

**FIRST YEAR UNIVERSITY ENGLISH STUDENTS'  
WRITING ABILITY: A DIAGNOSTIC ANALYSIS  
THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



By:

**Mina Setyowati**

**NIM D95214109**

ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL  
SURABAYA

2019

## PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Mina Setyowati  
NIM : D95214109  
Semester : X (Sepuluh)  
Fakultas/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa  
Inggris

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul "*First Year University English Students' Writing Ability: A Diagnostic Analysis*" adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.

Surabaya, 15 Juli 2019  
Pembuat Pernyataan,



Mina Setyowati  
NIM. D95214109

## ADVISOR APPROVAL SHEET

This thesis by Mina Setyowati entitled “First Year University English Students’ Writing Ability: A Diagnostic Analysis” has been approved by thesis advisors for further approval by the board examiners.

Surabaya, July 04<sup>th</sup> 2019

Advisor I,

A handwritten signature in black ink, consisting of a large circle with a vertical line through it and a horizontal line extending to the right.

Siti Asmiyah, M.TESOL

NIP. 197704142006042003

Advisor II,

A handwritten signature in black ink, featuring a large, stylized 'F' and 'i' followed by several loops and a horizontal line.

Fitriah, Ph.D


NIP. 197610042009122001

## EXAMINER APPROVAL SHEET


This thesis by Mina Setyowati entitled “First Year University English Student Reading Ability: A Diagnostic Analysis” has been examined on July 18<sup>th</sup> 2019 and approved by the board examiners.

Dean,



  
Prof. Dr. H. Ali Mas'ud, M.Ag. M.Pd.I  
NIP. 196301231993031002

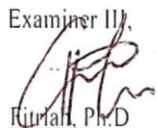
Examiner I,

  
Rizka Saffriyani, M.Pd  
NIP. 198409142009122005

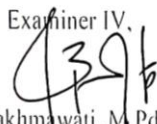
Examiner II,

  
Drs. Muhtarom, M.Ed. Grad. Dip. TESOL  
NIP. 196512201992031005

Examiner III,

  
Fitriani, Ph.D  
NIP. 197610042009122001

Examiner IV,

  
Rakhmawati, M.Pd  
NIP. 197803172009122002



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA  
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: perpustakaan@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Mina Setyowati  
NIM : D95214109  
Fakultas/Jurusan : Tarbiyah dan Keguruan Pendidikan Bahasa Inggris  
E-mail address : minasetyowati@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Skripsi  Tesis  Disertasi  Lain-lain (.....)  
yang berjudul :

First Year University English Students' Writing Ability : A Diagnostic Analysis

berserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menampung, mengakh-media format-lan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 07 Agustus 2019

Penulis

(Mina Setyowati)

*nama terang dan jelas tertera*

## ABSTRACT

Setyowati, Mina. (2019). *First Year University English Students' Writing Ability: A Diagnostic Analysis*. A Thesis. English Language Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel. Surabaya. Advisors: Siti Asmiyah, M.TESOL and Fitriah, Ph.D

Key words: *Writing Ability, Diagnostic.*

The ability to write effectively has an important role in second and foreign language. In education, writing skill is needed to communicate the ideas and information. Therefore, English students are required to have ability and proficiency in written language. This study diagnoses writing ability of first year English students at university. To answer research question, the study analyses English students' work using content analysis. The assessment rubric divides as four categories such as organization, coherence cohesion, grammar and mechanic. The finding showed that English students' writing ability in term of organization was in average category in independent descriptive writing. Students were poor in guided writing and coherence cohesion. It was different result from guided writing which average. Students were poor in using correct grammar and mechanic but they are excellent in the use of context verb in guided writing. The finding indicates that the majority of students' ability in English writing ranges from average to poor category.

## ABSTRAK

Setyowati, Mina. (2019). *First Year University English Students' Writing Ability: A Diagnostic Analysis*. Skripsi. Prodi Pendidikan bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Siti Asmiyah, M.TESOL dan Fitriah, Ph.D

Kata Kunci: *Kemampuan Menulis, Diagnosa.*

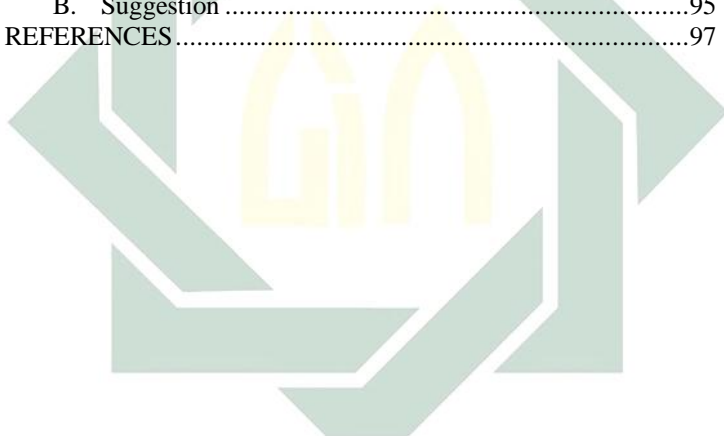
Kemampuan untuk menulis secara efektif mempunyai peran yang penting di bahasa kedua dan bahasa pertama. Di pendidikan, kemampuan menulis di butuhkan untuk menyampaikan ide dan informasi. Oleh karena itu, mahasiswa di haruskan mempunyai kemampuan dan keahlian di gaya penulisan. Penelitian ini mendiagnosa kemampuan menulis dari mahasiswa bahasa inggris di tahun pertama. Untuk menjawab pertanyaan, penelitian, penelitian ini menganalisa hasil menulis mahasiswa bahasa inggris menggunakan analisa dari isi tulisan. Rubrik penilaian di bagi menjadi empat kategori seperti organisasi, kata sambung, tata bahasa dan tata penulisan. Hasil dari penelitian ini menunjukkan bahwa kemampuan mahasiswa bahasa inggris di organisasi adalah di kategori rata-rata menulis secara individu. Mahasiswa adalah kurang di tes yang di berikan dan kata sambung. Itu hasil yang berbeda dari tes menulis yang di berikan yaitu rata rata. Mahasiswa adalah kurang di penggunaan tata bahasa yang benar dan tata penulisan tetapi mereka adalah unggul di penggunaan kata kerja berdasarkan isi di tes menulis yang di berikan. Hasil menunjukkan bahwa sebagian besar kemampuan mahasiswa bahasa inggris di penulisan adalah berkisar dari kategori rata rata hingga kurang.

## TABLE OF CONTENTS

<b>PERNYATAAN KEASLIAN TULISAN.....</b>	<b>ii</b>
<b>ADVISOR APPROVAL SHEET.....</b>	<b>iii</b>
<b>EXAMINER APPROVAL SHEET .....</b>	<b>iv</b>
<b>PERNYATAAN PERSETUJUAN PUBLIKASI.....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF TABLES.....</b>	<b>x</b>
<b>LIST OF APPENDICES.....</b>	<b>xi</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>xii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Study.....	1
B. Research Question .....	5
C. Objective of the Study .....	5
D. Significance of the Study .....	5
E. Scope and Limitation of the Study .....	6
F. Definition of Key Terms .....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>9</b>
A. Review of Related Literature.....	9
1. Writing.....	9
a. The Nature of Writing Ability .....	9
b. Process of writing .....	9
c. Types of Writing Performance .....	11
d. Micro and Macro Skills of Writing.....	12
2. Paragraph .....	13
a. Paragraph Construction Tasks .....	19
b. Strategic Option.....	20
3. Diagnostic Analysis .....	21
a. Diagnostic.....	21
b. Assessing Writing .....	23
B. Previous Study.....	24
<b>CHAPTER III RESEARCH METHOD.....</b>	<b>26</b>
A. Research Design .....	26
B. Research Presence .....	26
C. Research Subject .....	27
D. Data and source of data.....	28

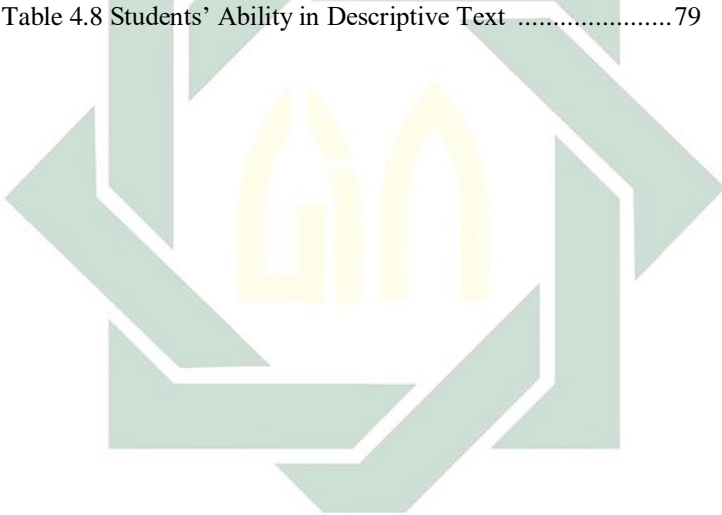


E.	Data Collection Technique.....	29
F.	Research Instrument .....	29
G.	Data Analysis Technique .....	33
H.	Checking Validity Findings.....	34
I.	Research Stage .....	35
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION</b>		<b>37</b>
A.	Research Finding .....	37
1.	Students' Ability in Developing Organization .....	38
2.	Students' Ability in Developing Coherence Cohesion.....	55
3.	Students' Ability in Developing Grammar.....	64
4.	Students' Ability in Using Mechanic.....	79
B.	Discussion .....	83
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>		<b>57</b>
A.	Conclusion.....	94
B.	Suggestion .....	95
REFERENCES.....		97



## LIST OF TABLES

Table 3.1 Scoring Rubric of Writing Performance .....	31
Table 4.1 Students' Ability in Descriptive Text .....	38
Table 4.2 Students' Ability in Jumbled Sentence .....	48
Table 4.3 Students' Ability in Descriptive Text .....	54
Table 4.4 Students' Ability in Transition Signal .....	59
Table 4.5 Students' Ability in Descriptive Text .....	64
Table 4.6 Students' Ability in Verb Form and Context.....	67
Table 4.7 Students' Ability in Pronoun .....	72
Table 4.8 Students' Ability in Descriptive Text .....	79

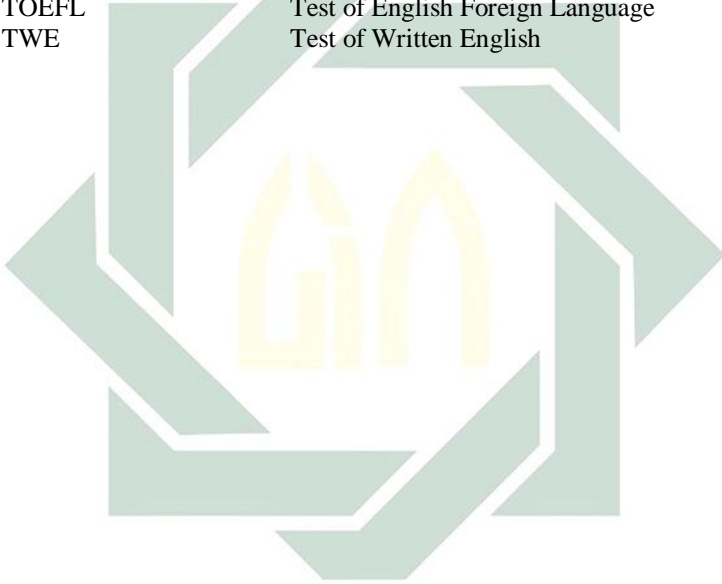


## LIST OF APPENDICES

APPENDIX 1	Guided Test Jumbled Sentence
APPENDIX 2	Guided Test Verb Form and Verb Context
APPENDIX 3	Guided Test Transition Signal
APPENDIX 4	Independent Descriptive Writing
APPENDIX 5	Rubric Assessment
APPENDIX 6	Result of Jumbled Sentence
APPENDIX 7	Result of Transition Signal
APPENDIX 8	Result of Verb Form and Verb Context
APPENDIX 9	Result of Independent Descriptive Text
APPENDIX 10	Surat Tugas
APPENDIX 11	Surat Validasi
APPENDIX 12	Lembar Munaqosah Skripsi
APPENDIX 13	Kartu Bimbingan Skripsi

## LIST OF ABBREVIATIONS

UIN	Uin Sunan Ampel Surabaya
SMP	Sekolah Menengah Pertama
SMA	Sekolah Menengah Atas
ELT	English Language Teaching
ESL	English Second Language
TOEFL	Test of English Foreign Language
TWE	Test of Written English



## CHAPTER I INTRODUCTION

This chapter shows an overview of the background of the study that explains about the problem and why the writer chooses the topic, the research questions, objectives of the study, the significance of the study, the scope and limitation of the study, and definition of key terms are used in this study. Each section presents as follows.

### **A. Background of the Study**

The ability to write effectively is becoming increasingly important in our global community and it has significant role in second and foreign language education.<sup>1</sup> Educational needs writing skill to communicate the ideas and information effectively. For instance, students should be able to write a letter, memos, reports, or composing a proposal for some purposes. Those are obvious that writing skills are very needed. A proficient writer is widely recognized for educational, business and personal reasons.<sup>2</sup> Therefore, students are insisted to have ability and proficiency in written language.

