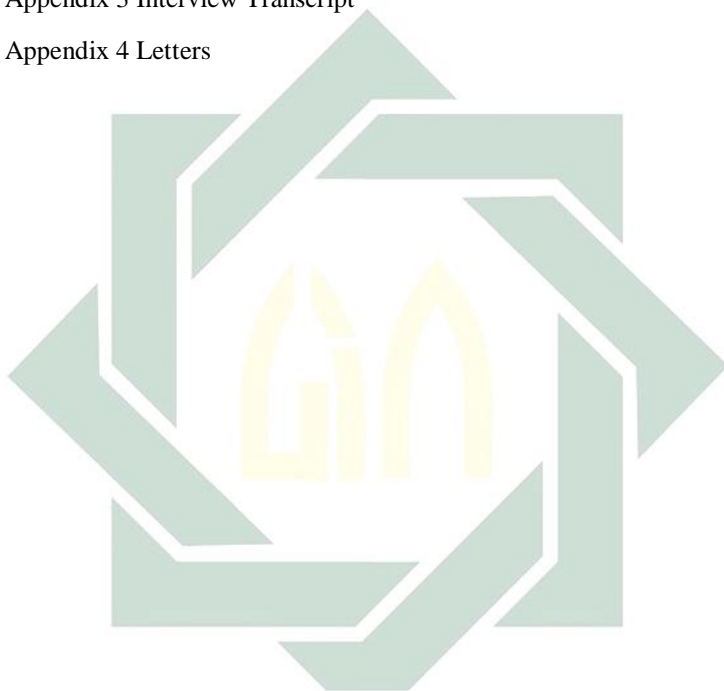
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CHAPTER I

INTRODUCTION

This chapter presents an introduction of the study that explains the reasons of accomplishing the research. In addition, it has the research questions that come up with some problems, goals of the study that show the aims of conducting this research, and the significance of the study. Furthermore, scope and limitation of the study are also presented in this chapter. Finally, definition of key terms defining the terms used in this research is also provided to avoid misunderstanding of those terms.

A. Background of the Study

Being able to write in English for Indonesian students are not easy. Even though the government of Indonesia already made the English subject became the first foreign language that need to be learned by them, but in reality, it still has many lacks. One of the lacks is the students of Indonesia are difficult to be able to write in English academically. This is may be due to the fact that writing is considered as the most difficult skill for language learner to master.¹ Moreover, it is difficult too for non-native student who are studying English at college or university which located in English speaking countries.² Based on that statement, the difficulty in writing is not only happened to the students who are studying English as a foreign language such Indonesian but also it happened to the students who use English as second language. Therefore, the effective learning strategies and more writing practices are needed in the term of improving student's writing skill.

Generally, there are four major skills in English. Two of them are considered as receptive skill and the others are productive skill. Specifically, reading and listening are receptive skills whereas writing and speaking are productive skill. Even though both of speaking and writing are same skill, but mastering writing is more

¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An anthology of Current Practice* (Cambridge university press, 2002), p. 303.

² Eli Hinkel, *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar* (L. Erlbaum Associates, 2004), p. 04.

difficult than speaking. As stated by Pansa Prommas in her paper, one of the reasons why writing is more difficult than speaking because in writing or written communication, students cannot use additional ways such as nonverbal actions, facial expression, and gestures which help the reader to understand the message well.³ On the other hand, in speaking or spoken communication students can use those nonverbal actions to make sure that the messages are accurately understood by the listener. As a result, the students should write in a way that makes the message clear for the reader. Another reason is the skills involved in writing are highly complex.⁴ For example, when students do writing, there are several components that need to be considered; content, rhetoric, vocabularies, and grammatical structures. Furthermore, there are writing mechanics such as punctuation and capitalization. Thus, mastering writing especially writing in English are very difficult for Indonesian students because it is involved many things to be considered and too complicated.

Talking about student's writing, the students who are studying at university level, their writing will be more complex than primary or secondary students. In addition, the university students are required not only how to communicate but also how to develop learning strategies and how learning is regarded as a personal construct.⁵ That is why this study concerned about the student's writing skill in University level. In this study, the researcher choosed UIN Sunan Ampel Surabaya and selected English Education Department as the subject of the study. In this department, the writing subject was trained to the student serially. Started from paragraph writing, essay writing, argumentative writing, and thesis writing. In paragraph writing course, the students were introduced to the way how to make a paragraph; writing topic sentence, supporting idea, and conclusion. Whereas in essay writing course the students were trained how to write and make a good essay. This subject, essay writing, practically woul be more difficult than

³ Pansa Prommas and Kemtong Sinwongsuwat, *A Comparative Study of Discourse Connectors Used in Argumentative Compositions Produced by Thai EFL Learners and English-Native Speakers* (2011), p. 2.

⁴ Richards and Renandya, *Methodology in Language Teaching*, p. 303.

⁵ Darasawang Pornapit, *English Language Teaching and Education in Thailand: A Decade of Change* (Newcastle, UK: Cambridge Scholars Publishing, 2007), p. 190.

paragraph writing because the students need to combine and arrange some paragraphs become one essay. Therefore, students need to write in a good way in term of producing a good essay.

At the fourth semester, the students of English Education Department had a writing course named argumentative writing. In addition, argumentative writing is kind of academic writing and it is quite different from another essay. In argumentative writing, the students need to build their own argument, agree or disagree, concerning with an issue followed by supporting text; statement by expert or quotation.⁶ Moreover, this genre of the text is aimed to persuade or convince the reader of a certain case. Since an argumentative essay consists of pro and con or comparison and contrast of certain issues, the sentences should present the idea appropriately. Thus, it needs discourse connectors to connect some ideas in order to be coherent.

In writing an essay, discourse connectors are used for joining or combining sentences, and it improves the relationship of the ideas in a text.⁷ However, some students still got the difficulties in connecting the paragraph especially their own idea become one coherence idea in the essay. It is known that coherence and cohesion are two indispensable aspects in a good writing. According to Halliday & Hasan, a text can be called as coherent if it makes sense and its elements connect one another by the use of cohesive device such as referents, substitutions, ellipsis, conjunctions, and lexical cohesion.⁸ From that statement, it can be concluded that the use of discourse connectors play an important role here in the term of connecting the idea among the sentences or paragraph in the essay. Therefore, this study analyzed the student's writing ability in using discourse connectors in argumentative writing and what types of connector that mostly used by them. Last, what are the common misused of discourse connectors which composed by them.

As a result, this research was conducted at fourth semester of Argumentative Writing Class at English Education Department of

⁶ Alice Oshima and Ann Hogue, *Writing Academic English, Fourth Edition* (White Plains, N.Y.: Pearson Longman, 2006), p. 142.

⁷ Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate* (White Plains, N.Y.: Pearson Longman, 2008), p. 122.

⁸ M.A... Halliday and R. Hasan, *Cohesion in English* (London: Longman Group Limited London, 1976), p. 4.

UIN Sunan Ampel Surabaya. The researcher has two reasons for doing this research in English Education Department. Firstly, the researcher had already been done preliminary research in this department. According to the preliminary research, the researcher found some problems dealing with the use of discourse connectors. It was not the grammaticality that makes student's argumentative writing become incoherent, but it was the organization and the relationship between the ideas. Specifically, when the researcher read the student's essay, it seems like their essay was not coherent. Thus, the researcher realized that the students had some problems in using discourse connectors. Secondly, the researcher interested in argumentative writing because argumentative writing course was taught at fourth semester in English Education Department in academic year 2017/2018. The subject called argumentative writing. The purpose of the subject was to equip the students mastering the technique of argumentative writing and being able to write a well-structured argumentative essay in English.⁹ Moreover, argumentative essay also interesting to be analyzed because it was related to the student's argument dealing with some fact, phenomenon or debatable issues. Therefore, knowing those facts, the researcher was interested to know the argumentative writing ability of the students in using the discourse connectors.

By conducting this research, the researcher expected that he can share the way to the student how to write argumentative writing well. Thus, after the students know the result, they would be increasingly motivated to improve their argumentative writing skill.

B. Research Question

Based on the background of the study above, the problem of the research can be formulated as follow:

1. What is the level of the student's writing ability in using discourse connectors in argumentative essay?
2. What are the types of discourse connectors that mostly used by the students in writing argumentative essay?

⁹ Diah Kamilasari Putri, S.Pd, M.Pd, *Basic Course Outline* (English Education Department of UIN Sunan Ampel) 2017.

3. What are the misused of discourse connectors which are composed by the student in writing argumentative essay?

C. Objective of the Study

This research will be aimed at finding out:

1. The level of the student's writing ability in using discourse connectors in argumentative essay.
2. The types of discourse connectors that mostly used by the students in their argumentative essay.
3. The misused of discourse connectors that composed by the student when they were using it in their argumentative essay.

D. Scope and Limitation of the Study

The scope of this study was writing academic English. Specifically, the main data was taken from the student's final project in the form of written assignment which were taken from argumentative writing class. The topic of the essay was about "children should start learn English as soon as possible" Agree or disagree. Furthermore, based on the research question above, the types of discourse connectors that is used in this study was taken from Ron Cowan's taxonomy. At last, the study was limited to the students at fourth semester of Argumentative Writing class at English Teacher Education Department of UIN Sunan Ampel Surabaya in academic year 2017/2018.

E. Significance of the Study

The result of the study was expected to give contribution to lecturer and student especially at English Teacher Education Department of UIN Sunan Ampel Surabaya. Firstly, through this study, the lecturer will be able to increase the student's writing ability in order to make them successful in writing class during the writing course. Secondly, students were expected to develop their writing skill especially in argumentative writing. In addition, the result of this study can be one of the sources that can be used by the lecturer for improving teaching and learning English especially in argumentative writing because the students at academic year 2017/2018 became the last students who got argumentative writing course before it replaced by another course. Thirdly, through this study, the student will be able to improve their knowledge in terms

of how to use discourse connectors effectively and have good skill in argumentative writing. Furthermore, the lecturer will be able to know the lacks of the students after joining argumentative writing course. Lastly, the other researchers can use the result of this research as a comparative study.