Particularly at University level, writing is seen not just as a standardized system of communication, but also an essential tool for learning.<sup>3</sup> When people are able to write, they are able to link some parts of writing such as inventing ideas, thinking about how to express ideas, organizing ideas into statements and paragraphs that will be clear to the reader.<sup>4</sup> The ideas should be seen arguably as the most important aspect of writing.<sup>5</sup> So, this ability can be considered as essential at university work.

The purpose of writing is to express ideas and convey of a message to reader. However, there are three key purposes of the writing in college. These purposes are to inform, to entertain, and to persuade. In contrast, as a college writer, it is also important to

---

<sup>1</sup> Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), 1.

<sup>2</sup> Sara Cushing Weigle, *Assessing Writing* .....1.

<sup>3</sup> Sara Cushing Weigle, *Assessing Writing* .....2.

<sup>4</sup> David Nunan, *Practical English Language Teaching* (Mc Graw Hill: 2003), 98.

<sup>5</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1996), 175.

be aware of three general types of audience personal, professional, and academic.<sup>6</sup>

According to Alice Oshima and Ann House, paragraph should have unity. Unity means paragraph only discuss one idea<sup>7</sup>. If paragraph has more than one idea means that is not unity and should make a new paragraph to others new main idea. Also, coherence means sentences in a paragraph should flow smoothly and logically.<sup>8</sup> Coherence is needed in paragraph to hold together sentences. It is important to make moving from one sentence to another sentence which must be logical and smooth till the end.<sup>9</sup>

Conversely, teachers can use writing exercises to evaluate students' progress in language acquisition. Therefore, the goal of writing is two. Firstly, it practices the vocabulary and grammar of the lesson. Secondly, it helps develop writing ability that serves communicative purposes.<sup>10</sup>

Assessment is used in educational settings for a variety of purposes, such as diagnosing writing difficulties.<sup>11</sup> Diagnostic writing tests might be administered to identify the strengths and weaknesses in candidates' writing ability.<sup>12</sup> The aim of diagnostic is students at risk could be identified and then guided to the appropriate academic English.

In addition, writing can be used as a tool to measure students' understanding of materials given. There are five main reasons for evaluating learners such as placement, diagnostic, achievements, performance and proficiency test. Placement test usually uses to provide information that will help allocate students to appropriate

---

<sup>6</sup> Chris Juzwiak, *Stepping Stones: A Guided Approach to writing Sentences and Paragraphs* (New York: Glendale Community College, 2012), 10-15.

<sup>7</sup> Oshima Alice - Ann Hogue, *Introduction to Academic Writing, Third Edition* (Pearson Education, 2007), 30

<sup>8</sup> Beaumont T, *Paragraph* (Faculty of Business and Economics: The University of Melbourne), 6.

<sup>9</sup> Oshima Alice - Ann Hogue, *Introduction to Academic Writing, Third Edition* (Pearson Education, 2007), 31

<sup>10</sup> Maria Pillar Agustin Lach, *Lexical Errors and Accuracy in Foreign Language Writing* (Great Britain: MPG groups Book, 2011), 43.

<sup>11</sup> Peter Johnston, et.al., *Standards for the Assessment of Reading and Writing* (USA: The International Reading Association and the National Council of Teachers, 2010), 22.

<sup>12</sup> Ute Knoch, *Language Testing and Evaluation: Diagnostic Writing Assessment* (Peter Lang: Internationaler Verlag der Wissenschaften, 2009), 11.

classes. Diagnostic test uses to identify students' writing strengths and weaknesses. Typically is used as part of a need assessment which identifies remedial action as a course progresses. It helps teachers plan, adjust the course and inform of students' progress. Achievement uses to enable students' demonstrate writing progress which has taught in the course. Performance uses to give information about students' ability in particular writing tasks with known academic or workplace requirements. Proficiently uses to assess a student's general level of competence, usually to provide certification for employment, university study and so on.<sup>13</sup>

Based on preliminary research which held by researcher, all students of first semester in English Teacher Education Department at UIN Sunan Ampel Surabaya have done General English course. Consequently, English students have ability in writing at the beginning of first semester because General English course have covered writing. Writing have taught as integrative all language skill. It means, English students are demanding to be able in the next step of writing level. Similarly, English students are expected to have ability of writing in English for Islamic Studies course especially in producing written information. This is because producing written information has integrated as a way to connect writing skill at first year to third year.

In short, it is needed to diagnose English students writing ability at first year, which to know students' writing level. The importance is to prepare appropriate indication of material based on English students writing ability in producing written information. So, the curriculum for third semester should be designed according to ability at first year English students. This is because writing at first semester have taught as integrative all language skill. Similarly, it is better prepared for English students face third semester, which writing will be taught specifically in producing written information.

Previous studies have tried to explore English students' writing ability in different genres such as *An Error Identification on Students' Paragraph Writing at Second Year Students' of SMP Islamiyah Darul Irfan Sawangan Depok* by Eti Nayati,<sup>14</sup> *The Effect*

---

<sup>13</sup> Ken Hyland, *Second Language Writing* (Cambridge University Press: 2003), 221.

<sup>14</sup> Eti Nayati, A Thesis: "*An Error Identification on Students' Paragraph Writing at Second*

of *Reflective Journal Writing on Students' Writing Ability of Narrative Text at SMA Triguna Utama in the Academic Year 2016/2017* by Firdaus Habibi,<sup>15</sup> *An Error Analysis on Students' Paragraph Development of Writing Recount Text at Dharma Karya Senior High School in the Academic Year 2013/2014* by Rusmaniar,<sup>16</sup> *Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang* by Annisa Fitri Irawan et.al,<sup>17</sup> *A Diagnostic Analysis of ELT Students' Use of Connectives* by Pinar Karahan.<sup>18</sup> Three studies mainly investigated those who are in Junior High School and Senior High School. In fact, there is one study focusing in University Students. However, these studies do not focus in diagnostic and it is different with this research. Actually there is a diagnostic study by Pinar Karahan as this research but the study focuses specifically in *Students' Use of Connectives*. This research investigates English students' writing ability in English for Islamic Studies course not only focuses in connectives but also focuses in ability of University Students at first year.

Moreover, those studies have analyzed through different methods such as descriptive analysis technique, quantitative data, quasi experimental research, descriptive quantitative research and descriptive quantitative analysis. There are two descriptive quantitative but the result is different. The first result shows that

---

*Year Students' of SMP Islamiyah Darul Irfan Sawangan Depok*” (Jakarta: Department of English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta, 2010).

<sup>15</sup> Firdaus Habibi, A Thesis: “*The Effect of Reflective Journal Writing on Students' Writing Ability of Narrative Text at SMA Triguna Utama in the Academic Year 2016/2017*” (Jakarta: Department of English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta, 2017).

<sup>16</sup> Rusmanira, A Thesis: “*An Error Analysis on Students' Paragraph Development of Writing Recount Text at Dharma Karya Senior High School in the Academic Year 2013/2014*” (Jakarta: Department of English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta, 2016).

<sup>17</sup> Annisa Fitri Irawan, et.al, “*Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang*”. *Journal of English Language Teaching*. Vol. 7 No. 1, 2018. 170-176.

<sup>18</sup> Pinar Karahan, “*A Diagnostic Analysis of ELT Students' Use of Connectives*”. *Procedia Social and Behavioral Sciences*. Vol. 199, 2015. 325-333.



English students' writing ability are proficient excellent and second result shows that English students' writing ability in the use connectives do not use a large variety of connectives in their essays. In short, English students' writing ability in different genre do not same. Different genre and ability of English students can influence at first year of University Student. Basically, students have learnt to write in different genre before become at University Student. As the result, students have ability in writing at first.

**B. Research Question**

Based on the background of the study above, this question of this research is "How is the writing ability of first year university English student?"

**C. Objective of the Study**

Considering the research question stated above, this study is to diagnose how is the writing ability of first year university English student.

**D. The Significance of the Study**

The research results are expected to give significant input to the following.

1. Theoretical Significance

This study increases knowledge, especially in English writing ability and it is related to the 4 writing aspects. After knowing English students writing ability, this research is expected to bring better understanding on writing ability and 4 writing aspects.

2. Practical Significance

This study assists University Student in conceiving English writing ability, particularly in producing written information. In addition, this study can be applied in other major which do not focus in English Department.

3. Further Researcher

This study is useful for lecturer to know English writing ability through 4 writing aspects. Moreover, it can help the lecturer to design appropriate curriculum or learning based on English writing ability of University English Student.

## E. Scope and Limitation of the Study

The scope of this research focuses on diagnosing English students' writing ability in English for Islamic Studies course. Researcher diagnoses English students' writing ability by focusing on writing aspect. It is divided into four aspects such as students' ability in developing organization, coherence cohesion, grammar and using mechanic. This analysis research is limited for individual work. Specifically the data taken from students' work related to guided test and independent descriptive test in 2<sup>nd</sup> semester. Guided test is about jumbled sentence, pronoun, verb form, verb context and transition signal. In term of independent descriptive test, it relates to describe pictures in a good order.

The limitation of this study is a diagnostic analysis of English students' writing ability 2<sup>nd</sup> semester in English for Islamic Studies course based on writing aspect. Those were students' ability in developing organization, coherence cohesion, grammar and using mechanic. This research held at first year university English students of English Teacher Education Department UIN Sunan Ampel Surabaya in English for Islamic Studies course. The researcher took all classes of English students in 2<sup>nd</sup> semester.

## F. Definition of Key Terms

Here are definitions of the key terms based on perspective of this study or in other words terms below are defined operationally as follow:

### 1. Writing

Writing are symbols on a page or a screen which involves a coherent arrangement of words, clauses, sentences and structured according to a system of rules.<sup>19</sup> English writing consists of words which are set together in particular groups to produce sentences. English writing is basically a process of learning also a way of producing a task for assessment.<sup>20</sup> Writing is rigidly controlled through guided composition where English students are given descriptive text and asked to arrange jumbled paragraph, fill in gaps of paragraph and describe a picture with a chart or graph that

---

<sup>19</sup> Ken Hyland, *Second Language Writing*, (Cambridge University Press: 2003), 22

<sup>20</sup> Phyllis Creme and Mary R. Lea, *Writing at University: A Guide for Students*, Third Edition, (Mc Graw Hill: Open University Press, 2008). 5-8.

focuses on rhetorical and linguistic features.<sup>21</sup> Rhetorical refers to jumbled paragraph. Linguistic features refers to transition signal, verb form, verb context and pronoun. Descriptive text refers to individual work based on the picture showed.

## 2. Writing Ability

According to Penny Ur, English writing ability is a skill or quality of someone to explore ideas or concept to communicate, it through signs or symbols in written form.<sup>22</sup> In this research, writing is student ability to express ideas in English using the standard at written text. Maria Pilar Agustin Liach stated that English writing ability is a skill examined through test of standard written text by learners.<sup>23</sup> It can be guided test or independent descriptive writing text that is given by researcher.

## 3. Paragraph

According to Alice Oshima and Ann Hogue, a paragraph is a basic unit of organization in English writing that related sentences and develops one main idea only.<sup>24</sup> Paragraph is usually supported by supporting sentences in order to make reader easy to read. Supporting sentences must stand on one main idea. Paragraph is a group of English sentences about a single topic.<sup>25</sup> It should develop the idea which to communicate in written form. Essentially, paragraphs break the English argument into manageable pieces, highlighting the key ideas and the relationships among them.<sup>26</sup> The argument and related sentences do not out

---

<sup>21</sup> Ken Hyland, *Second Language Writing* (Cambridge University Press: 2003), 23.

<sup>22</sup> Ur, penny, *A course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1996), 159.

<sup>23</sup> Maria Pilar Agustin Liach, *Lexical Errors and Accuracy in Foreign Language Writing* (Multilingual Matters, 2011), 51-58.

<sup>24</sup> Oshima Alice - Ann Hogue, *Introduction to Academic Writing, Third Edition* (Pearson Education, 2007), 16.

<sup>25</sup> Dorothy E Zemach - Lisa A Rumisek, *Academic Writing : from paragraph to Essay* (Macmillan Education, 2005), 16.

<sup>26</sup> Leslie. E. Casson, *Developing Writing Skills for University Students: Second Edition* (Broadview Press: 2006), 17.

of the key ideas. Because it makes the paragraph did not appropriate with standard in written form.

#### 4. **Diagnostic Analysis**

Diagnosis is an analysis of English language skill, particularly on writing or conclusions reached by analysis writing ability.<sup>27</sup> In this research, it diagnosed English writing ability in term of academic context in guided writing and independent descriptive writing. Diagnostic analyzes student' English writing ability which identifies strengths and weaknesses in writing ability.<sup>28</sup> The study analyses through the test as convenient in written form. A writing diagnostic is a writing sample from student that allowed researcher to identify those rhetorical and linguistic features.<sup>29</sup> Rhetorical refers to jumbled paragraph. Linguistic features refers to pronoun verb form, verb context and transition signal. Descriptive text refers to individual work based on the picture showed.

#### 5. **First Year**

The first and second semester at four years learning term. University English students learnt about writing as integrative all language skill in the General English course at first semester. In the second semester at English for Islamic Studies course, English students learnt writing as producing written information. It is expected to be better prepared for third semester, which faced another writing level.

---

<sup>27</sup> Gerald J. Alred, et.al, *Handbook of Technical Writing*,(Bedford St. Martin's, 2009), 122.

<sup>28</sup> Ute Knoch, *Language Testing and Evaluation: Diagnostic Writing Assessment* (Peter Lang: Internationaler Verlag der Wissenschaften, 2009), 11.

<sup>29</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practices*. (Pearson Longman), 57.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of the related literature was intended to give an evidence and conceptual framework and description about writing ability. This theoretical explanation was the foundation of this research.

#### A. Theoretical Framework

##### 1. Writing

###### a. The Nature of Writing Ability

The ability to write a second language was widely considered as an important skill for educational. Writing defined as an activity that elicits students to focus on accurate language use and encourages language development. It was students counteract problems which writing puts into their minds.<sup>30</sup> It indicated that students should use appropriate language, determine the accuracy of the words and coherence in writing. Therefore the students need more to think what is required to write.

###### b. Process of Writing

It was useful to arrange planning as consisting of six steps to begin produce text such as generating the content, grouping and selecting points, establishing a perspective, determining an intention, dividing the material into section and entitling sections and paragraphs.<sup>31</sup>

Generating the content was fundamentally included determining what to write about. It was not only a matter of developing ideas, but also linguistic challenges. Grouping and selecting points involved finding connections among the various ideas. According to linkage other ideas, it must select which are relevant and which are not.

Establishing a perspective was as the result of grouping and selecting which is well structured. Add

---

<sup>30</sup> Jeremy Harmer. *How To Teach Writing* (Harlow: Pearson Education Limited, 2004), 31.

<sup>31</sup> Dirk Siepman, et.al., *Writing in English: A Guide for Advanced Learners* (Germany: A Francke UTB, 2008), 23.

dynamism to the static overview have created by establishing what perspective is going to take on the matter. Determining an intention calls deciding an intention. It was crucial to good planning. It may not yet know what the conclusion of the term paper, but it must have a good idea of what want to achieve.

Dividing the material into section was in planning. It divided material into sections and involves creating the basic framework on term paper. The double outcome of this step was a working title and a provisional structure. Those were for introduction and conclusion. Entitling sections and paragraphs were as a result of these six steps. Those were framework which is creative thinking and self criticals. Moreover, it derived dynamism from a clear perspective and well articulated intention. It divided into logically ordered sections, with appropriate plans for introduction and conclusion.

Good writers went through several steps to produce pieces of writing which involves choosing a topic, gather ideas, organize, write, review structure and content, revise structure or content, proofread and make final corrections.<sup>32</sup>

Teacher gave a specific assignment or some ideas of what to write about and choose the topic. When have a topic, student must think about what will write about topic to gather ideas. To organize step, student decided which of the ideas want to use and where want to use. Then, student should choose which idea to talk about first, which to talk about next and which to talk about last. Students must write a paragraph from start to finish. It was important to use the notes about ideas and organization.

In review structure and content step, students must check the written and read silently or aloud, perhaps with a friend. Students should look for places where can

---

<sup>32</sup> Dorothy E Zemach - Lisa A Rumisek, *Academic Writing : from paragraph to Essay* (Macmillan Education, 2005), 3.

add more information and check to see if have any unnecessary information. In revising structure or content step, students used ideas from step before to rewrite the text, making improvements to the structure and content. In proofread step, student must read the text again. This time, students should check spelling and grammar and think about the words. In making final correction step, student check that has corrected the errors discovered in step before and make any other changes want to make. As the result, the text is finished.

### c. **Types of Writing Performance**

Four categories of written performance capture the range of written production are considered here. Each category resembled the categories defined for the other three skills, but these categories, as reflect the uniqueness of the skill area. Those were imitative, intensive or controlled, responsive and extensive.<sup>33</sup>

To produce written language in imitative category, the learner must attain skills such as in the fundamental, basic tasks of writing letters, words, punctuation and very brief sentences. This category included the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It was a level at which learners are trying to master the mechanics of writing. At this stage, form was the primary. If not exclusive focus, while context and meaning were of secondary concern.

Intensive or controlled was fundamental of imitative writing which skills in producing appropriate vocabulary within a context such as collocations, idioms and correct grammatical features. Meaning and context were some of importance in determining correctness and appropriateness. Most assessment tasks were more concerned on form and rather strictly controlled by the test design.

---

<sup>33</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (Pearson Longman), 231.

Here in responsive category, assessment tasks required learner to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives were lists of criteria, outlines and other guidelines. Genres of writing included brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading and interpretations of charts or graphs. Under specified conditions, the writer began to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of written text. Form focused attention was mostly at the discourse level with a strong emphasis on the context and meaning.

Extensive writing implied successful management of all the processes and strategies of writing for all purposes, up to length of an essay, a term paper, a major research project report, or even a thesis. Writers focused on achieving a purpose, organizing and developing ideas logically. It used details to support or illustrate ideas, demonstrating syntactic and lexical variety. In many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

**d. Micro and Macroskills of Writing**

A taxonomy of micro skills and macro skills assisted in defining criterion of an assessment procedure. The earlier microskills applied more appropriately to imitative and intensive types of writing task, while the macroskills are essential for successful mastery of responsive and extensive writing.<sup>34</sup>

---

<sup>34</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (Pearson Longman), 220.



Microskills had some components such as produces graphemes and orthographic patterns of English. It produced writing at an efficient rate of speed to suit the purpose. Moreover, it produced an acceptable core of words and use appropriate word order patterns, use acceptable grammatical system such as tenses, agreement, pluralization, patterns and rules, express a particular meaning in different grammatical forms, use cohesive devices in written discourse.

Moreover, macroskills involved the use the rhetorical forms and conventions of written discourse. It was appropriate to accomplish the communicative functions of written texts according to form and purpose. In addition, it conveyed links and connections between events. Communicate was such relations as main idea, supporting idea, new information, given information, generalization and exemplification. It distinguished between literal and implied meanings when writing. It was also correctly convey culturally specific references in the context of the written text. Develop and use a battery of writing strategies were such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

## 2. Paragraph

### a. Paragraph Construction Tasks

Writing was the art of emulating what one reads. Assessment of paragraph development takes on a number of different forms.<sup>35</sup> Stating of a topic through the lead sentence has remained as a technique for teaching the concept of paragraph. Assessment there consisted of specifying the writing of a topic sentence,

---

<sup>35</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practices* (Pearson Longman), 236.

scoring points for presence, scoring on effectiveness in stating the topic.

Topic development within a paragraph are intended to provide a reader with meaningful and connected ideas. Four criteria were commonly applied to assess the quality of a paragraph such as clarity expression of ideas, logic of the sequence and connections. Moreover, cohesiveness or unity of paragraph and overall were effectiveness or impact of paragraph.

Development of main and supporting ideas in paragraphs.

As writers, string more paragraphs together in a longer text and continue from responsive to extensive writing. Writers attempted to articulate main idea clearly. These elements can be considered in evaluating multi paragraphs essay such as addressing topic, main idea, developing supporting ideas, using appropriate details to organize supporting ideas, and fluency in the use of language, demonstrating syntactic variety.

#### **b. Strategic Option**

Developing main and supporting ideas was goal for writer attempting to create an effective text. Strategies were commonly taught to second language writers to achieve purposes. Aside from strategies of freewriting, outlining, drafting and revising, writers need to be aware of task and focus on genre of writing.<sup>36</sup>

In responsive writing, while attending to task, context was seldom completely open ended. A task has been defined by the teacher or test administrator and writer must fulfill criterion of task. Even in extensive writing of long texts, a set of directives has been stated by teacher or is implied by the conventions of the genre. Four types of tasks were commonly addressed in academic writing courses such as compare or contrast, problem or solution, pros or cons and cause or effect.

---

<sup>36</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practices* (Pearson Longman), 236.

Depending on genre of text, it is needed to achieve writer's purpose.

Attending to genre, genres of writing that were listed provide some sense of many varieties of text that may be produced by a second language learner in a writing curriculum. A writer was extent to which both constraints and opportunities of genre are exploited. Assessment was of any writing need attention to conventions of genre. Assessment of more common genres may include following criteria. First, along with choosing factors from list in item main and supporting ideas above. Second, reports, project summaries, article or book report, summaries involve reading, lectures and videos. Then, responses which include reading, lectures and videos. Narration, description, persuasion and exposition. Interpreting statistical, graphic, and library research paper.

### **3. Diagnostic Analysis**

#### **a. Diagnostic**

There were two main intentions for assessing writing in second languages related to different educational functions such as formative assessment and formal tests or examination of proficiency in writing.<sup>37</sup> Formative assessment involved routinely evaluate students' writing in order to know what to teach students individually, this is because for diagnostic purpose. Collectively, it was to inform curriculum or lesson planning. Moreover, it is used to know how well students might have done in writing or assignments, to evaluate as report on students' progress and students' achievements.

In contrast, formal tests or examination of proficiency in writing is related to program and institutional policies. It informed decision about admission or placement into programs as graduation,

---

<sup>37</sup> Iлона Leki, et.al., *A Synthesis of Research on Second Language Writing in English* (Routledge: New York and London, 2008), 95.

certification of individual abilities and evaluations of program effectiveness.

A diagnostic test is designed to diagnose specified aspect of language. A writing diagnostic elicited a writing sample of student that allowed teacher to identify those rhetorical and linguistic features.<sup>38</sup>

Diagnostic writing tests may be administered to investigate strengths and weaknesses of students' writing ability.<sup>39</sup> The focus of diagnostic was students at risk could be identified and then guided to the convenient academic English.

**b. Assessing Writing**

Basic consideration in assessing writing was test purpose, language use and language test performance, writing as performance assessment, test usefulness.<sup>40</sup> Designing a test of writing involved defining ability that interested in testing for a given test purpose. This required identifying the factors other than the ability that intended to test. So, it can attempt to control that inferences about language ability make on the basis of the result are valid.

Furthermore, for a test to be useful for a given purpose, test designer needed to take consideration various aspects of test. It needed to decide on the minimally acceptable level for each aspect based specific on situation. It must be taken into consideration when designing tasks and scoring procedures for writing assessment. It should be noted that vast majority of research on writing assessment has dealt with limited population at first and second language writers.

---

<sup>38</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practices* (Pearson Longman), 57.

<sup>39</sup> Ute Knoch, *Language Testing and Evaluation: Diagnostic Writing Assessment* (Peter Lang: Internationaler Verlag der Wissenschaften, 2009), 11.

<sup>40</sup> Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), 39.

Writing assessment was procedure for scoring the written product. Scoring procedures were critical because the score was ultimately what will be used in making decision and inferences about writer. In the composition literature, three main types of rating scale were such as primary trait scales, holistic scales and analytic scales. Primary trait scale, the rating scale is defined with respect to the specific writing assignment and essay. The example of a holistic scoring rubric in ESL was the scale used for TOEFL and TWE. In analytic scoring, scripts are rated on several aspect of writing or criteria rather than given a single score. Depending on purpose of assessment, scripts might be rated on such as features as content, organization, cohesion, register, vocabulary, grammar or mechanics. Analytic scoring schmes provided more detailed information about test taker's performance in different aspect of writing and are for this reason preffered over holistic schemes.

## **B. Previous Study**

Previous studies have attempted to explore English students' writing ability in different genres such as *An Error Identification on Students' Paragraph Writing at Second Year Students' of SMP Islamiyah Darul Irfan Sawangan Depok* by Eti Nayati,<sup>41</sup> *The Effect of Reflective Journal Writing on Students' Writing Ability of Narrative Text at SMA Triguna Utama in the Academic Year 2016/2017* by Firdaus Habibi,<sup>42</sup> *An Error Analysis on Students' Paragraph Development of Writing Recount Text at Dharma Karya Senior High School in the Academic Year 2013/2014* by

---

<sup>41</sup> Eti Nayati, A Thesis: "*An Error Identification on Students' Paragraph Writing at Second Year Students' of SMP Islamiyah Darul Irfan Sawangan Depok*" (Jakarta: Department of English Education Faculty of Educational Sciences Syarif Hidayatullah Statee Islamic University Jakarta, 2010).

<sup>42</sup> Firdaus Habibi, A Thesis: "*The Effect of Reflective Journal Writing on Students' Writing Ability of Narrative Text at SMA Triguna Utama in the Academic Year 2016/2017*" (Jakarta: Department of English Education Faculty of Educational Sciences Syarif Hidayatullah Statee Islamic University Jakarta, 2017).

Rusmaniar,<sup>43</sup> *Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang* by Annisa Fitri Irawan et.al,<sup>44</sup> *A Diagnostic Analysis of ELT Students' Use of Connectives* by Pinar Karahan.<sup>45</sup> Three studies mainly investigated those who are in Junior High School and Senior High School. In fact, there is one study focusing in University Students. However, these studies did not focus in diagnostic and it is different with this research. Actually there was a diagnostic study by Pinar Karahan as this research but the study focused specifically in *Students' Use of Connectives*. This research investigated English students' writing ability in English for Islamic Studies course not only focused in connectives but also focused in ability of University Students at first year.

Moreover, those studies have analyzed through different methods such as descriptive analysis technique, quantitative data, quasi experimental research, descriptive quantitative research and descriptive quantitative analysis. There were two descriptive quantitative but the result were different. First result by Eti Nayati showed that highest frequency of error was on structure. Beside that, there were many factors why students make errors. Second result by Firdaus habibi revealed that reflective journal writing was effective in improving students' writing ability of narrative text. Third result by Rusmaniar showed that error mostly made about 20% and 76% source of error, and the average score is 61. Fourth result by Annisa Fitri Irawan, et.al revealed that English students' writing ability are proficient excellent. Fifth result showed that English students' writing ability in the use connectives did not use a large variety of connectives in essays.