F. Definition of Key Terms

1. Student's Writing Ability

Ability is the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.¹⁰ In this study, student's writing ability means the students need to be able to use discourse connectors well in writing argumentative essay. Furthermore, student's writing ability, it does not mean all abilities but it is only ability of the use of discourse connectors.

2. Discourse Connectors

A connector is a word that is used to join words or sentences. In other word, it is also known as conjunctive adverbial. Additionally, the connectors are used for joining or combining sentences and it improve the relationship of the ideas in a text.¹¹ In this study, the discourse connector means connectors which had function to connect sentence or paragraph. Also, this study used Ron Cowan's taxonomy which divided the types of connectors into nine categories.

3. Argumentative Essay

Argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.¹² In this study, the researcher choosed the essay by fourth semester of English Teacher Education Department that had a task of writing an academic English, which was argumentative writing. It contained certain structure; they were introduction, body paragraphs, and conclusion.

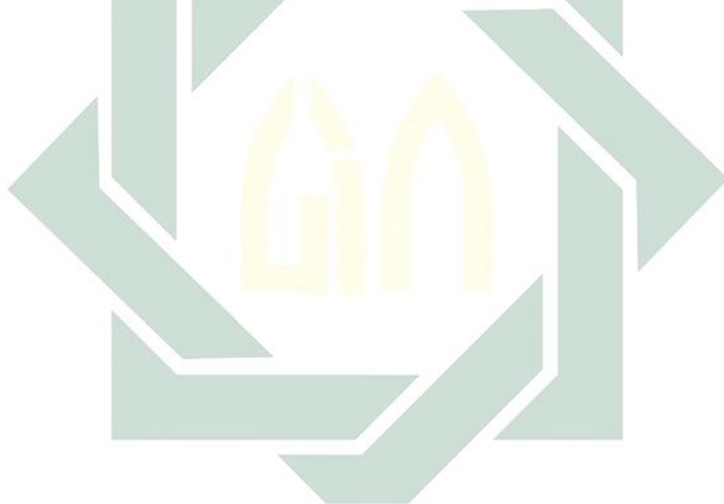
¹⁰ The American Heritage, *Dictionary of the English Language, Fourth Edition* (Houngton Mifflin Company), 27.

¹¹ Oshima and Hogue, *Writing Academic English, Fourth Edition*, p. 122.

¹² <https://owl.english.purdue.edu/owl/resource/685/05/> retrieved on December 20, 2018

4. Misused

According to Cambridge dictionary, misuse means using something in an unsuitable way or in a way that was not intended.¹³ In other words, it means misapply. In this study, misused referred to the mistake or misapply that the students made when they were using discourse connectors in writing. In addition, these patterns were indicating the misapply of discourse connectors when the students fail to logically connect the sentences or do not appropriately fit the context. In this study, there were six misused of discourse connectors that was used; Non-equivalent Exchange, Connective Overuse, Surface Logicality, Wrong Relation, Semantic Incompletion, and Distraction.



¹³<https://dictionary-cambridge-org.cdn.amproject.or/> retrieved on December 20, 2018

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some relevant theories and previous studies related to the main topics of this research. This part presents some theoretical frameworks and previous studies.

A. Theoretical Framework

1. Coherence and Cohesion in Writing

In composing a good essay, coherence and cohesion are two main parts that should exist inside the text. Coherence means all of the sentences are connected each other in the paragraph. They are connected by the writer by using some parts of cohesive device such like connectors, pronouns or repetition of key nouns. Furthermore, cohesion means the essay has one topic to be discussed and then it is developed by argument and good supporting details. In other word, it means that cohesion in an essay will be known when the essay only talks about one single idea. According to Lepionka coherence is defined as the quality of sequence and integrity or togetherness.¹⁴ It determines that the sentences connect in a logical order and they work together to develop the main idea in the paragraph. The sentences must be connected each other to build the coherence in the paragraph. Furthermore, each sentence should flow smoothly into the next one.¹⁵ From that statement, it shows that the connection of the sentences in a paragraph should be connected logically in order to avoid the jumping of ideas. That is why a good transition words or discourse connectors should support between one sentence and the next sentence. As a result, the coherence of the paragraph can be achieved. In short, the

¹⁴ Mary Ellen Lapiionka, *Writing and Developing Your College Textbook: A Comprehension Guide toTextbook Authorship and Higher Education Publishing*, 2nd Edition edition (New York: Atlantic Path Publishing, 2008), p. 118.

¹⁵ Oshima and Hogue, *Writing Academic English, Fourth Edition*, p. 39.

researcher concluded that coherence is a logical arrangement of the sentences in making a paragraph or essay.

2. Definition of Discourse Connectors

Discourse connectors is defined as the words or phrases that connect the idea in one sentence to another idea in previous sentence. In other word, they are also known as part of cohesive elements or conjunctive adverbial.¹⁶ Generally, discourse connectors are connectives or conjunction just like subordinators and coordinators, but they are different with other conjunctions. In addition, the differences between discourse connectors and other connective is dealing with the ability and the occurrences in the text. Specifically, discourse connectors not only connect one sentence to another sentence but also they are able to connect one paragraph to another paragraph. It means that they are more larger than coordinator and subordinator in terms of ability. Another thing that makes discourse connectors different with other conjunction is the occurrences in the text or paragraph. Additionally, discourse connectors are flexible, it might came at the front, at the middle, or at the end of the sentence. In order to know the way how the the discourse connectos differ from other conjunctions, see the explanation below:

a. The Form

The differences among discourse connectors and other conjunctions such as subordinator and coordinator are the occurrences in the text.¹⁷ In addition, coordinator occurs between the clause they connect and subordinators occurs at the beginning of the clause they introduce. In contrast, discourse connectors are able to occur at the beginning, middle, and at the end of the clause. For example:

1. Fahri was discouraged when the committee vetoed his plan.
 - a.) However, this time he was not going to let himself be beaten.

¹⁶ Ron Cowan, *The Teacher's Grammar of English: A Course Book and Reference Guide* (Cambridge; New York: Cambridge University Press, 2008), p. 615.

¹⁷ *Ibid.*, p. 616.

- b.) This time, however, he was not going to let himself be beaten.
- c.) He was not going to let himself be beaten this time, however.

Example 1 reflected the ability of discourse connectors to link idea across sentences. Sentence (1a), (1b), or (1c) could not be fully understood without the idea in the previous sentence, *Fahri was discouraged*, nor would the relationship between the sentences be clear without the *however*. Moreover, just as *however* links across sentences here, the occurrence of *however* in the first sentence of a paragraph can link ideas across paragraphs and even larger segments of text. In short, what makes the discourse connectors differ with other connective is the occurrences in the text or paragraph.

Discourse connectors may also serve as a link between clauses within a sentence. For example, the first sentence in (1) can be combined with any of (a), (b), and (c) as two main clauses separated by a semicolon if the writer perceives the ideas as closely connected. Example: *Fahri was discouraged when the committee vetoed his plan; however, he was not going to let himself be beaten*. Thus, such sentences are essentially just alternatives to represent the main clause as separate sentences.

b. The Meaning

Discourse connectors establish semantic relationship between the sentences that appear in the previous sentence. By establishing these relationship, discourse connectors can contribute to cohesion¹⁸. They help the ideas in the text flow and work together. For example, the discourse connector *however* in the example : *Fahri was discouraged when the committee vetoed his plan; however, he was not going to let himself be beaten*. It establishes a semantic relationship of contrast with the previous sentence. In addition, there are nine semantic relationship that represent the function of discourse connectors. They are ordering, summary, additive, exemplification, result, concessive, contrast, attitudinal, and

¹⁸ *Ibid.*, p. 618.

abrupt topic shift. In brief, discourse connector has a type or category and each category has semantic relationship to demonstrate their function.

3. Types of Discourse Connectors

It was stated above that the main role of the discourse connectors are creating semantic relations between segments, semantic criteria for discourse connectors classification are the best way to demonstrate their functions in the discourse or text. In this study, the researcher uses the taxonomies from Ron Cowan to define the types of discourse connectors. See the table below:

Table 2.1
Types of Discourse Connectors

Taxonomy	Semantic Functions
Ron Cowan (2008)	(1) Ordering (2) Summary (3) Additive (4) Exemplification (5) Result (6) Concessive (7) Contrast (8) Attitudinal (9) Abrupt topic shift

According to Ron Cowan's book, there are nine types of discourse connectors.¹⁹ Each type represent their own meaning and function. The detail and the explanation of the function will be listed as follows:

(1) Ordering

Ordering had a function to order the main points that the writers want to make and indicate a sequence steps in a process. The variant of the connectors are *first, firstly,*

¹⁹ *Ibid.*, p. 615.

second, secondly, third, thirdly, in the first place, in the second place, first of all, for a start, for one thing, for another thing, to begin with, then, next, finally, last, lastly, and last of all. In Halliday and Hasan's book, these connectors are categorized as Temporal. In other taxonomy, it is known as Enumeration.

(2) Summary

Summary had a function to indicate that the summary or conclusion follows preceding information. The connectors are *all in all, in conclusion, overall, to conclude, finally, in sum, in summary, to summarize, and to sum up.* In other taxonomy, these connectors are known as Summation.

(3) Additive

Additive had a function to add information after what comes before and showing information as parallel to previous information. The connectors are *also, in addition, further, furthermore, moreover, and too.* In other taxonomy, these connectors are called addition.

(4) Exemplification

Exemplification had a function to signal information in form of example or some explanation of the previous sentence. The connectors are *for example, for instance, that is, in other words, more precisely, which is to say, that is to say, and namely.* Sometime these discourse connectors are referred as appositive connectors or apposition.

(5) Result

Result had a function to introduce information that is consequence of previous sentence. The connectors are *accordingly, consequently, hence, therefore, thus, as a consequence, as a result, and so.*

(6) Concessive

Concessive had a function to introduce information that is surprising or unexpected in light of previous information. The connectors are *nevertheless, nonetheless, in spite of that, despite that, and still.* In other taxonomy, sometimes these connectors are referred as Concession.