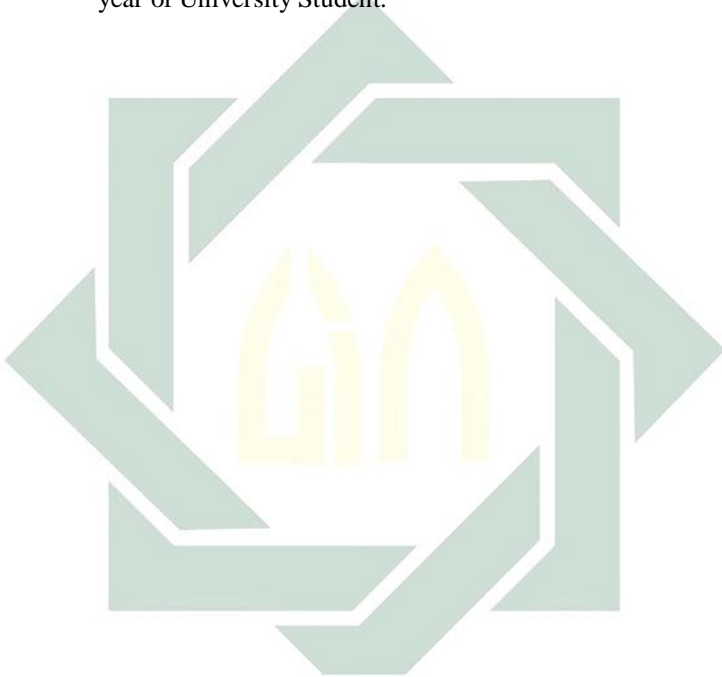
---

<sup>43</sup> Rusmanira, A Thesis: "*An Error Analysis on Students' Paragraph Development of Writing Recount Text at Dharma Karya Senior High School in the Academic Year 2013/2014*" (Jakarta: Department of English Education Faculty of Educational Sciences Syarif Hidayatullah Statee Islamic University Jakarta, 2016).

<sup>44</sup> Annisa Fitri Irwan, et.al, "*Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang*". *Journal of English Language Teaching*. Vol. 7 No.1, 2018, 170-176.

<sup>45</sup> Pinar Karahan, "*A Diagnostic Analysis of ELT Students' Use of Connectives*". *Procedia Social and Behavioral Sciences*. Vol. 199, 2015, 325-333.

In short, English students' writing ability in different genre using different method did not have same result. Basically, students have learnt to write in different genre before become University Student. It meant that students have learnt to write at early stage. Moreover, different genre and ability of students in Junior High School and Senior High School influenced at first year of University Student.



## CHAPTER III RESEARCH METHOD

In this chapter contained about the descriptions of how did the research. Those were research design, research presence, research subject, data and source of data, data collection technique, data analysis technique, research instrument, checking validity findings, and research stages.

### **A. Research Design**

This research used qualitative descriptive to diagnose English students' writing ability by doing analysis of students' work of first year university English students. According to Herbert and Elana, qualitative descriptive provided descriptions of the phenomena which occurred naturally, without an experiment or an artificial treatment of the research in the form of description from the different perspective.<sup>46</sup> The purpose of this research was to diagnose students' English writing ability. Hence, description of study sit with the purpose.

### **B. Research Presence**

The research presence in this study was data collector. In this research, the role of the researcher was the key instrument who collected the data through examining students' work.<sup>47</sup> The researcher collected the data by using an instrument as ones who actually gather information. Researcher did not tend to use instruments developed by another researcher.

### **C. Research Subject**

The subject of this research was English students' work of first year university in English for Islamic Studies course. Researcher diagnosed English students' writing ability through guided test and independent descriptive test in English for Islamic Studies course. Researcher intentionally selected individuals and sites to learn or understand the central phenomenon.<sup>48</sup> Researcher might identify documents in different class and then purposefully

---

<sup>46</sup> Herbert W. Selinger - Elana Shohamy, *Second Language Research Methods* (New York: Oxford University Press, 1990), 116.

<sup>47</sup> John W Cresswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (Sage Publications, 2009), 164.

<sup>48</sup> John W Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Pearson Education, 2012), 206.



that differ such as a primarily students' good score, predominantly students' bad score and a mix among students' good score and bad score.<sup>49</sup> In this study, researcher chose research subject according to English students' writing ability in first semester. This was because they got writing ability as integrative all language skill in the General English course. Researcher chose research subjects in English for Islamic Studies course which expected students in producing written information to be better prepared for next writing level.

It was typical in qualitative research to study a few individuals. This was because overall ability of a researcher to provide an indepth picture diminishes with addition of each new individual. In other cases, the number might be several, ranging from 1 or 2 to 30 or 40. This was because of need to report details about each individual.<sup>50</sup> In this research, researcher took students' work of 83 students in all classes of English teacher education department of English for Islamic Studies course.

#### **D. Data and Source of Data**

##### **1. Data**

The data which students score represent their English writing ability. The study was document. The document divided into 2 categories. Those were English students' writing through guided test and independent descriptive test. In guided test, there were 4 categories such as jumbled sentence, pronoun, verb form, verb context and transition signal. In term of independent descriptive test, students given pictures and the pictures should be described as in good order. Those document diagnosed as diagnostic analyse which to diagnose students' at risk of students' writing ability.

##### **2. Source of Data**

The source of data in this study was English students' writing in English for Islamic Studies course. In this study, researcher diagnosed both of guided test and independent descriptive test. Guided test were about jumbled sentence,

---

<sup>49</sup> John W Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Pearson Education, 2012), 207.

<sup>50</sup> John W Creswell, *Educational Research.....*, 209.

pronoun, verb form, verb context and transition signal. Independent descriptive test described pictures.

#### **E. Data Collection Technique**

This study used content analysis. The function of content analysis was as data collection and data analysis. In content analysis, data collection is done by analysis. This was because researcher collect the data by read document, so it is called as analysis the data.

Content analysis used to categorize English students' writing ability on guided test and independent descriptive test. Data are English students' writing ability, researcher collected data from English students' writing through test given by researcher. English students' writing ability consisted of jumbled sentence, pronoun, verb form, verb context and transition signal as guided test. Moreover, in independent descriptive writing English students is given pictures and it should describe in a good order. First of all the researcher read students' guided test and independent descriptive test. After that, the researcher reads carefully and highlight students' at risk.

#### **F. Research Instrument**

The researcher was the key instrument as collected, diagnosed and categorized data depend on rubric of writing. Researcher revealed English students' writing ability by using assessment rubric. This rubric evaluated 4 aspects of this study such as English students' writing ability in developing organization, coherence cohesion, grammar and using mechanic. It used 3 categories in scoring English students' writing ability such as excellent, average and poor. Actually, there were 4 categories in scoring such as very good to excellent, average to good, fair to poor and very poor. But, researcher used 3 categories because between categories fair to poor and very poor were same in term of criteria to diagnose English students' writing ability. This rubric adapted from some books. The sources of rubric were

from: *Cambridge English first*,<sup>51</sup> *Cynthia*,<sup>52</sup> *H. Douglas Brown*,<sup>53</sup> *Jacobs*,<sup>54</sup> and *Sara Cushing Weigle*.<sup>55</sup>

Table 3.1

## Scoring Rubric of Writing Performance

Score	Level	Criteria
Mechanic	9-10	Excellent: demonstrate mastery of convention. Few errors letter, word, capitalization, contractions, gerunds and participles, numbers and numerals, pronouns, technical abbreviations, acronyms, and units of measurement, punctuation.

<sup>51</sup> Cambridge English First, *Cambridge English Language Assessment (Handbook for Teachers 2016)*, 35.

<sup>52</sup> Cynthia, *Writing to Communicate: Paragraph and Essays (Third Edition, Pearson Education, 2008)*. 183.

<sup>53</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practices*, Pearson Longman, 2003, 256.

<sup>54</sup> Jacobs, et al, *Testing ESL Composition: A Practical Approach*, Rowley, MA: Newbury House, 1981, 116

<sup>55</sup> Sara Cushing Weigle, *Assessing Writing*, Cambridge: Cambridge University Press, 2002.

	6-8	Average: occasional errors letter, word, capitalization, contractions, gerunds and participles, numbers and numerals, pronouns, technical abbreviations, acronyms, and units of measurement, punctuation, but meaning not obscured.
	0-5	Poor: frequent errors of letter, word, capitalization, contractions, gerunds and participles, numbers and numerals, pronouns, technical abbreviations, acronyms, and units of measurement, punctuation. Poor handwriting. Meaning confused or obscured.
Grammar	30-27	Excellent: demonstrate mastery of collocation, idiom, tense, agreement, number, word or function, article, pronouns, preposition.
	26-22	Average: occasional errors of collocation, idiom, tense, agreement, number, word order or function, article, pronouns, preposition but meaning seldom obscured.
	21-17	Poor : frequent errors of collocation, idiom, negation, tense, agreement, number, word order or function, article, pronouns, preposition or fragments, run-on sentence, deletions, meaning confused or obscured.

Coherence Cohesion	30-27	Excellent: text is coherent to be followed throughout, skillful using variety of cohesive devices.
	26-22	Average: text is slight strain for reader, adequate using a variety of linking words and cohesive devices.
	21-17	Poor: text is some strain for reader, using basic linking words and a limited number of cohesive devices.
Organization	30-27	Excellent: fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequencing and cohesive.
	26-22	Average: somewhat choppy, loosely organized but main idea stand out, limited support, logical but incompleted sequencing.
	21-17	Poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.

### G. Data Analysis Technique

Data analysis is used to collect data from English students' writing ability. There were some steps analysing the data. First step, researcher obtained students' work. Those were guided test and independent descriptive test. Guided test was about jumbled sentence, pronoun, verb form, verb context and transition signal. Independent descriptive test was about pictures, students described pictures in a good order. Researcher read students' work carefully and highlighted students' at risk in each category both of test.

Second step, researcher categorized finding based on English students' writing ability of 4 aspect in writing such as students' ability in developing organization, coherence cohesion, grammar and using mechanic. In term of English students' writing ability in developing organization, it included jumbled sentence, pronoun and independent descriptive test. English students' writing ability in developing coherence cohesion included transition signal and independent descriptive test. English students' writing ability in developing grammar included verb form, verb context and independent descriptive test. English students' writing ability in using mechanic included independent descriptive test. Those writing aspect had 3 different score such as excellent, average and poor. Third step, researcher analyzed English students' writing ability at risk both of guided and independent descriptive test.

#### **H. Checking Validity Findings**

The accuracy of research needs to be checked. In qualitative method, there were 3 validation procedures such as member checking, triangulation and auditing.<sup>56</sup> This study used triangulation procedure as validation procedure for checking accuracy of research. According to Creswell, triangulation was checking validity of research with different data sources by examining evidence from the sources.<sup>57</sup> There were 4 types of triangulation such as triangulation by source, by method, by observers and by theories. In this study, researcher used triangulation by sources. It called triangulation by source because researcher got the data sources through English students' work of writing ability in English for Islamic Studies course. Data confirmed and consulted to thesis supervisor and expert lecturer.

#### **I. Research Stage**

##### **1. Preliminary Research**

In order to clarify problems regarding this research, researcher began this study by conducting preliminary research. Through this step, researcher ensured what was writing material that have covered at first semester. The

---

<sup>56</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Pearson Education, 2012), 262.

<sup>57</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, third edition* (Boston: Pearson Education Inc., 2009), 191.

writing material at first semester was descriptive text. It has integrated as 4 language skill in General English course. This was because important for students, it continued for other writing level in next semester that focused on producing written information.

2. Designing Research Design

The researcher decided title and wrote research question before continuing research design. After knowing focus of this study, researcher decided research design of this study by making outline including data about English students' writing ability.

3. Collecting data

As data were about students' work from English students' writing in English for Islamic Studies course. Researcher took all of English students' work in each class in English for Islamic Studies course. Students have given document in every two weeks. They got 2 documents in every two weeks. The first document was about jumbled sentence, pronoun, verb form and verb context. Second was about transition signal and independent descriptive text as picture showed.

4. Analyzing Data

After collecting the data, researcher analyzed data based 4 writing aspect such as students' ability in developing organization, coherence cohesion, grammar and using mechanic using assessment rubric adapted from some books such. In term of organization, the data analysed through guided test as jumbled sentence and independent descriptive text as picture showed. In term of coherence cohesion, the data analysed through guided test as transition signal and independent descriptive text as picture showed. In students' ability developing grammar was through guided test verb form, verb context, pronoun and independent descriptive text as picture showed. Students' ability in using mechanic was through independent descriptive text as picture showed.

5. Concluding Data

After obtaining data and analyzing data by using sources, researcher made conclusion of this study as the final report of this research.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presented and discussed finding which have been collected during the research. This study was conducted to investigate one research problem. The result of English student writing ability showed as research finding. The data found is related to English students writing ability. Finally, those are presented in the following finding and discussion.

#### A. Research Finding

The data analysed to answer research question on students' work. It identified students' ability in writing. The data were analysed by classifying 4 elements that show students' ability in writing. Those are students' ability in developing organization, coherence cohesion, grammar and using mechanic.

This research evaluated students' ability through test such as rhetorical, linguistic features and independent writing. Rhetorical is about jumbled sentence. Linguistic features is about choosing transition signal correctly, determine the best of verb form, choose verb context appropriately and fill in the blank of pronoun. Independent writing is about writing individually descriptive text based on the picture showed. The detail information of students' writing ability in term of organization, coherence cohesion, grammar and mechanic follows.

##### 1. Students' Ability in Developing Organization

To evaluate students' writing ability in developing organization, the writer classify their ability to 3 different parts such as excellent, average and poor. Excellent refereed to students' ability write expression fluently. They wrote ideas clearly and had not limit supporting. The written was succinct and had organize of writing. It was also logic as sequencing and used cohesive devices. So they got score 27-30 or excellent. Average meant students have ability to write with one main idea based on the picture. They were able to write logically but did not complete as sequencing of picture. Their written expression have been still not fluent, it indicated of some word or sentence that difficult to be read. It was also refereed on supporting sentences which limited of



the whole explanation. So they got score 22-26 or average. Poor indicated to students' ability write expression was not fluently. They wrote the confused ideas or it did not connect with the picture. The written was lack of logical sequencing and development. So they got score 17-21 or poor. See table 4.1.

Table 4.1  
Students' Ability in Writing Descriptive Text

Category	Total
Excellent 27-30	16
Average 22-26	50
Poor 17-21	17

Regarding students' writing ability in developing organization, the finding of analysis indicated that most of students' level were still average which 50 had average between 22-26. From 83 students who got excellent result in developing organization were only 16 students. In poor result were 17 students. Most of them were in average level, its meant that students were still have problem to write with one main idea based on the picture. They were not able to write logically and did not complete as sequencing of picture. Their written expression have been still not fluent, it indicated of some word or sentence that difficult to be read. It was also refereed on supporting sentences which limited of the whole explanation.

As instance of students write with one main idea based on the picture was proved that they were on average aspect. This was because on average aspect their written could be

understood. It did not make reader confused to read. Students were able to describe the picture with meaning full of sentence although the written expression was somewhat not fluent.

Moreover, the example of students were able to write logically but did not complete as sequencing of picture proved as *“He goes to computer repair shop to fix his laptop”*. It was on document 9<sup>th</sup>. Student was loosely describe picture 5<sup>th</sup> without put the description of picture 4<sup>th</sup>. Second example was on document 16<sup>th</sup> as *“He goes to his friend’s house to borrow the laptop”*. Student did not write the description of picture 8<sup>th</sup> so it was not complete as the whole. Third example was on picture 2<sup>nd</sup> as *“Student does the assignment because deadline”*. It was on student’s document 18<sup>th</sup>. When students did not write as the whole of description, it indicated that their written did not complete. This was because a description as discontinuous to be understood. It sometimes could not explain detailed.

Another students’ writing ability as average aspect was on their written expression have been still not fluent, it indicated of some word or sentence that difficult to be read. As instance from document 9<sup>th</sup> *“The deadline is near in the future”*. Second instance *“He will not be able to hand the task on time”*. Those words were not fluent expression because was not appropriate for context. It was still difficult to be understood. Students was lack of choose the best word to complete the sentence so easy when reader read. Third instance was on document 31<sup>th</sup> as *“Accidentally his laptop is lack and it shocked him”*. The word lack was not correct to be put on that sentence because it had different meaning of the picture 3<sup>rd</sup>. Shocked was not appropriate complete for that context. This was because it had not the same meaning to be put as description of the picture. Students have not had known the use of words which appropriate yet.

The last that indicated students’ ability was on supporting sentences which limited of the whole explanation. As first instance was on document 2<sup>nd</sup> *“A student working the assignment”*. Based on the picture 1<sup>st</sup>, it showed the written of deadline on the wall. It should be put in description

because as to support the sentence that it described “*a student working the assignment because deadline*”. Second instance was on document 14<sup>th</sup> as “*He always think about his friends*”. According to picture 6<sup>th</sup>, it indicated student thinks between two people. They were a person who repaired his laptop and his friend. But on document 14<sup>th</sup>, it was limited support of the word of “*a person who repaired his laptop*”. So that sentence did not support as picture showed. The writer wrote which did not complete based on the picture. Third instance was on document 29<sup>th</sup> as “*The boy submitted his assignment*”. It was the last picture showed student submit assignment to lecturer, but the sentence did not tell about the lecturer. The sentence was lack of completing description as picture.

In addition, there were minority of students’ work that indicated on excellent and poor aspect. Excellent aspect was 16 from 83 students. Excellent refereed students’ ability write expression fluently. They wrote ideas clearly and had not limit supporting. The written was succinct and had organize of writing. It was also logic as sequencing and used cohesive devices.

In term of using expression fluently, students write using the expression that easy to understand. They knew which expression that appropriate or not for context of the sentence. It was different when on average aspect that students did not know to write well expression so the sentence confused to be understood. As instance was on document 35<sup>th</sup> “*In one of the universities, there are lecture and student. The lecture give an assignment to his student. After back to dormitory, the student try to done the assignment*”. The expression was fluent because student used expression that can be understood for reader. It was not confused sentence or choppy sentence. It proved as fluent from word to word and sentence to sentence. It sound together within a sentence. Second instance was on document 51<sup>th</sup> as “*One day, in the classroom there are lecturer and student, where they are studying a lesson. Lecturer gives an assignment to student*”. It indicated that the expression was fluent. It proved as complete thought. Then the student marks

the endpoint with a period. Moreover, the student winds the way over words and phrases to make the written fluently. Third instance was on document 69<sup>th</sup> as *“One month ago, Rony had an assignment from his lecturer. He must do the assignment immediately because the deadline was coming”*. The sentence refereed as fluent expression because between word to word connected each other. It could be understood easily. This was because the sentence complete thought about the picture and the sentence marked using correct mark as it needed.

Moreover, another students’ ability on excellent aspect wrote ideas clearly and had not limit supporting. As instance from document 11<sup>th</sup> *“There is a boy. His name is Aldo. Aldo gets an assignment from his teacher”*. The sentence indicated had clear ideas about *Aldo gets assignment*. It supported by first and second sentence as beginning to connect the ideas. Second instance was on document 24<sup>th</sup> as *“A lecturer is explaining the material and giving a little description of his assignment. One of them did it at the deadline”*. The sentence proved as had clear ideas about the *assignment*. It started from *teacher gives explanation* as supporting sentence and it continued to explain clear ideas with explanation of *assignment* that did by student. Third instance was on document 44<sup>th</sup> as *“He confused because the deadline for the assignment is next week. He tries to call his friend to borrow the laptop”*. The clear ideas was about *call his friend or call the repairman*. Because he thought how to finish the assignment immediately. It supported by the first sentence before connect to the idea.

In addition, the written was succinct and had organize of writing have been students’ ability on excellent aspect. Sentence succinct meant it had cohesion or appropriate cohesion to connect between each sentence. So the sentence had well connected to be read. As instance was on document 11<sup>th</sup> *“He tries to fix it by self but it does not works”*. The sentence had clear transition signal *but* to connect to another sentence. So, it indicated sentence succinct because did not confused to understand the context. Second instance from document 24<sup>th</sup> as *“And then, he immediately went home to*

*continue the assignment until finished*". It refereed as succinct sentence because student was correct to put transition signal. The last instance was on document 35<sup>th</sup> as *"In the middle of time when the student do the assignment, the laptop of student has some problem"*. The sentence was succinct because there was transition signal to connect between next sentences. So the sentence did not make reader confused or disconnected to understand the context.

In term of students' ability had well organize, the written was easy to be understood at beginning until the end. As instance was on document 6<sup>th</sup>, it indicated because student' written having good organization and orderly as the whole of context. It holding together within as description consistently. Moreover, it did not loosely of organization. Second instance was on document 22<sup>nd</sup> as the whole description there was not one loosely according to picture showed. It has good order among first sentence to the last sentence. Third instance was on 24<sup>th</sup>. The student' written was well order because refereed to the whole of description. It described without lack of detailed information

The last on students' ability as excellent aspect was logic as sequencing and used cohesive devices. It meant that the ideas must be logic according to the picture showed. The idea might not be stood out from the context. As excellent aspect, it used cohesive devices because to connect sentence to another sentence. So, the sentence could stand logically and easy to understand. For instance was on document 24<sup>th</sup> as *"A lecturer is explaining the material and giving a little description of his assignment"*. The sentence was logic as sequencing according to the picture. It was logic because the student describe based on picture showed without loosely did not put as whole. It was also on 1<sup>st</sup> picture as sequencing of the description. Second instance was on document 57<sup>th</sup> as *"After that, directly he went to his friend's house to take the laptop and he can bring go home"*. It indicated logic because the picture showed as the sentence. The sentence was on picture 6<sup>th</sup> as sequencing of good order. The last instance was on document 74<sup>th</sup> as *"The deadline for his assignment is next week"*. The sentence described according to picture showed.

Picture showed the written of *deadline* on the wall that indicated logically must be written in the whole of description. It was on sequencing on picture 2<sup>nd</sup>.

In addition, the last of students' ability was on poor aspect. It was on minority because students' number were 17 from 83 students. Poor aspect indicated students' ability write expression was not fluently. They wrote the confused ideas or it did not connect with the picture. The written was lack of logical sequencing and development.

As students' ability write expression was not fluently, it indicated that students were lack to understand which expression appropriate for context. For instance was on document 3<sup>rd</sup> as "*He doesn't have the remaining time anymore*". The student could not choose the best word which appropriate than *remaining* because it was not correct to be put on the sentence. It was not fluent because *doesn't* should be changed as *does not*. It indicated informal written. Second instance was on document 12<sup>th</sup> as "*The lecturer give many assignments to the student with amazing deadline, so he does the task fast and emotionally*". Those underlined words were not appropriate for context so the sentence was not fluent. It should select the best expression to complete sentence.

Another students' ability on poor aspect, they wrote the confused ideas or it did not connect with the picture. As instance was on document 68<sup>th</sup> "*At the time my lecturer give some assignment in finally test, but when I arrive in my dormitory my laptop cannot to operate and I must did assignment*". The sentence was confused of ideas because it combined between picture 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>. It should contained of one idea in a sentence. But the sentence contained three ideas together within a sentence. So it made the reader confused to understand. As another instance was on document 77<sup>th</sup> "*Finally his father's telephone and told him a lot about his complaints*". It indicated confused idea because student did not know about appropriate word for context. So the reader would not understand when read.

Moreover, students' written was lack of logical sequencing and development. As instance was on document 39<sup>th</sup> "*He tries to fix the problem of his laptop*". That part was on picture 4<sup>th</sup>. Student missed to write the part as the whole of description. Another instance was on document.

The last students' ability on poor aspect was the sentence not succinct. For instance was on document 39<sup>th</sup> as "*And finally, he calls daddy for buy a new laptop, because the assignment deadline*". It called not succinct because was not to the point what meant the sentence. As another instance was on document 30<sup>th</sup> "*Accidentally his laptop is lack and it shocked him*". That sentence was not succinct because put incorrect verb that was not appropriate for context. It should use simple verb which easy to understand.

In terms of organization, students' ability in developing organization of jumbled sentence were very poor. This was opposite of students' ability of independent writing as explained above which mentioned as had average category. On independent writing, students write independently as pictures, it differences when in guided writing. Students must arrange appropriately based on the sentences given.

In guided writing, as the data, students did not able to arrange jumbled paragraph appropriately and sequentially. They were only able to determine topic sentence but did not able to understand supporting sentences. It proved the result of students' jumbled paragraph were mostly incorrect. On other hand, there were 4 students who had right arrangement. They were able to arrange topic sentence at first and supporting sentences appropriately.

As table shown below, first column indicated the number of correct arrangement. It refereed to correct number that students were able to arrange sentence by sentence. Second column indicated about students' number. It refereed the result on how many the students arrange the sentences. See table 4.2.

Table 4.2  
Students' Ability in Jumbled Sentence

Correct Arrangement	Total
11	4
10	-
9	-
8	-
7	1
6	-
5	10
4	10
3	15
2	17
1	22
0	4

Finding shows that variance students' ability of jumbled sentences in majority were poor. Poor meant that students had ability to put number 10<sup>th</sup> as topic sentence and had not ability to continue the next sentences as supporting sentences. As 66 students have known the topic sentence was put in number 10<sup>th</sup>. This was because it was started as definition of *plagiarism*. Topic sentence within a paragraph is intended to provide a reader with meaningful and connected ideas. It shows in title of paragraph *how to avoid being accused of plagiarism*, topic sentence connects with



description of *plagiarism* which tells what is *plagiarism* generally.

As first instance of variance students' ability in term of poor category "10-1-11-4-6-2-5-8-3-9-7". The **bold** typed was the correct arrangement. It showed after number 10<sup>th</sup> as at first, student put number 1 which did not correct arrangement because it refereed to *explanation* about the fact of technology. It should put number 2<sup>nd</sup> because it was *supporting sentence* after the description of *plagiarism*. Second instance was "10-4-3-2-6-5-7-8-9-11-1". Student put number 4<sup>th</sup> as second arrangement, it indicated as *opinion* for teacher to use online service. Third instance was "10-7-3-6-9-8-11-5-1-4-2". Number 7<sup>th</sup> was as *suggestion* for professional writers to put quotation marks when taken directly sentences from a source.