(7) Contrast

Contrast had a function to link information that is viewed as contrastive and making sense of straight contrast

that does not involve surprise. The connectors are *in contrast*, *by way of contrast*, *conversely*, *by comparison*, *however*, *instead*, *on the contrary*, and *on the other hand*.

(8) Attitudinal

Attitudinal had a function to express the writer's attitude regarding the truth of preceding content and introduce content in support of cognitive stance. The connectors are *as it happens*, *indeed*, *in fact*, *actually*, *in actual fact*, and *in reality*.

(9) Abrupt topic shift

Abrupt topic shift had a function to preface an abrupt topic shift to another topic which is often peripherally related to the topic described in the previous sentences. The connectors are *incidentally*, *by the way*, and *by the by*.

4. Student's Writing Ability

There are five levels or categories of the student's writing ability. These classification were adapted from Liz Hamp-Lyon's book.²⁰ According to Hamp-Lyon, in term of measuring the level of the student's writing ability there are five level that can be used; Excellent, Good, Average, Weak, and Very Weak. In addition, every level had criteria and range of percentage that the students need to achieve. Specifically, to get the level of Excellent, the students need to achieve >81% percentage of the score, 61 - 80% for Good level, 41 - 60% for Average level, 21 - 40% for Weak level. At last, Very Weak level occurs when the students got 0 - 38% percentage of the score. As a result, these range of the score become the consideration in determining the student's level. Here, the researcher provided the detail how the student's ability been classified based on Liz Hamp-Lyon classification. See the table 2.2 below:

²⁰ Liz Hamp-Lyons and Ben Heasley, *Study Writing: A Course in Writing Skills for Academic Puposes*, Second Edition (Cambridge; New York: Cambridge University Press, 2006), p. 211.

Table 2.2
Student's Writing Ability Level

Level/Category	Criteria
Excellent	>81% discourse connectors are well chosen to indicate the relationship between the ideas, they connect and they are effectively used.
Good	61-80% discourse connectors are well chosen but there is a few discourse connector that are misused.
Average	41-60% discourse connectors are well chosen but some of them are misused.
Weak	21-40% discourse connectors are effectively used but most of them are misused.
Very Weak	<39% discourse connectors are effectively used but most of them are misused and ineffectively used.

5. Misused of Discourse Connectors

There are six misused of discourse connectors which proposed by Kao and Chen.²¹ The detail explained as follows:

(1) Non-equivalent Exchange

Using discourse connectors to convey the same textual relation in an interchangeable manner when they are not.

Example: Those are the images of the UK that the communists want to impose on the local Chinese. *On the contrary*, they describe the communists as patriotic Chinese who did not show the slightest fear.

(2) Connective Overuse

Using discourse connectors with high density in short texts. It makes the text becoming some fragments and the readers unable to expect where the texts are going to lead.

²¹ Tung-yu Kao and Li-mei Chen, *Diagnosing Discoursal Organization in Learner Writing Via Conjunctive Adverbials* (2011), pp. 313-4.

Example: The communicative approach proves not only practicable for juniors, but also for senior. *However*, only the junior forms were observed. *Nevertheless*, the study in juniors is essential for this is the stage when students establish the right ways of learning English.

(3) Surface Logicality

Using discourse connectors to impose logicity to texts or bridge the gap among prepositions when there exists no deep logicity in texts.

Example: This question means the same as ‘Evaluate the degree to which Japanese imperialism was a result of militarism.’ *So*, this question requires an independent argument about them. *So*, the student must think critically if Japanese imperialism was a result of militarism.

(4) Wrong Relation

Using discourse connectors to express certain textual relation that it does not express.

Example: Many studies have showed that it would be better for the hearing disabled to have the cochlear implant at an early age. *Also*, if implanted the cochlear implant at the age one to two, their language learning could come out of great improvement.

(5) Semantic Incompletion

The use of discourse connectors which need more elaboration to make the discourse connectors functional.

Example: After finishing the competitive entrance exam, you enter the college. *However*, nowadays, graduating from college not necessarily guarantees your future.

(6) Distraction

The use of discourse connectors is redundant. The context would be coherent itself without using discourse connectors.

Example: Statistics that four countries had higher averages of education than Taiwan. For example, the percentage to get admitted to college of Finland and South Korea is 90 percent, New Zealand with 86 percent and Sweden with 85 percent.

B. Previous Study

The studies related to student's writing ability of using discourse connectors in argumentative writing had been conducted by other researchers. The following are views of some researchers which were related to this research.

The first study is "*The Student's Ability of Building Coherence and Unity in Argumentative Writing at English Education Department of UIN Sunan Ampel*". It was conducted by Mimid Anggi Aprilia, Faculty of Tarbiyah, English Teacher Education Department of UIN Sunan Ampel.²² This study was focused on analyzing the student's ability of building unity and coherence in argumentative writing. In addition, this study investigated the student's writing ability by using the rubric of coherence and unity. According to the result, in building coherence, there were only 5 students or 10% from the sample taken who got very good level. Moreover, the highest percentage was gained by moderate or fair grade with total 37 students or 73%. Thus, the student's ability in building coherence was in fair grade. In building unity, there were 10% of students who got very good level. Besides, researcher found that there were 25% students were in good and 27% students were in bad. Therefore there were 37% of students who can build unity in fair level.

The second study was conducted by Muftah Hamed. The title is "*Conjunction in Argumentative Writing of Libyan Tertiary Student*". This study was focused on the use of conjunction in argumentative essay written by English as foreign language fourth year undergraduate Libyan students majoring in English at Omar Al-Mukhtar University in Libya.²³ The researcher investigated the appropriate and inappropriate use of conjunctions in 32 argumentative essays composed by sixteen participants. The selection and classification of conjunctions were based on Halliday & Hasan's taxonomy. It had four categories of conjunction in terms of semantic function; additive, adversative, causal, and temporal. The result of the study showed that the students had the difficulty in

²² Mimid Anggi Aprilia, *The Student's Ability of Building Coherence and Unity in Argumentative Writing at English Education Department of UIN Sunan Ampel* (State Islamic University of Sunan Ampel, 2016).

²³ Muftah Hamed, "*Conjunctions in Argumentative Writing of Libyan Tertiary Students*", *English Language Teaching*, vol. 7, no. 3 (2014).

using some conjunctions. From the four categories of conjunctions, the use of adversative was the most problematic to the students followed by additive and causal. The conjunctions *on the other hand* was the most difficult one followed by *but* and *in fact*. Some of the students used *on the other hand* to show additive relation instead of contrastive relation between the discourse units. Among the use of additive, *moreover* was the most problematic to the students followed by *and* and *furthermore*. Most of the students used these conjunctions inappropriately in their writing, since they confused the semantic functions of the conjunctions. Among the use of causal, *so* was the most problematic to the students followed by *because*. Some of the students tended to confuse the semantic function of these conjunctions. They used them to link sentences where there was no causal relation between the sentences. Therefore, they use conjunctions *so* and *because* inappropriately.

The third study was conducted by Pansa Prommas and Kentong Sinwongsuwat.²⁴ The title is “A Comparative Study of Discourse Connectors Used in Argumentative Compositions Produced by Thai EFL Learners and English-native Speaker.” This study investigated and compared the use of discourse connectors in argumentative compositions composed by Thai undergraduates and English-native speakers. The findings revealed that both groups of students used similar connectors in terms of types of discourse connectors used in their essays, but with different degree of occurrence. The discourse connectors like *and*, *but*, *because*, *for example* and *also* became the most connectors that found in the compositions of the two groups of students. In terms of syntactic distribution, the Thai learners had a tendency to use the top five discourse connectors inter-clausally as coordinators followed respectively by conjunctive adverbials and subordinators while the native speakers used them mostly as conjunctive adverbials in sentence-initial, medial and final positions, followed by coordinators and subordinators. Although both groups used these discourse connectors in similar functions, preliminary findings suggest that the Thai learners apparently had difficulties with such

²⁴ Prommas and Sinwongsuwat, *A Comparative Study of Discourse Connectors Used in Argumentative Compositions Produced by Thai EFL Learners and English-Native Speakers*.

discourse connectors as *but*, part of which can be attributed to the influence of the native language.

The fourth study was “*Student’s Ability in Using Discourse Makers to Build Coherence in Compositions.*” It was conducted by Andhina W. Patriana, Sri Rachmajanti, and Nur Mukminatien.²⁵ The study attempted to find out how Indonesian students apply Discourse Markers to build coherence in English compositions. In addition, this study analyzed 52 target Discourse Makers and how they were used in 21 argumentative papers. The finding revealed that the participants used 44 different Discourse Makers in 234 occurrences, and they used some Discourse Makers inappropriately in 118 occurrences. The study concluded that although the participants have shown their awareness of using Discourse Makers to build coherent compositions, but there were areas where improvement was needed to increase their ability in using Discourse Makers appropriately and effectively. Therefore, their writing would be better and more logically connected.

The last study was conducted by Melinda Ayu Kusuma Wardani.²⁶ The title of the study was “*Student’s Strategies in Building Coherence in Writing English Essay.*” This study was focused on how the student’s strategies in building coherence in writing English essay and the reason why the student use those strategies. The finding revealed that the use of transition signal become the most popular strategies used by the students by the percentage 59% followed by the consistent pronouns 25%, repetition of keyword 15%, and logical order arrangement 1%

From all the previous studies above, there were variety of differences between those researches and this research. Most of them tend to focused on the use of conjunctions, the way how to build the coherence and unity, strategies to build coherence in essay, and etc. On the other hand, this study was focused on analyzing the student’s writing ability in using discourse connectors, classifying the level of the students. Then, it also revealed the most connectors that were used by the students. Finally, the kind of mistake or misused of using discourse connectors also presented in this study.

²⁵ Andhina W. Patriana, Sri Rachmajanti, and Nur Mukminatien, “*Student’s Ability in Using Discourse Makers to Build Coherence in Compositions*”, *TEFLIN Journal*, vol. 27 (2016).

²⁶ Melinda Ayu Kusuma Wardani, “*Student’s Strategies in Building Coherence in Writing English Essay*” (State Islamic University of Sunan Ampel, 2018).