In contrast, it was about 18 from 83 students who could not put number 10<sup>th</sup> at first to begin the paragraph as *topic sentence*. There were 6 students who put number 4<sup>th</sup> at first. As instance "4-1-2-6-7-8-5-9-3-11-10, 4-1-2-6-8-10-5-11-3-7-9". The **bold** typed was the correct arrangement. Number 4<sup>th</sup> was not about *topic sentence* but more information about *plagiarism*. Moreover, Number 11<sup>th</sup> were 2 students who put at first. As instance "11-9-8-1-4-6-10-3-7-2-5, 11-2-3-6-8-9-5-4-1-10-7". Those called *other opinion* because somebody said *plagiarism* is considered wrong.

There was 1 student who put number 1<sup>st</sup> as first arrangement "1-9-11-10-5-8-4-7-3-2-6". It was as *explanation* about the fact of technology. In addition, 7 students who put number 2<sup>nd</sup> at first arrangement "2-3-6-7-4-10-9-11-8-1-5". Number 2<sup>nd</sup> was *supporting sentence* that should not at first of arrangement. The last, 1 student who put number 5 as *topic sentence*. As instance "5-1-11-8-4-3-2-10-9-7-6". It was about suggestion for teacher to use online service as identify plagiarism tool.

In fact, students did not understand correct sentence sequencing after topic sentence. It should be put some appropriate supporting details. The number of students' ability in logical sequencing number 2<sup>nd</sup> were 21 students. They know that number 2 is second sequencing because it

connects as supporting details. Moreover, it explains detail of *plagiarism* using clarity expression of ideas “.....a sentence copied from a book and it may be as extensive as a whole paper.....”. As instance of variance students’ ability to put number 2<sup>nd</sup> after number 10<sup>th</sup> were “**10-2-1-7-3-9-6-4-11-5-8**, **10-2-3-7-8-4-1-11-6-5-9**, **10-2-9-11-6-7-3-5-8-1-4**”. The **bold** typed was the correct arrangement.

On other hand, there are 45 students who have their own answer as correct of sentence 2<sup>nd</sup>. Students consider that correct choice in number “1,3,4,6,7,8,9,11”. As instance “**10-1-5-9-2-8-3-6-11-8-4**”. In number 1<sup>st</sup> was about *opposite idea*, so it does not connect with *topic sentence*. As instance “**10-3-1-2-4-5-9-11-8-7-6**”. In number 3<sup>rd</sup> the sentence explains *advice for reader* to be careful when copy ideas. As instance “**10-4-3-2-6-5-7-8-9-11-1**”.

In number 4<sup>th</sup>, it known as *suggestion to teacher* in the use of online service to detect plagiarism. Moreover as instance “**10-6-4-2-8-9-7-5-3-1-11**”. In number 6<sup>th</sup> discussed about *sanction who plagiarizes*. As instance “**10-7-3-2-4-1-9-5-6-11-8**”. In number 7<sup>th</sup> was a *suggestion to use quotation* if takes sentences from others. As instance “**10-8-7-1-3-2-4-6-5-11-9**”. In number 8<sup>th</sup> the sentence tells *suspect who plagiarizes*. As instance “**10-9-2-5-7-1-3-4-6-8-11**”. In number 9<sup>th</sup> gives example of *aplication to check plagiarism*. As instance “**10-11-8-9-4-5-1-2-6-7-3**”. ”. In number 11<sup>th</sup> the sentence tells about the *director said*. For all reasons, those sentences did not appropriate as one of supporting details for topic sentence instead of definition of the whole about plagiarism.

Developing students’ ability in organization as sentence 3<sup>rd</sup> are very little. There were 5 students who have correct choice as good sequencing. They have known that number 5<sup>th</sup> is sentence 3<sup>rd</sup> of paragraph. As instance “**10-2-5-1-4-8-9-6-11-7-3**, **10-2-5-1-7-3-9-4-11-6-8**”. The **bold** typed was the correct arrangement. It considered because the sentence discussed *comparison* among copied from book, whole paper, bought from someone and internet. In short, number 5<sup>th</sup> is the best choice to complete other supporting details as plagiarism stated.

However, students are lack of ability to arrange into a good sequencing. The number of students were 16. They choose sentence 3<sup>rd</sup> as one of supporting details which did not appropriate. Those sentence are number “1,3,6,9”. The **bold** typed was the correct arrangement. As instance “10-2-1-7-3-9-6-4-11-5-8”. In number 1<sup>st</sup> tells *opposite idea* whereas in supporting detail sentence it must be stand out as similar idea. As instance “10-2-3-7-8-4-1-11-6-5-9”.

Sentence number 3<sup>rd</sup> discusses a *suggestion for reader to avoid plagiarism* it should give credit for those copied sentences. As instance “10-2-6-1-3-7-5-4-8-11-9”. In number 6<sup>th</sup> tells about *sanction who plagiarizes*. As instance “10-2-9-11-6-7-3-5-8-1-4”. In sentence number 9<sup>th</sup> gives instance of *aplication to check plagiarism*. In brief, four sentences above do not appropriate as one of supporting details for topic sentence because the ideas expresses another discussion such as *opposite idea, suggestion for reader to avoid plagiarism, sanction who plagiarizes and aplication to check plagiarism*.

Students who can arrange into good sequencing in sentence 4<sup>th</sup> were 5. They understand that after two supporting detail sentences, it should put the opposite idea to elaborate sentence as string of paragraph development. Sentence 4<sup>th</sup> comes after fact sentence about *internet* and it relates to *technology* as the next correct sentence. As instance “10-2-5-1-4-8-9-6-11-7-3, 10-2-5-1-7-3-9-4-11-6-8”. The **bold** typed was the correct arrangement.

In conclusion, finding shows that variance of students’ ability in developing organization through jumbled sentence were 4 categories. They were 4 students who have all correct answer as “10-2-5-1-4-8-9-6-11-7-3”. There was 1 student who have four correct answer as “10-2-5-1-7-3-9-4-11-6-8”. The **bold** typed was the correct arrangement. Moreover, 16 students who have two correct answer as “10-2-6-5-1-4-8-9-11-7-3, 10-2-9-7-4-5-1-6-8-11-3, 10-2-6-1-3-7-5-4-8-11-9”. There were 45 students who have one correct answer, as instance “10-4-3-2-6-5-7-8-9-11-1, 10-6-4-2-8-9-7-5-3-1-11, 10-1-11-4-6-2-5-8-3-9-7”.

In contrast, there were variance of students' ability inappropriate developing organization through jumbled sentence are 3 categories. They were 2 students who have all incorrect answer as instance "4-1-3-2-8-5-9-6-10-7-11, 4-5-10-6-8-11-1-3-7-2-9". Second category were 7 students who have ten incorrect answer as instance "10-7-3-6-9-8-11-5-1-4-2, 10-3-6-5-1-2-4-7-8-9-11, 10-11-2-5-1-4-8-7-3-9-6". The last category were 7 students who have nine incorrect answer. As instance "10-2-9-11-6-7-3-5-8-1-4, 10-7-3-2-6-8-4-1-5-9-11, 10-11-5-9-3-4-1-2-7-8-6".

## 2. Students' Ability in Developing Coherence and Cohesion

As coherence cohesion was on second aspect. To evaluate students' ability in developing coherence cohesion, it indicated by 3 categories such as excellent, average and poor. Excellent meant students write text coherently to be followed throughout, skilful using variety of cohesive devices. Excellent aspect has skill among 27-30. Second aspect as average meant students were able to write text which slight strain for reader, adequate using variety of linking words and cohesive devices. Average has skill 22-26. Poor meant that students developed text was some strain for reader or considerable strain for reader, using basic linking words or inadequate to use variety of linking words and limited number of cohesive devices or inadequate to use variety of cohesive devices. Poor has skill among 17-21. Those were proved as table 4.3.

Table 4.3  
Students' Ability in Writing Descriptive Text

Category	Total
Excellent 27-30	14
Average 22-26	26
Poor 17-21	43

Finding showed mostly students' ability in developing coherence cohesion of independent writing were on poor category number as 43 students. It indicated their text some strain for reader, using basic linking words and a limited number of cohesive devices. Those were *but, and, when, so, then, after, suddenly, before, furthermore, finally, in the middle, because, hence, until, after that, unfortunately, accidentally, fortunately, while, however, the next day, on the day, first until ninth*.

For instance by document 28<sup>th</sup> on the use of suddenly as "*Laptop that student uses to do the assignment brokes suddenly*". Second instance from document 31<sup>st</sup> on the use of because as "*Justin is getting confused because the deadline is tomorrow*". Third instance by document 33<sup>rd</sup> on the use of then as "*Then I bring to the service centre*". Fourth instance from document 1<sup>st</sup> on the use of finally as "*Finally, he thinks he must to share with his friend*". Fifth instance from document 9<sup>th</sup> on the use of so as "*So, he calls his friend to borrow his laptop*". The last instance by document 12<sup>th</sup> on the use of until as "*..... until his laptop become broken*".

Furthermore, on average category number as 26 students. They can place text which slight strain for reader, using adequate of linking words and cohesive devices. As

example of document 15<sup>th</sup> showed student's ability on the use of but as "*He tried to fix it but it could not be well anymore*". Another example of document 18<sup>th</sup> was on the use of unfortunately as "*Unfortunately his laptop is broken, he try to fix it but he cannot*". Last example from document 19<sup>th</sup> was on the use of so as "*So, he planned to fix it in his friend*".

In term of average aspect, students adequate using a variety of linking words and cohesive devices. It indicated such instance *suddenly, finally, and then, surprisingly, when, and, after, directly, unfortunately, then, after that, but, so, while, luckily, until, next, because, furthermore, on the next day, at night, first of all, second, in, before, if, in the middle of, while, or, once day, first, in the end, whether, in, next, yet, fortunately.*

As example from document 64<sup>th</sup> on the use of unfortunately as "*Unfortunately my laptop has broken and I cannot finish my assignment on time*". Second example by document 66<sup>th</sup> on the use of furthermore as "*Furthermore, he tries to fix his laptop to the computer service*". The last example from document 73<sup>rd</sup> on the use of finally as "*Finally, he can submit his assignment to the lecture*".

In contrast poor category was majority as students' ability in developing coherence and cohesion. On excellent aspect, there are 14 students. As excellent aspect students' text is coherent to be followed throughout, skilful using variety of cohesive devices. It indicated such as *and, but, so, after that, because, suddenly, then, finally, while, surprisingly, when, or, in, after that, if, in the middle, furthermore, after all, firstly, this day, until, before, after, although, at that time, on Monday, at first, in next day, one day, the first, in the Monday, in the end.*

As instance from document 36<sup>th</sup> indicated that student's ability on the use of because as "*There is one student that do the assignment because the deadline will come*". The function of because to give a reason. It was little bit different when category number of 28. Second instance of document 38<sup>th</sup> showed student's ability on the use of when as "*When he arrived at electronic service, the people who repair the laptop told that his laptop will be repairing until the*

*assignment has submit to lecturer*". Third instance from document 11<sup>th</sup> on the use of finally as "Finally, he took his laptop to repaired but it takes a long time". Another instance was on document 22<sup>nd</sup> on the use of then as "Then, he is continuing his assignment by his friend's laptop". The last instance indicated by document 27<sup>th</sup> on the use of and as "*I think really hard and I decode to borrow my friend laptop*".

For all those explanation above, developing coherence cohesion of independent writing by students were mostly on poor aspect as 43 students. It was poor because students' ability were strain for reader, did not using variety of linking words and limited number of cohesive devices. They were mostly use basic linking words and some of students were inadequate to use it. It should use variety of linking words and cohesive devices to connect each sentence. It make the reader easy to read because the sentence did not as strain text but coherently to be followed throughout.

Another test in developing coherence cohesion which to evaluate English students writing ability was guided transition signal test. There have been 10 transition signal that students must do in the right order. Students must choose the best transition signal as available in the box. The right students as choose transition signal are "*first, second, or, and, in addition, moreover, because, furthermore, for example, for all these reason*".

The result of students' ability in developing coherence cohesion of transition signal test was poor. This is indicated by 73-78 students' number who cannot determine the transition signal correctly. On the other hand, there were 26-29 students' number who have excellent ability to choose transition signal appropriately. As average aspect of students' ability, students' number were 41-46. Categories as variance students' ability of transition signal as follow in table 4.4.

Table 4.4  
Students' Ability in Transition Signal

Correct Transition Signal	Total
Furthermore	73
In addition	76
Moreover	78
Because	62
Second	68
For example	68
For all these reason	41
First	46
And	26
Or	29

Transition signal are like traffic signs, those are tell the reader when to go forward, turn around, slow down and stop. In other words, transition signal tell the reader when list in order such as *first*, *second*, to introduce choice or alternative such as *or*, giving similar idea or additional idea such as *and*, *in addition*, *moreover*, *furthermore*, to give a reason such as *because*, an opposite idea such as *on other hand*, *but*, *in contrast*, an example such as *for example*, *for instance* a result such as *therefore*, *as the result*, or a conclusion such as *in conclusion*, *for all these reason*.

Those transition signal categorized on the majority until the minority of students' number. The majority was about more than 70 students and the minority was about more than 20 students. Finding shows that majority students cannot connect the transition correctly in range of more than 70 from 83 students. They were incorrect in term of *furthermore* as 73 student, *in addition* as 76 students and *moreover* as 78 students. Those transition signal included as giving similar idea or additional idea. But they answer such as *first*, *for example*, *because*, *furthermore*, *or*, *in addition*, *for all these*



*reason, in addition, moreover, second.* Those answer indicated *first, second* as right order, *for example* as giving example, *because* as giving reason, *or* as giving choice or alternative, *furthermore, moreover, in addition* as giving similar idea or additional idea and *for all these reason* as giving conclusion. In short, students were poor ability to determine the best transition signal in term of giving similar or additional idea.

Second majority students have not known to determine correct transition signal in range more than 60 students. It indicated of *because* as 62 students. The function of *because* was to give a reason. Students take place some wrong transition signal such as *furthermore, for all these reason, for example, moreover, in addition, first, second.* Those answer indicated as similar idea or additional idea *furthermore, moreover* and *in addition*, give result *for all these reason*, give example *for example* and when list in order *first, second.*

Third majority students cannot connect the transition correctly in range of more than 60 students. It indicated of *second* 68 students. *Second* included as when list in order. But students' answer were *for all these reason, for example, furthermore, first, moreover, in addition, because, and.* Those answer refereed as to give result *for all these reason, example for example*, additional idea or similar idea *and, furthermore, moreover, in addition*, and giving reason *because.* In term of this category, *first* was one of when list in order. Students cannot answer *first* correctly were 46 from 83 students. Those indicated *in addition, moreover, because, furthermore, for example.* Those answer refereed as to give additional idea or similar idea, give a reason and give example.

Another majority was on 68 students. It was incorrect in term of *for example.* As known, *for example* is used to give example. Students assumed that *for example* has not been as to give example because students' answer wrongly such as *for all these reason, or, moreover, furthermore, in addition, second, because, and.* Those answer refereed as to give result *for all these reason*, give choice or alternative *or*, give similar

idea or additional idea *moreover, furthermore, in addition, and* when list in order *second* and give reason *because*.

Average students' number was in term of *for all these reason*. It was in range of more than 40 students. Students' incorrect answer have been 41 from 83 students. *For all these reason* refereed to give result. They assumed that *for all these reason* has not been as a result overall because students answer such as *and, furthermore, in addition, moreover, for example, because, second, or*. Those answer indicated as to give similar idea or additional idea as *and, furthermore, in addition, moreover*, give example *for example*, give a reason *because*, when list in order *second* and to give choice or alternative or.

In contrast, little bit variance students' ability of transition signal was *and*. *And* is called as additional idea or giving similar idea. The number of students had ability are 26. They chose some wrong transition to be put such as *or, moreover, because, to, furthermore, for all these reason*. Those answer refereed as another choice *or*, additional idea or similar idea *moreover, furthermore*, give a reason *because*, choice which is not available in the box *to* and overall conclusion *for all these reason*. As known, previous sentence was about choice between take attendance *or* chase students for late. So, the next sentence have been as additional idea because it told that instructors hand out a syllabus *and* expect students to turn in their assignment on time.

Another little bit students' ability to answer correctly are 29. They can determine that *or* is the best answer. They know *or* is as to introduce choice or alternative. Students' wrong answer such as *because, first, and, for all these reason, in addition, moreover*. Those answer indicated as to give a reason *because*, when list in order *first*, additional idea or similar idea *in addition, moreover* and give overall conclusion *for all these reason*.

In short, students' ability in developing coherence cohesion of transition signal called lack of ability to put those transition signal correctly. This was because proved by the table above that mostly of students had wrong answer when put transition signal. It has been minority of students who can

put transition signal appropriately. So, in term of developing coherence cohesion, students have not had ability yet overall to determine the best transition signal.

### 3. Students' Ability in Developing Grammar

This evaluated in 3 aspect included excellent, average and poor aspect. Excellent meant that students had few errors tenses, agreement and word order or function. Excellent aspect has skill among 27-30. Average indicated that students had several errors of tenses, agreement and word order or function. Average aspect among 22-26. Poor aspect meant that students had frequent errors of tenses, agreement and word order or function. Poor aspect has skill among 17-21. See on table 4.5.

Table 4.5  
Students' Ability in Writing Descriptive Text

Category	Students' Number
Excellent 27-30	-
Average 22-26	7
Poor 17-21	76

Finding shows that in majority, students' ability in developing grammar of independent writing are in poor aspect as 76 students. They have frequent errors of tenses, agreement and word order or function. In term of frequent errors of tenses were *perfect tense, simple future, passive voice, simple past, modal, present continuous, present perfect, past perfect, past continuous*. As example from document 9<sup>th</sup> of perfect tense ".....he done his work". It should use simple verb *do* because in term of descriptive text. Second instance from document 4<sup>th</sup> about simple future "*His laptop is going to broke*". It referred to continuous form

whereas descriptive text use simple verb. Third example from document 46<sup>th</sup> of passive voice “*The assignment will be submitted next three days*”. It should not use passive voice but use simple verb as *submit*. The last instance from document 3<sup>rd</sup> of present continuous “*But, while he is working on it at home with laptop*”. It should use simple verb form as *he works* because this indicated descriptive writing not.

In term of frequent errors of word order or function such as *for-to, make-do, operate-operated, use-used, done-finish, chase-do, fix-lend, do-continue, for help-for helping, okay-?, realize-?, for-to, amazing-quick, come-comeback, work-continue, want-do, borrow-lend, friends-friend, surprise-shock, child-boy or university student, fix-help, have-has, collect-submit, connect-call, doing-continue, once-one of, send-submit, issue-problem, collect-submit, work-continue, gather-submit, finish-do, hill-road, give-borrow, for repair-for repairing, two friend-a, for help-for helping, finish-continue, friends-friend, one of friend-one, collect-submit, borrowing-borrow, borrow-lend, done-continue, done-do, repair-repair place, repair-repairman, fastly-quickly, fixed-fix, realize-remember, own-has, hear-listen, eager-kind, job-task, for get-for getting, some places-one place to repair, do-submit, paid-pay, on it-do, one weeks-week, give submit, of one of-of, university on Surabaya-Surabaya university, fast-quick. Frequent errors of agreement such as *have-are, have-is, to be is, is-are, have-has, to be is, to be*. First example of word order or function “.....*he has a deadline to make his assignment*”. It should use *do* to change *make* because it was not appropriate for context. Second example of another word order or function “.....*until the laptop cannot be operated because some problems.....*”. It should use simple verb *operate* because it was indicated as passive form. Third instance of word order or function “*His friend fix his laptop*”. It indicated that not appropriate to use *fix* because the correct was *lend*. Fourth example of word order or word function as “*Andi bring it until he done his assignment*”. The appropriate word was *finish*, because *done* was to do something. The last instance of word order or function “*His friend agrees to help him by borrowing his**

*laptop.....*”. Verb *borrow* should be changed into *lend*, because it was appropriate for context.

In term of *frequent errors of agreement such as have-has, to be is Infinitive repaired-repair, adding to be is, to be*. First example of verb agreement as “.....*he have to wait for a week for his PC*”. It should put *has* did not put *have*. This is because *subject* was *he*. Second instance of verb agreement from document 5<sup>th</sup> “*There are have students who learn together in their class and also their lecturer*”. It should be put *are* as verb agreement of that sentence. This is because to put *have* was not appropriate.

In conclusion, students’ ability in developing grammar mostly were on poor aspect because they had frequent errors of tenses, agreement and word order or function as be mentioned above. On average aspect, students had several errors of tenses, agreement and word order or function. Similarly, on those level were indicated that errors by students on 3 category such as tenses, agreement and word order or function but on different errors level.

In term of students’ ability in developing grammar, they have given guided test about grammar *verb form* and context *pragmatic*. They must choose and underlined the italic word as correct verb form. Then, students must circle the word that are underlined as appropriate for context. The right students for choose and underlined the *italic* word as correct verb form are *expected, takes, studying, rising, absorbed*. The right students for circle the word that are underlined as appropriate for context are *find, attend, develop, learn, agree*. There have been 5 *verb form* and 5 *the context*. The categories as variance students’ ability of correct *verb form* and the *context* are as follow in table 4.6.

Table 4.6  
Students' Ability in Verb Form and Context

Grammar (Verb Form)	Total	The context	Total
Expected/ <b>expecting</b> <b>Risen</b> /rising Absorbed/ <b>absorbing</b>	77	Develop/ <b>create</b>	19
		<b>Accept</b> /agree	16
<b>Take</b> /takes	54	<b>Hear</b> /find	16
		<b>Study</b> /learn	11
<b>Study</b> /studying	17	<b>Come</b> /attend	6

Finding shows the majority until minority of students' had wrong answer in term of *verb form*. **Bold** typed were indicated as wrong answer and **not bold** word showed as correct answer. *Verb form* is used to show action by the subject. It is important to make the sentence complete and clear what the subject do. On other hand, there were the word as appropriate for context. It called *pragmatic* form. **Bold** typed were indicated as wrong answer and **not bold** word showed as correct answer. When the word was not suitable for context in a sentence, it can change the meaning of whole sentence. The sentence need that word to complete the whole meaning.

The majority of students who had wrong answer in term of verb form *simple past* indicated 77 from 83 students. Those were *expected* or **expecting**, **risen** or *rising* and *absorbed* or **absorbing**. In term of *expected* or **expecting**, it needed as passive form to complete. But, students answered as in the use of continuous tense. Moreover, verb form *absorbed* or **absorbing**. This is because some students have not known yet about passive form, so they choose wrongly. The appropriate answer was *absorbed*.

Verb form **take** or *takes*. Students assumes that **take** is the answer. As known, there were "*three students' schedule*" as it refers to plural so it should add *s*, so *takes* was the correct answer. They were not quite good to understand the use of simple verb. **Take** were indicated by 54 from 83 students. It

were second majority students who have not had yet in the use of simple verb.

On the other hand, verb form **study** or *studying* were minority as 17 from 83 students. They were little bit wrong to answer **study**. According to the sentence, it was indicated that parallel sentence using gerund. So, it should use verb form *studying*.

In short, students' ability in developing grammar of verb form are average aspect. They were poor ability to answer wrongly than answer correctly. It proved as table above that 77 students who cannot understand the use of *simple past verb form*. Another proved as 54 students who were not able to understand the use of *simple verb form*. In contrast, there were 17 students who had minority to answer wrongly in term of understand *gerund*.

On other hand, students were very excellent ability to select appropriate word for context. They were able to determine the correct word as suitable for context *pragmatic*. It was indicated by students' number who have correct answer. The minority to answer of context *pragmatic* showed by **come** or *attend* as 6 from 83 students. They were able to choose *attend* as correct answer because students know that **come** was to be quickly happened. It was different when used *attend* that indicated to be long on going.

Another minority of students' ability who have had very little incorrect answer was **study** or *learn*. There were 11 students. According to sentence, appropriate answer was *learn* because it used to continue such as activity. As on sentence, "...they have to learn to schedule their time..." It was different when use **study**, this is because **study** used to short activity that did not on going for next time.

Similarly, there are two same students' number who had average wrong answer 16. First, **hear** or *find*. It was indicated different meaning that **hear** was only know without try or feel happened. When context of *find* refereed to know with try or feel happened before. So, appropriate answer was *find*. This was because indicated as experience of college extremely challenging. Second, **accept** or *agree*. Students were average to answer correctly that *agree* was correct

choice. As known, **accept** is used to difficult something that must be accepted. It was different with *agree* that should not to be agreed.

The majority of students' answer wrongly were 19. It was on context *pragmatic* in form of *develop* or **create**. According to sentence, *develop* was the best answer. Because students' discipline must be developed and should be not created. **Create** was term to begin at first, it could be not developed.

As all those explanation above, it can be taken conclusion that students' ability in developing grammar were average in term of *verb form*. This were because students cannot answer appropriately. It was different when in term of context *pragmatic* that were excellent aspect because students' number in correct answer little bit than wrong answer so it called that students can had excellent ability on the use of context *pragmatic* through guided test. They understood almost each context *pragmatic*.

The last students' ability in developing grammar, they have given fill in the blank about pronoun as follows guided test. The right students for fill the blank pronoun are *that, it, it, someone or somebody, those, your, you, others, it, who, any or some or several, it, more, another or other, some and that*. There have been 17 pronoun that must be filled by students. The categories as variance students' ability in developing grammar through pronouns are as follow in table 4.7.



Table 4.7  
Students' Ability in Fill the Blank Pronoun

Correct Pronoun	Total
Some	79
Others	76
Any	73
Any	70
That	69
Those	65
It	64
It	62
That	57
Another	41
It	37
Someone	34
Who	20
It	18
More	15
Your	9
You	7

Finding shows that variance students' ability of pronoun are as the test. First column indicated correct students' answer and second column was students' number. Pronoun known as word used in place of a noun. Pronoun made writing clearer, smoother and less awkward. There are several kinds of pronoun, but this research focused in reciprocal pronoun, expletive pronoun, indefinite pronoun, demonstrative pronoun, plural pronoun, more as pronoun, interrogative pronoun, personal pronoun, possessive pronoun.

*Some, others, any, any* were the majority of students' number who had incorrect answer more than 70 from 83 students. *Some* was on 79, *others* was on 76, *any* was on 73 and *any* was on 70. As *some* included indefinite plural

pronoun, it indicated incorrect answer such as *that, he, if, people, she, I, they, when we, you, if you, to, for, if you, if we*. Those answer refereed as conjunction, subject pronoun, linking words. Moreover, *others* refereed as students' ability to answer incorrectly such as *work, those, document, words, it, them, way, others example, file, journal, keyword, book, both, paper, students, yours, us*. They answered incorrectly as using simple verb, demonstrative pronoun, noun, object pronoun, things.