CHAPTER III

RESEARCH METHOD

This chapter presents the researcher's step in conducting the research. The explanation consists of approach and research design, setting of the study; including time and place of the study, data and sources of the data, research instruments, data collection technique, and data analysis technique, checking validity of findings, and research stages.

A. Research Design and Approach

This research used qualitative approach and descriptive design in finding out the research questions. Based on Burn and Grove, descriptive research is designed to provide a picture of a situation as it naturally happens. Besides, qualitative approach is general way of thinking about conducting qualitative research which has three major categories of data such as interviews, direct observation and written document.²⁷ In qualitative research basically, you gathered the text data base, then, the data analysis of text consists of dividing it into groups of sentences, called text segment, and determining the meaning of each group of sentences.²⁸ The goal is analyzing the picture and depth of understanding rather than a numeric analysis of data.²⁹ In addition, qualitative research consists of eight types; basic interpretive studies, case studies, document or content analysis, ethnography, grounded theory, historical studies, narrative inquiry, and descriptive study.³⁰ This research used qualitative as a method for collecting the data. Then, the result of the research was presented in form of descriptive. Therefore, this research was considered as qualitative research because it described the phenomenon that happened. Also, it analyzed the student's writing ability in using

²⁷ William M... Trochim and James P. Donnelly, *The Research Methods Knowledge Base*, 3rd edition (Ohio: Cengage Learning, 2008), p. 159.

²⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed edition (Boston: Pearson, 2012), p. 18.

²⁹ Donald Ary et al., *Introduction to Research in Education*, 8th ed edition (Belmont, CA: Wadsworth, 2010), p. 29.

³⁰ *Ibid.*, p. 31.

discourse connectors in writing argumentative essay by using the document and interview.

B. Research Setting and Subject

This study conducted at UIN Sunan Ampel Surabaya. It was located in Jl. Jend. A. Yani No. 117 Surabaya. Specifically, this study conducted at English Teacher Education Department, in the class of argumentative writing course. This course was considered become a setting of this study because in this class the students learned about how to write argumentative essay. By the end of the course they had to write and submit one argumentative essay as final assignment.

The subject of the study were the students of Argumentative Writing course at English Teacher Education Department of UIN Sunan Ampel Surabaya. The subjects were only taken from fourth semester students who registered in academic year 2017-2018. Specifically, there were 4 classes (A, B, C, and D) in argumentative writing course with the number of the students were 105 students. In this research, the researcher did not analyze all the student's essay because the number of the students consisted more than 100 students. As a result, the researcher only selected a few students as the representation to be a subject in this research. In term of gathering what the researcher's need, this research used satisfied random sampling in selecting the students as the subject of the research. In selecting the number of sample, the researcher used Gay and Diehl theory. According to Gay and Diehl, in descriptive research, the sample that should be taken is at least 10% from the population.³¹ In this study, the researcher took 20% selected students from 105 students. Therefore, there were 21 student's essay that would be analyzed in this research.

C. Data and Source of Data

1. Data

The data which was used in this study was the final assignment of argumentative writing class. It was writing assignment which was created by the fourth semester of English Teacher Education Department Students. Specifically,

³¹ L.R. Gay and P... Diehl, *Research Methods for Business and Management* (New York: Mc. Milan Publishing Company, 1992), p. 64.

researcher did not analyze the whole part of their argumentative essay, researcher used student's argumentative essay only by analyzing student's writing ability in using discourse connectors. The researcher had collected the student's work and interviewed them to support the finding.

2. Source of Data

As the data required in this study, documentation which was student's argumentative writing assignment were obtained from students of English Teacher Education Department at UIN Sunan Ampel who were taking argumentative writing class. Also, the student's respond from the interview had already been obtained as well.

D. Data Collection Techniques

There are several techniques to implement data collection techniques such as interview, group work, observation, audio, video, and document.³² In this study, the researcher focused on the document in analyzing student's writing ability of using connectors in argumentative writing. Then, the researcher measured the level of the student's writing ability.

The proses of collecting data was described as follow: Firstly, the researcher collected the student's final assignment of argumentative essay as handwriting document. In analyzing the document, the researcher used checklist and rubric as the instrument. It was aimed to answer the first research question. Secondly, the researcher used the taxonomy from Ron Cowan then defined what types of discourse connectors that mostly used by the students in writing argumentative essay. It was aimed to find out what types of discourse connectors that usually used by the students in writing argumentative essay. Thirdly, the researcher used misused of discourse connector. It was aimed to find out what kind of misused of discourse connectors that occurred when the students used discourse connectors in their essay.

³² Stuart MacDonald and Nicola Headlam, *Research Method Handbook: Introductory Guide to Research Methods for Social Research* (CLES: The Centre for Local Economic Strategies, 1986), p. 37.

E. Research Instrument

Data were required to carry out the finding of this study. Those data can be gained by using these following instruments:

1. Documents

Document is data collection technique that involved a record of event in the past form such as handwriting, picture, or literary work.³³ The researcher used the handwriting document as an instrument of this research. In addition, the handwriting document was taken from student's final assignment in argumentative writing class. Therefore, the researcher used this final assignment as the document of the research.

2. Checklist

This study was used analitic scoring to measure the student's writing ability level in their argumentative essay because analytic scoring is more appropriate to assess student's written product.³⁴ The researcher used misused of discourse connectors theory provided by Kao and Chen in analyzing the student's writing to answer the RQ 1 and 3. Last, the researcher used the taxonomy by Ron Cowan to answer the RQ 2.

F. Data Analysis Techniques

Data analysis in qualitative research is an activity that occurs throughout investigating the process rather than after process.³⁵ In this study, it used to analyze student's writing ability in using discourse connectors. In analyzing the data, the researcher used the data analysis adapted from cresswell which devide the step of analyzing the data into 7 steps.³⁶

³³ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2006), p. 329.

³⁴ Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), p. 116–7.

³⁵ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*, p. 336.

³⁶ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.*, 3rd Edition edition (Los Angeles: SAGE Publications Inc, 2009), p. 150.

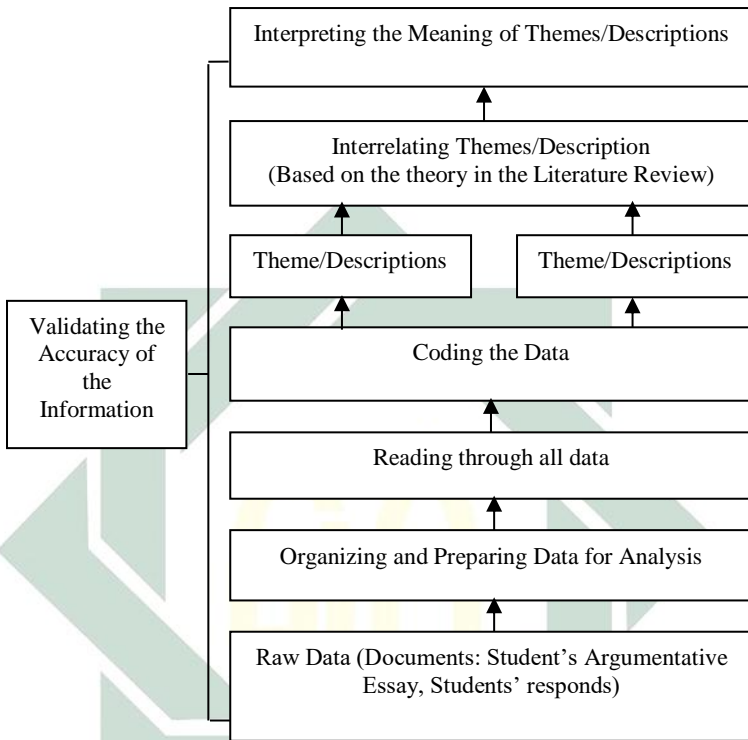


Figure 3.1
Data Analysis Techniques

Step 1. Raw Data. Collecting the data: this involved the documentation, checklist, and the student's responds from the interview.

Step 2. Organize and prepare the data for analysis. This means after collecting all of the data, the researcher arranged the data into different types depending in the sources of information and the purpose of collecting the data.

Step 3. Read through all the data. In this step, the researcher attempted to read all the student's essay. Here, the researcher begun to illustrate the general thoughts about the data.

Step 4. Coding the Data. At this time, detailed analysis has begun, the researcher started to figure out the main point that the subjects showed; before relate them into the theory. Furthermore, the researcher started to work on each document and respond.

Step 5. Theme/Descriptions. By coding the data, researcher figured out the points that respondents have given. After rendering the information, researcher included it into three categories. The information was aimed to answer each research question based on the coding.

Step 6. Interrelating Theme/Descriptions. In this stage, all the collected data and brief analysis mentioned above will be fixed. The researcher analyzed the student's argumentative essay by using misused of discourse connectors theory and book from Ron Cowan "*The Teacher's Grammar of English: A Course Book and Reference Guide*". Furthermore, the researcher also discussed the result of the analysis with the students who are more expert in analyzing document field. Specifically, the researcher had invited his friend to analyze the essay using the same instrument. In addition, for findings the misused of discourse connectors, the researcher illustrated them by using the result from the analysis.

Step 7. Interpreting the Meaning of Theme/Descriptions. The final step of analysis is exploring the analyzed data above in chapter 4: research findings and discussion. The researcher attempted to explain the phenomenon that have been found and related those to the theory as mentioned above, before finally concluded the whole research.

G. Checking Validity of Findings

In this study, triangulation is used to check the validity of finding.³⁷ In addition, the researcher used triangulation techniques in terms of checking validity of the findings. According to Creswell, using a single method, in research, can never adequately shed light

³⁷ MacDonald and Headlam, *Research Method Handbook : Introductory Guide to Research Methods for Social Research*, p. 71.

on a phenomenon. Therefore, multiple methods or techniques are needed in order to get deeper understanding of the research.³⁸ As stated by Danzin in his paper, there are four types of triangulation; those are methods triangulation, triangulation of sources, analyst triangulation, theory/perspective triangulation.³⁹ In this study, the researcher used analyst triangulation in checking the validity of the findings. Specifically, when analyzing the data, the researcher also crosschecked the finding by using other researcher, Taufik Hidayat, S.Pd, to analyze the student's essay using the same instrument. It means that the researcher has invited another person as the second analyzer to analyze the documents and ensured the findings. Therefore, the result of the analysis could be categorized as valid since there were no significant differences between two researchers involved in this study.

H. Research Procedure

In this study, there were some stages which had been done by the researcher. The process of this study was done as the following steps:

1. Taking preliminary research

Students of English Teacher Education Department in UIN Sunan Ampel Surabaya often wrote essay that were not coherence in their writing assignment. Even though they had passed writing course from the previous semester, they still had problems or difficulties in constructing paragraph correctly. A small observation had been done by the researcher during Argumentative Writing class in academic year 2017/2018. The researcher had briefly read student's essay and analyzed shortly about some sentences which was not coherent. As a result, the researcher decided to find out the level of the student's writing ability in using connectors in writing argumentative essay.

2. Deciding research design

The researcher wrote the research question first before deciding the research design. After drawing focus of the topic

³⁸ John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Traditions* (Thousand Oaks: CA: SAGE Publications Inc, 1998), p. 57.

³⁹ NK Denzin, *Sociological Methods* (New York: McGraw Hill, 1978), p. 72.

that will be discussed, the researcher decided the research design of this research along with the outline, including the data that might be needed.

3. Conducting the research

a. Collecting the data

As the data were obtained from the student's final assignment from argumentative writing class. The researcher collected the documents after the students had submitted their works; then the researcher began to analyze them.

b. Analyzing the data

After all the documents had been collected, the researcher were able to analyze the data based on the theoretical frameworks in the second chapter and additional book related to Discourse Connectors. specifically, the books that have been used in this study are "*The Teacher's Grammar of English: A Course Book and Reference Guide*" by Ron Cowan. Furthermore, the researcher analyzed the misused of using discourse connectors made by the students based on the theory in chapter two. At last, the researcher figured out what kind of misused that made by the students when using discourse connector in their argumentative essay.

c. Concluding the result of the research

After the analysis was done, the researcher made the conclusion of the research based on the whole sections of this study that had been discussed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the collected data from student's argumentative writing class and the analysis of it. The level of student's writing ability and the missused in using discourse connectors are showed as research findings. Furthermore, the analyzed data is categorized based on the types of discourse connectors that presented in the findings. Finally, the missused of discourse connectors are figured out based on the following findings and discussion.

A. Research Findings

In order to answer the first research question, the researcher used the misused of discourse connectors checklist as the instrument in analyzing the data. Then, the researcher calculated the percentage of correctness of using discourse connectors composed by the students. Lastly, the researcher determined the level of the student's writing ability from those score or percentage gained by the students.

1. Student's Writing Ability Level in Using Discourse Connectors in Argumentative Essay.

In this section, the researcher divided and determined the student's writing ability in using discourse connectors. In addition, there were five level in measuring the student's writing ability; excellent, good, average, weak, and very weak. According to the result of the analysis, there were three out of five level that found in student's argumentative essay. They were excellent, good, and average. See the table 4.1 below:

Table 4.1
The Result of Student's Writing Ability Level In Using Discourse Connectors

	F	N	P%	Level/Category
Students 1	3	6	50.0%	Average
Students 2	1	7	85,8%	Excellent
Students 3	2	10	80.0%	Good
Students 4	4	7	42,9%	Average
Students 5	2	11	81,9%	Excellent
Students 6	2	6	66,7%	Good
Students 7	2	9	77,8%	Good
Students 8	2	6	66,7%	Good
Students 9	3	9	66,7%	Good
Students 10	2	7	71,5%	Good
Students 11	1	7	85,8%	Excellent
Students 12	2	5	60.0%	Average
Students 13	3	6	50.0%	Average
Students 14	0	6	100.0%	Excellent
Students 15	2	8	75.0%	Good
Students 16	2	8	75.0%	Good
Students 17	0	9	100.0%	Excellent
Students 18	0	5	100.0%	Excellent
Students 19	1	8	87,5%	Excellent
Students 20	0	7	100.0%	Excellent
Students 21	1	7	85,8%	Excellent

From the table 4.1 above, it clearly stated that the lowest level of the student's writing ability was *Average* level. In addition, it was gained by four students. Whereas the most frequency (nine students) got *Excellent* level, but there are only four student who got 100% of correctness. Furthermore, there are eight students who got *good* level. Finally, the researcher would explain how the student gained each those level or category.

a) Excellent

Based on the table 4.1, there were four kinds of student's percentage of correctness who got excellent level. There were 100% (4 students), 87,5% (1 student), 85,8% (3 students), and 81,9% (1 student).

1) A sample of the student who got the percentage of correctness: 100%

In the paragraph below, the discourse connector *therefore* was used effectively in the text. As mention in the chapter two, connectors *therefore* had a function to introduce information that was consequence of preceding information. (See appendix 2: Student 18)

*....As we know, young age is the golden moment for all of children in the world. It means children's brain in young age can receive and absorb all of the things easily like a sponge. **Therefore**, learning a foreign language since the early stage is very important. This essay will deliver some benefits of learning a foreign language for early children.*

The student used discourse connectors *furthermore* and *for example* effectively.

*...Studies lately "have proven that the bilingual or even trilingual can pass the SAT test in America. **Furthermore**, the improvement happened in the achievement of high score of math as science. **For example**, the children can read and hypotheses in science. They can help others to translate from one language to another.*

- 2) A sample of the student who got the percentage of correctness: 87,5%

The student used discourse connectors *however* ineffectively. In the paragraph below, the use of *however* did not represent the contrastive idea as its function. As a result, it should be replaced by another discourse connectors which appropriate with the the idea that comes before. (See appendix 2: Student 19)

*... Butler states that most of parents tend to have their kids join extra foreign language courses outside school for a better language proficiency (Butler,2011). **However**, the additional courses had by the kids may caused a full-scheduled daily routine that might tire the children.*

- 3) A sample of the student who got the percentage of correctness: 85,8%

The student used connector *but* to connect sentences in the paragraph to show the contrast of idea. In the paragraph below, it was not used effectifelly because *but* is supposed to be used in the middle of the sentence as coordinating conjunction. It did not able to come up in front of sentence among the sentences or paragraph. (See appendix 2: Student 21)

*... When we compare the success level of using English as a foreign language between they who learned it after adult and they who learn it early, of course, they who learned English early have better English skill. **But**, some people say that teaching English as soon as they start school seems like compelling their desires. Anyway, I do agree that children should not postpone to learn English as foreign language till they are adults to the following reasons.*

- 4) A sample of the student who got the percentage of correctness: 81,9%

The student used connector *in other hand* to connect sentences in the paragraph to show the contrast of idea. In the paragraph below, it did not match because the information of what coming in after previous information did not show the contrast of the idea. (See appendix 2: Student 5)

... Like leaning with game, using stuff that can interact children and many more method can use for it. There is professor from bilingual education said that children who learn a foreign language early they can understand so fast. This can be happen cause children have a strong memories. **In other hand**, there some study said that learning two languages is more effective than learning one and one of language.

b) Good

Based on the table 4.1, there were five kinds of student's percentage of correctness who got good level. There were 80% (1 students), 77,8% (1 student), 75% (2 students), 71,5% (1 student), and 66,7% (3 students).

- 1) A sample of the student who got the percentage of correctness: 80%

In the paragraph below, the connector *but* used after connector *however*. As a result, It caused the confusion to the reader because *however* and *but* had the same function to show the contrastive idea. In addition, the confusion also happened because the connector *but* here used at the end of the paragraph. (See appendix 2: Student 3)

... Learning foreigner language also provides with knowledge for the future. **However**, it's not easily to make the children have interested to learn about foreigner language. **But**, learning foreigner language from the beginning of school makes the children more productive.

... It can help them to speak fluently and prepared them to get a good career with this provides. **In other hand**, not all the parents think about that because they have a point of view that not all of the jobs need foreigner language. **But**, this is not a good point of view because mostly looking for jobs need provides of foreigner language to get a good qualification.

- 2) A sample of the student who got the percentage of correctness: 77,8%

The student used word *although* to connect sentences in the paragraph. In the paragraph below, it caused the confusion to the reader because the information that coming after *although* shows the contrast of the idea. Therefore, it should be replaced by the connectors which has a function to contrast the idea. (See appendix 2: Student 7)

.... Learning a foreign language is one way to get many jobs opportunities. **Although**, many people disagree when children begin learning a foreign language at early age because they will not grow according to their language development abilities. Learning a foreign language as soon as they start school has many reasons of the important of it.

- 3) A sample of the student who got the percentage of correctness: 75%

The student used connector *whether* to connect sentences in the paragraph to show the contrast of idea. In the paragraph below, it did not match because *whether* did not show the meaning of contrast. (See appendix 2: Student 15)

... The best time to learn a foreign language is at early age. When children begin to learn foreign language, sooner it gives better result and it is more effectively.

*The children have fresh mind. So, they can catch the information that they get easily. **Whether**, people say the children might get stressed and there are many lessons which are more important rather than foreign language. This essay will outline why children should begin learning a foreign language as soon as they start school.*

- 4) A sample of the student who got the percentage of correctness: 71,5%

The student used connector *on the other hand* to connect sentences in the paragraph. In the paragraph below, it did not match because the information of what coming in after previous information did not show the contrast of the idea. It showed the additional information of the previous sentence. Hence, it should be replaced by in addition and etc. (See appendix 2: Student 10)

*Learning English is important for us because English is international language. In this era mostly people learn English in many school because there are many benefits that people will get. **On the other hand**, it is useful to the students, especially children. Children can get good skill and new experience form it.*

- 5) A sample of the student who got the percentage of correctness: 66,7%

The student used the connector *but sometimes* to show the contrast of the idea. However, it did not appropriate with the idea that comes before because *but* had a function as coordinating conjunction. (See appendix 2: Student 9)

... Many ways that they do for their children, from teach their children themselves, schooling them in international school or take some language courses If there is no foreign language study in their formal school. This is a good idea because in this era foreign

*language is so important for their future. **But sometimes**, some people think that is not good thing because they think, children who learn foreign language earlier will ignore their own culture and language*

c) Average

Based on the table 4.1, there were three kinds of student's percentage of correctness who get average level. There were 60% (1 students), 50% (2 student), and 42,9% (1 students)

1) A sample of the student who got the percentage of correctness: 60%

The student only used five discourse connectors in the whole essay, but two of them did not use appropriately. (See appendix 2: Student 12)

*The golden of childhood gives many benefits to parents who are looking to raise children who are well-balanced and happy with their accomplishment. In this 21's century, most parents send their children to a foreign language class because they do not want to pass the golden age. They expect that their beloved children will get the benefit of learning foreign language earlier in the future. **But**, as Indonesian children parents are you sure to send them into a foreign language class in early age right after they are at first grade of primary school? These are the information that Indonesian parent might consider sending their child into a foreign language class earlier.*

2) A sample of the student who got the percentage of correctness: 50%

The student used six discourse connectors in the whole essay, but three of them did not use appropriately. See how the writer began the paragraph using *but* as connector between the paragraph. Also, the student used so

many connector *so* in a very short sentence. (See appendix 2: Student 1)

***But**, many people think the assumption is not true. According to Tier children even once they have been given early neurons related language in their brain system. **So**, with that they can learn more than one language. In this case, parents should create an environment that supports the child's efforts to learn a foreign language. **For example**, when children at school use the language of foreign language, then at home parents should communicate with the language so there is consistency so that the language knowledge that children get will be optimal*

- 3) A sample of the student who got the percentage of correctness: 42,9%

The student used seven discourse connectors in the whole essay, but four of them did not use appropriately. (See appendix 2: Student 4)

*Learning foreign language is very important for everyone, especially English language as the international language. All of the country in the universe use English language as the global language. So, learning English should start earlier for every children in the world. **Beside that**, several people have different opinion about that, they think that learning English or foreign language will make the children forget their own language. In this essay explain about why study foreign language earlier is better for the children.*

In brief, according to table 4.1 above, it was found that the most frequency (9 students) got *Excellent* level followed by (8 students) who got *Good* level. Then, there were 4 students who get *Average* level. Finally, the researcher concluded that the average of the student's writing ability level was *Excellent* with the average percentage was 79%

2. Types of Discourse Connectors that are Mostly Used by The Students in Argumentative Essay

In answering the second research question, the researcher used Ron Cowan's taxonomy in term of determining the types of discourse connectors. In presenting the findings, the researcher used the table to shows what were the types of discourse connectors that mostly used by students of English Teacher Education Department in writing argumentative essay. In addition, the researcher also provided the variant of discourse connectors which were found on the student's essay. Not only the types but also the variants. For example: the discourse connectors which was considered as "Ordering" the variants were firstly, secondly, thirdly, to begin with, and etc. To know the detail of the explanation, see the table 4.2 below:

Table 4.2
Discourse Connectors Used by Students of English Teacher Education Department in Argumentative Essay

Types of Discourse Connectors	Σ	%
Result	53	35,3%
Contrast	34	22,6%
Exemplification	16	10,6%
Summary	15	10%
Ordering	13	8,6%
Additive	13	8,6%
Concessive	3	2%
Attitudinal	3	2%
Total	150	100%

Table 4.2 showed the frequency and percentage of the types of discourse connectors that found in student's argumentative essay. In addition, from the subject taken (21 students), there were 150 total of discourse connectors that found in student's argumentative essay. They were 53 *Result* (35,3%), 34 *Contrast* (22,6%), 16 *Exemplification* (10,6%), 15 *Summary* (10%), 13 *Ordering* (8,6%), 13 *Additive* (8,6%), 3 *Concessive* (2%), and 3 *Attitudinal* (2%). To support the data presentation, the researcher provided the detail of the variants of discourse connectors that used by the students in argumentative essay.

a) **Result**

Based on the table 4.2, it was found that the types of discourse connectors that mostly used by the student was *Result* with percentage of the occurness (35,3%). The detail of variants listed as follow:

Table 4.3
Variants of Result Discourse Connectors Used by Students of English Teacher Education Department in Argumentative Essay

Type of Discourse Connectors	Variants	Σ	%
Result	Therefore	7	12,7%
	So	44	83,6%
	Thus	2	3,7%
Total		53	100%

From Table 4.3 above, there were three variants of *result* discourse connectors that used by the students; they were 44 *so* (83,6%), 7 *therefore* (12,7%), 2 *thus* (3,7%). In addition, the student tend to use connectors *So* in their argumentative essay. It became the most variant of *Result* discourse connector that found in the student's argumentative essay (83,6%). The second variant

was *therefore*. It became the second variant of *Result* discourse connectors that mostly found in the student's argumentative essay (12,7%). In contrast, another connectors such as *accordingly*, *consequently*, *hence*, and *as a result* were rarely used by them. In short, *result* discourse connectors became the connector that were frequently found in argumentative essay. The variants that most used were *so*, followed by *therefore*, and *thus*.

b) Contrast

Contrast became the second types of discourse connectors that mostly used by the students in their argumentative essay. The percentage was 22,6%. The detail listed as follow:

Table 4.4

Variants of Contrast Discourse Connectors Used by Students of English Teacher Education Department in Argumentative Essay

Type of Discourse Connectors	Variants	Σ	%
Contrast	However	13	38,4%
	In other hand	7	20,5%
	On the other hand	3	8,8%
	In contrast	1	2,9%
	But	10	29,4%
Total		34	100%

From Table 4.4, there were five variants of *contrast* discourse connectors that used by the students; they were 13 *however* (38,4%), 10 *but* (29,4%), 7 *in other hand* (20,5%), 3 *on the other hand* (8,8%), and 1 *in contrast* (2,9%). Additionally, the student tend to use connectors *however* in their argumentative essay in connecting the contrast idea between the

sentences or paragraph. In contrast, another connectors such as *conversely*, *instead*, *by the way of contrast*, and *on the contrary* are rarely used by them. In short, *contrast* discourse connectors became the second connectors that were frequently found in student's argumentative essay. The variants that were used were *however*, *in other hand*, *on the other hand*, and *in contrast*.

c) Exemplification

Exemplification became the third types of discourse connectors that mostly used by the students in their argumentative essay. The percentage was 10,6% The detail listed as follow:

Table 4.5

Variants of Exemplification Discourse Connectors Used by Students of English Education Department in Argumentative Essay

Type of Discourse Connectors	Variants	Σ	%
Exemplification	For example	15	93,7%
	For instance	1	6,3%
Total		16	100%

Table 4.5 showed that there were two variants of *exemplification* discourse connectors that used by the students; they were 15 *for example* (93,7%), and 1 *for instance* (6,3%). Furthermore, the students tend to use connectors *for example* (93,7%) in their argumentative essay instead *for instance* (6,3%). Meanwhile another connectors such as *in other word*, *namely*, *that is*, and *that is to say* were rarely used by them. In short, *exemplification* discourse connectors became the third discourse connectors that were frequently found in student's argumentative essay. The variants that mostly used were *for example*, and *for instance*.

d) Summary

Summary became the fourth types of discourse connectors that mostly used by the students in their argumentative essay. The percentage was 10% The detail listed as follow:

Table 4.6
Variants of Summary Discourse Connectors Used by Students of English Teacher Education Department in Argumentative Essay

Type of Discourse Connectors	Variants	Σ	%
Summary	In conclusion	8	52,3%
	Finally	1	6,7%
	To conclude	2	13,3%
	To sum up	3	20%
	In summary	1	6,7%
Total		15	100%

Table 4.6 showed that there were five variants of *summary* discourse connectors that used by the students; they were 8 *in conclusion* (52,3%), 3 *to sum up* (20%), 2 *to conclude* (13,3%), 1 *finally* (6,7%), and 1 *in summary*. Furthermore, the students tend to use connectors *in conclusion* in their argumentative essay. Whereas another connectors such as *all in all*, *overall*, *in sum*, and *to summarize* are rarely used by them. In short, *summary* discourse connectors became the fourth connectors that were frequently found in student's argumentative essay. The variants that were used were *in conclusion*, *to sum up*, *to conclude*, *finally* and *in summary*.

e) Ordering

Ordering becomes the next types of discourse connectors that mostly used by the students in their argumentative essay. The percentage was 8,6% The detail listed as follow:

Table 4.7

Variants of Ordering Discourse Connectors Used by Students of English Teacher Education Department in Argumentative Essay

Type of Discourse Connectors	Variants	Σ	%
Ordering	Firstly	2	15,4%
	Secondly	2	15,4%
	Third	2	15,4%
	First	3	23,1%
	Second	3	23,1%
	To begin with	1	7,6%
Total		13	100%

Table 4.7 showed that there were six variants of *ordering* discourse connectors that used by the students; they were 3 *first* (23,1%), 3 *second* (23,1%), 2 *firstly*, *secondly*, *third* (15,4%), and 1 *to begin with* (7,6%). In addition, the students tend to use connectors *first*, *second* instead *firstly*, *secondly* in their argumentative essay. Meanwhile another connectors such as *in the first place*, *in the second place*, *for a start*, *for one thing*, *then*, *next*, *last*, and *lastly* were rarely used by them. In short, *ordering* discourse connectors became the connectors that were frequently found in student's argumentative essay. The variants that were used were *first*, *second*, *third*, *firstly*, *secondly* and *to begin with*.

f) Additive

Additive became the next types of discourse connectors that mostly used by the students in their argumentative essay. The percentage was 8,6% The detail listed as follow:

Table 4.8

Variants of Additive Discourse Connectors Used by Students of English Teacher Education Department in Argumentative Essay

Type of Discourse Connectors	Variants	Σ	%
Additive	Moreover	8	61,5%
	Furthermore	3	23,2%
	In addition	2	15,3%
Total		13	100%

Table 4.8 showed that there were only three variants of *additive* discourse connectors that used by the students; they were 8 *moreover* (61,5%), 3 *furthermore* (23,2%), and 2 *in addition* (15,3%). In addition, the students tend to use connectors *moreover* instead *furthermore* and *in addition* in their argumentative essay. Meanwhile another connectors such as *also*, *further*, and *too* were rarely used by them. In short, *additive* discourse connectors became the connectors that were frequently found in student's argumentative essay. The variants that were used were *moreover*, *furthermore*, and *in addition*.

g) Concessive

Concessive became the types of discourse connectors that rarely used by the students in their argumentative essay. The percentage was 2% The detail listed as follow:

Table 4.9

Variants of Concessive Discourse Connectors Used by Students of English Teacher Education Department in Argumentative Essay

Type of Discourse Connectors	Variants	Σ	%
Concessive	Nevertheless	1	33,3%
	Nonetheless	1	33,3%
	Despite	1	33,3%
Total		3	100%

Table 4.9 showed that there were only three variants of discourse connectors that used by the students; they were 1 *nevertheless* (33,3%), 1 *nonetheless* (33,3%), and 1 *despite* (33,3%). Furthermore, researcher only found 3 *concessive* discourse connectors after analyzing all argumentative essay. In short, *concessive* discourse connectors became the connectors that were rarely found in student's argumentative essay. The variants are *nevertheless*, *nonetheless*, and *despite*.

h) Attitudinal

Another types of discourse connectors that rarely used by the student was *attitudinal*. The precentage was 2% The detail listed as follow:

Table 4.10

Variants of Attitudinal Discourse Connectors Used by Students of English Teacher Education Department in Argumentative Essay

Type of Discourse Connectors	Variants	Σ	%
Attitudinal	In fact	3	100%
Total		3	100%

Table 4.10 showed that there were only one variant of discourse connectors (*in fact*) that used by the students. Furthermore, another connectors such as *indeed*, *actually*, and *in reality* never appear in the student's argumentative essay. In short, *attitudinal* discourse connectors became the connectors that were rarely found in student's argumentative essay. The variant is only one *in fact*.

3. The Misused of Discourse Connectors Composed by The Students in Argumentative Essay.

In answering the third research question, the researcher used Kao and Chen's misused theory to figured out what kind of misuse of discourse connectors made by the students in writing argumentative essay. The six misused of discourse connectors that proposed by Kao and Chen were non-equivalent exchange, connective oveused, surface logicity, wrong relation, semantic incompletion, and distraction. The researcher found five out of six misused of discourse connectors composed by the student's in argumentative essay which could be seen in Table 4.11 below.

Table 4.11

Misused of Discourse Connectors Composed by Students of English Teacher Education Department in Argumentative Essay

Misused of Discourse Connectors	Σ	%
Non-equivalent Exchange	12	34,2%
Wrong Relation	12	34,2%

Semantic Incompletion	6	17,4%
Connective Overused	4	11,4%
Distraction	1	2,8%
Total	35	100%

a) Non-equivalent Exchange & Wrong Relation

The most common misused of discourse connectors that was found in student's writing is non-equivalent exchange and wrong relation. The researcher found 12 (34,2%) discourse connector that can be considered as non-equivalent exchange and wrong relation. According to Kao and Chen, non-equivalent exchange means the use of discourse connectors to convey the same textual relation in an interchangeable manner when they are not. In writing argumentative essay, mostly students used the connector *but* to convey the meaning of contrast. However, the connector *but* did not have ability to connect the larger piece of sentences. Eventhough *but* had the function to show the contrast of idea but it is not-equivalent to replace the discourse connector like *however*, *on the contrary*, and *on the other hand*. In addition, discourse connectors can be considered as wrong relation if the use of particular discourse connector to express a certain textual relation is failed. In writing argumentative essay, the mostly students used discourse connector *on the other hand* to express the meaning of additive. Thus, it was considered as wrong relation because *on the other hand* express the meaning of contrast not additive.

A sample of non equivalent exchange can be seen as follow:

The student used connector *but* as discourse connectors in the beginning of the paragraph to show the contrast of the idea. Therefore, it was non-equivalent and it should be changed by discourse connectors.

Some people think that learning English early will burden their brains. Because according to them teach children early two languages at once. This may slow the pace of the child in communicating using the language, because the child will work twice as hard as the other child learning only one language.

***But**, many people think the assumption is not true. According to Tier children even once they have been given early neurons related language in their brain system. So, with that they can learn more than one language*

A sample of wrong relation can be seen as follow:

The student used connector *on the other hand* as discourse connectors to show the additive meaning. Therefore, it was wrong relation and it should be changed by discourse connectors which express the additive meaning.

*Learning English is important for us because English is international language. In this era mostly people learn English in many school because there are many benefits that people will get. **On the other hand**, it is useful to the students, especially children. Children can get good skill and new experience form it. But in other case, it can make the children become stress. So children should learn English as soon as they start school.*

*Children are learning English as foreign language is important because of more career possibilities in their future. In modern time there is globalization and technology development so communication is the most important because it can make the person get a successful career if they are mastering English as foreign language. **On the other hand**, parent can prepare their children early as possible. So learning English earlier is one of necessary thing in child future preparation.*

b) Semantic Incompletion

The second common misused of discourse connectors that was found in student's writing was semantic incompletion. The researcher found 6 (17,4%) discourse connectors that can be considered as semantic incompletion. Furthermore, semantic incompletion happened when the sentence that they produce lack of elaboration that makes a discourse connector less functional.

A sample of semantic incompletion can be seen as follow:

The student used connector *for example* as discourse connectors to give an example of action of information that comes before. However, it needs more elaboration to make the discourse connector *for example* functional.

Secondly, at this time, learning a foreign language is important because of the possibility in getting many job opportunities in the future. The world has become increasingly global and relying on communication is the most important thing for a successful career. Parents should prepare for the future of their children from now. Therefore, starting to learn a foreign language as soon as they start school is one of the important thing in the future preparation of the children. For example, working in multinational overseas departments, hotel, and airlines. These are some of the jobs in any prestigious company's position then the requirement to have English language skill is not negotiable for now.

c) Connective Overused

The third common misused of discourse connectors that was found in student's writing was connective overused. The researcher found 4 (11,4%) discourse connectors that can be considered as connective overused. Furthermore, the use of discourse connectors can be categorized as connective overused when the students use multiple discourse

connectors in short text. It makes the text becoming some fragments and cause the confusion to the reader.

A sample of connective overused can be seen as follow:

The student used connector *however* and *in the other hand* at the same time. As a result, it was considered as connective overused because of using discourse connectors in a very short text.

However, in the other hand a lots of people say and think that teach English language to children it same with force the children to think something, and it same with forbid the happiness of the children, because children should feel happy with their childhood.

... According to Tier children even once they have been given early neurons related language in their brain system. So, with that they can learn more than one language. In this case, parents should create an environment that supports the child's efforts to learn a foreign language. For example, when children at school use the language of foreign language, then at home parents should communicate with the language. **so**, there is consistency. **so** that the language knowledge that children get will be optimal.

d) **Distraction**

The last common misused of discourse connectors that was found in student's writing was distraction. The researcher found 1 (2,8%) discourse connector that can be considered as distraction. Furthermore, the use of discourse connectors can be categorized as distraction when the use of dicourse connector is redundant. In other word, the context would be coherent itself without using discourse connectors. A sample of distraction can be seen as follow:

The student used connector *infact* ineffectively. As a result, it was considered as distraction because the context did not need discourse connectors *in fact*.

*There are some advantages that will prove if children are better to learn a foreign language sooner. First, learning foreign language sooner is good for brain development. Some parents who disagree to teach their children foreign language sooner because they are afraid their children brain cannot accept so many knowledges. But, what they feel are wrong, **because in fact**, children who learn foreign language sooner will be good in brain development.*

B. Discussions

In order to make the reader have the same interpretation as the researcher dealing with the findings of the research, in this part, the researcher would discussed about those findings by reflecting on some theories or previous studies related to each following research questions:

1. Student's Writing Ability Level in Using Discourse Connectors in Argumentative Essay

According to the research that had been conducted in argumentative writing class, it showed that the students who had understood about the use of discourse connectors would be more capable in combining sentences and developing their idea in the essay. In other word, the students who had ever learned the semantic relationship (meaning) that were established by discourse connectors would be better in term of achieving coherence aspect in their writing. It was related with the Ron Cowan's theory which stated that by knowing the meaning or the semantic relationship of discourse connectors, it would contribute to coherence of the text.⁴⁰ Because by knowing the function of it the students would be able to organize the ideas in their essay in the logical order. Therefore, it would improve the relationship of the ideas in the text.

Based on the finding, from 21 students there were 9 students who got excellent level, 8 students got good level, and 4 students who got average level. In supporting the main data, the researcher had interviewed the students and asked them some

⁴⁰ Cowan, *The Teacher's Grammar of English*, p. 615.

questions dealing with discourse connectors in writing. The result of the interview would be presented as follow:

a) Excellent

The researcher found that there were 9 students who got excellent level. They were student 2, student 5, student 11, student 14, student 17, student 18, student 19, student 20, and student 21 (See table 4.1). In addition, the students who got excellent level, most of them said that they had learned discourse connectors and the function of it. Not only learned how it's used but also they tend to do self practice outside the class. When the researcher asked them, the students who got excellent level, about the important of discourse connectors in writing, most of the students said "Yes it's important" or "Of course it's important." From that respond, it showed that the students already understand and learned the function of discourse connectors. The only thing that differ among them was the consistency in doing self practice outside the class some of them said once in a day, a week, and a month. (See appendix 3)

b) Good

The researcher found that there were 8 students who got good level. They were student 3, student 6, student 7, student 8, student 9, student 10, student 15, and student 16 (See table 4.1). Futhermore, based on the interview, most of students who got good level said that they know the term discourse connectors but they did not know how it's used in the text. As a rersult, they only know the use of discourse connectors which familiar to them. In term of practice, most of the student said they did not have regular schedule in doing self practice. From that respond, it showed that the student tend to use the connector which were familiar to them and seldom to do self practice. Therefore, they were less in practicing the use of other variant of discourse connectors. (See appendix 3)

c) Average

The researcher found that there were 4 students who got average level. They were student 1, student 4, student 12, and student 13 (See table 4.1). In addition, the students

who got average level said that they never learn about discourse connectors and how it's used in the text. When the researcher asking them about the self practice, most of them said they never practice to write an essay outside the class. (See appendix 3). Thus, it made them got the difficulties in term of organizing and developing their idea in the essay. From the result above, it can be concluded that to write a coherent writing, the use of discourse connector was very important because discourse connectors give a flow in writing, and they help the reader to follow the line of the writer's arguments. It was related theory which stated that the sentence must be connected each other to build the coherence in the paragraph. Each sentence should flow smoothly into the next one.⁴¹

2. Type of Discourse Connectors that are Mostly Used by the Students in Argumentative Essay

In this section, the researcher discussed the type of discourse connectors that were frequently used in student's argumentative essay. Based on the result, the type of the discourse connectors that were frequently found in student's argumentative essay was *Result*. According to the data, *Result* discourse connectors become the type of discourse connector that frequently found in student's argumentative essay with the presentage (35,3%), followed by *Contrast* (22,6%), *Exemplification* (10,6%), *Summary* (10%), *Ordering* (8,6%), *Additive* (8,6%), *Concessive* (2%), and *Attitudinal* (2%).

On the other hand, the previous research which conducted by Pansa Pommas,⁴² revealed that among all the types of discourse connectors, the *Concession* and *Contrast* became the type of discourse connectors that mostly used by the students in argumentative essay. In that study the researcher compared the most connector used between Thai students and English native students. The result showed that the type of discourse connectors that frequently used by Thai students were *Concession* and *Contrast* (26,38%), *Additive* (23,01%), *Result* (22,70%),

⁴¹ Oshima and Hogue, *Writing Academic English, Fourth Edition*, p. 39.

⁴² Prommas and Sinwongsuwat, *A Comparative Study of Discourse Connectors Used in Argumentative Compositions Produced by Thai EFL Learners and English-Native Speakers*.

Ordering (12,27%), *Exemplification* (10,43%), *Summary* (4,29%), and *Attitudinal* (0,92%). While the English native student also used *concession* and *contrast* in their essay as the type of discourse connectors that mostly used by them. In that study, it was considered as normal when both of group of the student used *concession* and *contrast* the type of discourse connectors that frequently found in their essay because it reflected the characteristic of argumentative genre. In other word, it was related with the theory which said that in argumentative writing, the students need to build their own argument, agree or disagree, concerning with an issue followed by supporting text; statement by expert or quotation.⁴³ It requires the writer to make an argument with some supporting and opposing ideas of an issue. Then, the writer have to take a stand as they are trying to persuade the reader to adopt or change certain beliefs or behavior. Thus, the high frequency of *concession* and *contrast* confirmed that the text produced by the students frequently making opposing and standpoint. In contrast, the student's of agumentative class at English Education Department of UIN Sunan Ampel used *concessive* only 2% and *contrast* 22,6%. It showed that the students tend to make and opposing idea in their essay instead of trying to persuade the reader to follow their standpoint and arguments. As a result, it makes their argumentative essay not really interested to be read.

3. The Misused of Discourse Connectors Composed by The Student's in Argumentative Essay

In this section, the researcher discussed what kind of misused of discourse connectors composed by the students in argumentative essay. According to the finding, the researcher found non-equivalent exchanged and wrong relation as the most misused of discourse connectors followed by semantic incomplection, connective overused, and distraction. The detail of the explanation would be listed as follow:

⁴³ Oshima and Hogue, *Writing Academic English, Fourth Edition*, p. 142.

a) Non-equivalent Exchange

The students tend to use *but* as discourse connector to reflect the meaning of contrast. In addition, from 12 non-equivalent exchange that was found, there were 8 connectors *but* that considered as non-equivalent exchange. It was related with the previous research which conducted by Muftah Hamed.⁴⁴ He found that connector *but* became the most problematic connector with the inappropriate percentage 83,33%. According to Muftah Hamed's research, the problem of using *but* here happened because most ESL/EFL text book present the variant of connector in list without showing the difference between them in term of semantic function. Therefore, it made the student assumed that every list of connector had the same function. It is also happened in the student's argumentative essay at UIN Sunan Ampel surabaya. Most of the students used *but* inappropriately because they did not know the function of *but*. The result of the interview also revealed that some students did not know the function of discourse connectors in detail. As a result, it became the most frequently discourse connector that misused by them.

b) Wrong Relation

The students tend to use *on the other hand* as discourse connector to reflect the meaning additive instead of contrast. From 12 wrong relation that was found, there were 6 connectors *on the other hand* that misused by the students. This phenomenon also reflected the previous study conducted by Muftah Hamed which revealed that students had the problem in term of using *on the other hand* in their essay. According to Muftah Hamed's study, the student use *on the other hand* inappropriately because of overgeneralization in the target language which result from ignorance of rule restriction and incomplete application of rules. However, in this study, Based on the interview, most of the students said that they did not know the function of discourse connectors while another said that they already

⁴⁴ Hamed, "Conjunctions in Argumentative Writing of Libyan Tertiary Students".

know the function of discourse connector, but they never train their self in term of improving their writing skill.

c) Semantic Incompletion

In this study, the students of English Teacher Education Department used many discourse connectors which can be categorized as semantic incompletion in their essay. The researcher found 6 discourse connectors which can be categorized as semantic incompletion. They were *so*, *morever*, *for example*, and *therefore*. In this case, the student tend to use the discourse connectors which still need more elaboration that is why it make the discourse connectors less functional. As a result, it would cause the confusion to the reader because the idea in the essay could not be fully understood by the reader. According to the interview, the some students said that they did not know the function of discourse connectors in detail. Therefore, the students did not have such kind of awarness in term of using discourse connectors.

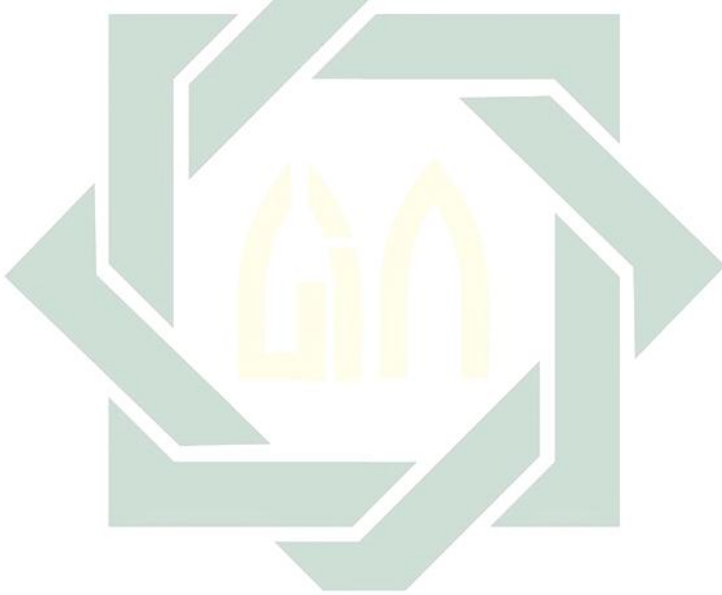
d) Connective Overused

The students tend to use *on the other hand* and *however* together as discourse connector to reflect the meaning contrast. In addition, this phenomenon also reflected the previous study which conducted by Muftah Hamed which revealed that students had the problem in term of using *on the other hand* in their essay. According to Muftah Hamed's study, the student use *on the other hand* inappropriately because of overgeneralization in the target language which result from ignorance of rule restriction and incomplete application of rules. Based on the interview, most of the students said that they did not know the function of discourse connectors while another said that they already know the function of discourse connector, but they rarely train their self in term of improving their writing skill.

e) Distraction

In this study, the researcher found 1 discourse connectors which can be categorized as distraction. Based on the finding, the student used discourse connector *in fact* after connector *because*. Of course it would make the

confusion to the reader in understanding the meaning. It also reflected the previous study which found that connector *in fact* became the most problematic connectors after *on the other hand*, and *but*. From the result above, it can be concluded that the most common misused of discourse connector composed by the students were *on the other hand*, *but*, *in fact*, *so*, *for example*, and *however*. It was related with the previous study which found that most problematic connector was *on the other hand*, and *but*.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this research. In this chapter the researcher write down the conclusion of the student's writing ability in using discourse connectors in argumentative essay. Beside the conclusion, it also contain of suggestion for further researcher.

A. Conclusion

There were three main point of the conclusions of this research. In addition, the researcher concluded several points as follows:

1. Students Writing Ability Level in Using Discourse Connectors in Argumentative Essay. According to the findings, the researcher concluded that the highest level of student writing ability was *excellent* gained by 9 students followed by *good* gained by 8 students, and the last was *average* gained by 4 students. In addition, the mean level of writing ability of the student's argumentative writing course was *excellent* with the average percentage was 79%.
2. The types of discourse connectors that mostly used by the student in writing argumentative essay. From the finding, the researcher discovered that 8 from 9 types of discourse connectors were used by the students in their argumentative essay. In addition, the discourse connectors commonly used by the students was *result* discourse connectors with the percentage of occurrence 35,3%.
3. The misused of discourse connectors which were composed by the student in writing argumentative essay? From the finding, the researcher concluded that the most common misused that frequently found in the student's argumentative essay were non-equivalent exchange and wrong relation (34,2%) followed by semantic incompleteness (17,4%), connective overused (11, 4%), and distraction (2,8%). The researcher did not find the surface logicity in the students argumentative essay.

B. Suggestion

Based on the conclusion above, the researcher would like to propose some suggestions. Hopefully, it would be useful for lecturers, students, researcher, and further research.

By knowing the level of the student's writing ability in writing argumentative essay, the lecturer should give more exercises in composing the sentences that have relationship between ideas. Moreover, the lecturer should explain deeply about the way how to use discourse connectors effectively in order to build the logical order in the sentences.

For the students, they should understand well about argumentative essay structure first. Then, they need to read more about coherence cohesion in a paragraph or essay. Because both of them are really important in producing a good writing. Therefore, the students should practice and practice more in composing a good writing.

For further researchers, they can analyze more deeply about discourse connectors in other types of writing course. In addition, because of this research only focused on the product of student's writing, the further researcher can analyze the writing process of how do the students write an essay.

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