*Any was* refereed as indefinite pronoun. It indicated students with incorrect answer such as *the, paper, every, their, this, their selve, that, which, assignment, his, internet, students, it is, your, online*. They answered incorrectly as using article, noun, adjective, object pronoun, indication word, conjunction, and interrogative pronoun. Another *any* indicated as indefinite pronoun. Students answered such as *why, the, your, duplicate, that, every, each, it, their, make, different, they, those*. Those refereed as question word, article, subject pronoun, noun, conjunction, substitution, object pronoun, adjective and demonstrative pronoun. *Any* as indicated by total of sentence that plagiarized. So, it can be mentioned that students had been lack of ability to answer correctly.

Second majority of students' number was on more than 60 from 83 students. Those indicated as *that, those, it, it*. *That* was on 69, *those* was on 65, *it* was on 64 and *it* was on 62. As known *that* included demonstrative pronoun. Students have filled incorrect pronoun as *then you, do not, that, who, and you, to, of, decide, for, why*. In contrast, students answered as using adverb, to be, interrogative pronoun, preposition, simple verb and question word. Based on students' ability to answer incorrectly it indicated that they have not been able yet to determine *that* as correct answer. This was because *that* indicated to give more explanation of the sentence. In addition, *those* refereed to demonstrative pronoun. It indicated with incorrect answer such as *several, the, people, good, your, some, a, it, that, your, someone, this*. But, students' answer refer to noun, adjective, number, article, object pronoun, conjunction, indefinite pronoun,

indication word. As result, students had not been on good ability to determine the use of demonstrative pronoun in sentence.

*It* was object pronoun as 64 from 83 students, *it* refereed students who answer incorrectly. Variance students' ability to answer incorrectly such as *people, you, us, everyone, more, lecturer, things, always, me, an*. Those indicated by subject, subject pronoun, object pronoun, indefinite pronoun, noun, adverb and article. According to students' number, they had not well enough ability to determine pronoun *it* correctly. Moreover, another *it* was indicated by 62 students. They answered incorrectly such as *us, you, thing, people, plagiarism, information, it, someone, anyone, provides, so, for, too, it is, very, him, how, by*. Students' ability to answer incorrectly as fill object pronoun, noun, subject, simple verb, adverb, preposition, question word. As result, it was also indicated that students were not well enough to understand the use of *it* on sentence.

*That* was on third majority of students who had 57 incorrect answer. It was refereed to be demonstrative pronoun. They answered such as *can, will, it, it can, that, develop, everyone, should, is, which, are, it is, was, actually*. Those incorrect answer indicated as modal, object pronoun, conjunction, simple verb, indefinite pronoun, interrogative pronoun, to be. As result, students' ability was not well enough because incorrect students' number were over by a half.

*Another* is used as additional information. It called plural pronoun. Students have filled the sentence of *another* using such as *That, a, copied, their, form, whose, the, who, cheater, of, which, by, for, take, to, like, some, a*. Students' ability to understand reciprocal pronoun was not well enough, this was indicated by 41 students. It was almost a half of students' number totally. Those incorrect students' answer refereed as article, verb past, object pronoun, noun, interrogative pronoun, simple verb. There are much variance students' ability, so it can be concluded that they lack ability to connect with sentence before. Because sentence before discussed as main topic, it can be easy for students if they

read carefully before determine which pronouns should be added.

*It* was on 37 from 83 student who had incorrect answer. Students have filled the blank of pronoun *it* using such as *that, this, online service, plagiarism, people, their, paper, sentence, internet, technology*. Those incorrect answer indicated as conjunction, indication word, noun, subject and object pronoun. As result, students had much enough incorrect answer to determine as object pronoun *it*. *Someone* was as indefinite pronoun which refers to person. There were 34 students who had incorrect answer such as *anything, something, anything else, any, them, another, nothing, the other, one, both anywhere, somewhere, that*.

As pronoun was 20 student who had incorrect answer of pronoun *who*. Students have filled the blank of pronoun *who* using *say, known, the, that, caught, cannot, said, this, different, they, their, whose*. Those incorrect students' answer indicated as verb, verb participle, article, conjunction, modal, indication word, adjective, subject pronoun and object pronoun. In contrast, the sentence needs interrogative pronoun *who* as explanation to prohibit plagiarism. As result, students had known enough that *who* followed by person.

*It* was fourth pronoun. It refereed to be an object of pronoun. Students have filled the sentence of *it* using such as *website, also, journal, they, internet, article, it is, another, you, then*. Students' ability to understand object pronoun was enough, this was indicated by 18 students who had incorrect answer. Those incorrect students' answer refereed as noun, adverb and subject pronoun as for people. As result, according to sentence *it* refereed to Turnitin.com which was not person but application. *More* was third pronoun as 15 students who answered incorrect such as *one, them, exam, which, word, it, yours, plagiarism, newspaper, there, here*. Those indicated as number, noun, interrogative pronoun, and adverb. As result, students enough well to know that *more* was correct answer as followed the sentence that discuss countries' number which is used.

*Your* was second pronoun which students had little incorrect answer. It was about 9 students. Students filled

pronoun as test of *your* using *their, the*. When students answered *their, the*, it was not incorrect answer because the sentence referred to object pronoun as on topic sentence. So, the best answer to fill the blank was *you*. As result, students' ability was good as when answered pronoun *you* as above. *You* is the last pronoun of the test. It refers to personal pronoun as subject of sentence. This pronoun was the one that the most little of variance students' ability than others. The amounts were 7. Students have filled the blank of *you* using *it*. As known, *it* refers to expletive pronoun that functioned as antecedent. In contrast, the sentence needs subject *you* to continue next sentence that refers to main topic. As result, students have good ability to determine the use of personal pronoun in sentence.

In short, students' ability in developing grammar in term of pronoun was poor aspect. This was because students' number of incorrect answer on 9 variance than correct answer was 8 variance. Students have not known to differentiate such as *subject pronoun, object pronoun, noun, reciprocal pronoun, expletive pronoun, indefinite pronoun, demonstrative pronoun, plural pronoun, more as pronoun, interrogative pronoun, personal pronoun, possessive pronoun adverb, adjective, verb, conjunction, article, determiner, substitution and others*. So, it makes students had incorrect answer.

#### 4. Students' Ability in Using Mechanic

There were 3 aspect to be evaluated. Those included as excellent, average and poor. Excellent aspect showed as among 9-10. It referred to demonstrate mastery of convention. Few errors of letter, word, capitalization, contraction, numbers and numeral. Average aspect has skill among 6-8. It indicated that students were occasional errors of letter, word, capitalization, contractions, numbers, numerals, but meaning not obscured. Third aspect was on poor among 0-5. It meant that students had frequent errors of letter, word, capitalization, contractions, numbers, numerals, meaning confused or obscured. See table 4.8.

Table 4.8.  
Students' Ability in Writing Descriptive Text

Category	Students' Number
Excellent 9-10	9
Average 6-8	35
Poor 0-5	39

The majority of students' ability in developing mechanic of independent writing was on poor aspect as 39 students. There were 35 students who had average aspect and the last as excellent aspect were 9 students. As poor aspect was majority, this was because students' number was 39. There were instance of document, document 4<sup>th</sup> as students' ability on *word s/es and capitalization*. As example of *word s/es* "Lecturer give his students some assignment". Another example "He try to fix his laptop". The last example "He call his friend". As instance of *capitalization* "he back to his house". Another instance "he want to ask his friend". Student did not use capitalization to give name of subject, it should He.

Document 16<sup>th</sup> as students' ability on *word s/es, period, capitalization, and letter*. As instance of *word s/es* "Black hair boy get some assignment.....". Another instance of *period* "Black hair boy get some assignment from his teacher in university. and when he do it at night, ....." It should put *period* after university. Instance of *capitalization* "but he becomes confused because ....." . It should use capitalization because at first of sentence. The last instance as *letter* "But he becomes confiuse because ....." . The word confiuse should become *confused*.

Document 2<sup>nd</sup> showed students' ability on the use of *word s/es, capitalization, contraction and letter*. As example of *word s/es* "A teacher give assignment to students". The word give should change to be *gives*. As instance of *capitalization* "a teacher give assignment to students". It should change a to A, because at first sentence. As example of *contraction* ".....but it won't ready anytime soon". It should not that, because on formal written should write such *will not*. As instance of *letter* "The coputer is broke". The word coputer should change to *computer* as correct letter.

Document 5<sup>th</sup> indicated by students' ability such as *word s/es, contraction and letter*. As example of *word s/es* "He try so hard to fix his laptop". As try was not correct because it should add *es* to be *tries*. As instance of *contraction* "He's shock when he look his laptop suddenly broken". The word he's should not put on formal written. The correct was *he is*. As example of *letter* "He asked something on resepsionis in loby". The letter of those were incorrect on English term. It should *receptionist, lobby*.

Average aspect had skill among 6-8. It indicated that students were occasional errors of letter, word, capitalization, contractions, numbers, numerals, but meaning not obscured. There were 35 students. First instance from document 12<sup>th</sup> was on *word s/es* "The teacher give assignment to the students". The word give should be added *s* to be *gives*. Second instance was about *contraction* ".....but it doesn't work". The word doesn't should not put on formal written. Another example by document 17<sup>th</sup> was on *capitalization, word s/es, period, contraction and the letter* "once of students do the assignment until the laptop broken, he tries to repair it but still doesn't work and then he brings it to the service center". It should change once to be use *capitalization* in the first sentence as *Once*. As *word s/es* it should add do be *does*. Moreover, *contraction* doesn't should be *does not*. The *letter* center should be *centre*. The sentence was long, it needed *period* before the sentence "He tries to repair.....".

Excellent aspect showed as among 9-10. It referred to demonstrate mastery of convention. Few errors of letter, word, capitalization, contraction, numbers and numeral. For instance from document 66<sup>th</sup> was on *period* “*His friend allowed and Arnold felt so happy, and directly went to his friend’s house*”. It should add *period* after *happy* because the sentence must be separated to avoid confusing. Other instance from document 70<sup>th</sup> was on *contraction* “.....*because it’s approaching the deadline*”. *It’s* should be changed to *it is* because in formal written. The instance from document 71<sup>st</sup> was about *word s/es* “.....*he get an assignment*”. The word *get* should change to *gets*. The last instance was on *capitalization* “*maybe there is something wrong in his laptop*”. It should use M as capital letter to begin a new sentence.

In short, the majority of students’ ability in using mechanic was on poor aspect as 39 students. This was because they had frequent errors of letter, word, capitalization, contraction, period, comma, meaning confused and obscured. As on average aspect, students were 35. Those indicated that they had occasional errors of letter, word, capitalization, contraction, period, comma but meaning not obscured. In contrast, as 9 students were on excellent aspect. They had few errors of letter, word, capitalization, contraction, comma and period.

## B. Discussion

This section discusses the finding of first year university English student writing ability: A Diagnosis Analysis. This study was conducted to investigate writing ability of first year English students at University. This study is a diagnostic test that design to diagnose specified aspect of language. A writing diagnostic elicited a writing sample from student that allowed researcher to identify those rhetorical and linguistic features.<sup>58</sup> In the research, rhetorical contained of guided writing as jumbled sentence. Linguistic features was about guided writing such as choose the best transition signal, determine the best verb form, choose the best

---

<sup>58</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (Pearson Longman, 57).



verb context and fill in the blank pronoun. Independent writing was writing individually as descriptive text based on the picture showed.

Diagnostic writing test may be administered to investigate strengths and weaknesses of students' writing ability.<sup>59</sup> The focus of diagnostic is student at risk could be identified and then guided to the convenient academic English. As first document of the research, it was guided writing as jumbled sentence focused on English students' writing ability in developing organization. First document was also contained of pronoun that focused on English students' writing ability in developing grammar. Moreover, second document was guided writing as verb form and verb context focused on English students' writing ability in developing grammar. Third document was about guided writing as transition signal focused on English students' writing ability in developing coherence cohesion. The last as fourth document, it was about independent descriptive text based on the picture showed focused on 4 aspect of writing such as English students' writing ability in developing organization, coherence cohesion, grammar and using mechanic.

Basic consideration in assessing writing are, test purpose, language use and language test performance, writing as performance assessment, test usefulness.<sup>60</sup> Writing assessment is procedure for scoring the written product. This study used analytic scoring. It rated on several aspect of writing or criteria rather than a single score. Depending on purpose assessment, scripts might be rated on such as features as content, organization, cohesion, register, vocabulary, grammar or mechanics. Analytic scoring schemes provide more detailed information about test taker's performance in different aspect of writing.

In order to answer the question, this chapter is divided into four main sections. They are student' writing ability in developing organization, student' writing ability in developing coherence cohesion, student' writing ability in developing grammar and

---

<sup>59</sup> Ute Knoch, *Language Testing and Evaluation: Diagnostic Writing Assessment* (Peter Lang: Internationaler Verlag der Wissenschaften, 2009), 11.

<sup>60</sup> Sara Cushing Weigle, *Assessing Writing* (Cambridge University Press, 2002), 39.

student' writing ability in using mechanic. In discussion section it is supported by existing theory to identify the similarity and differences of the finding of this current research with previous research and theories.

The first point, in term of organization as developing students' ability in writing descriptive text, it was better development of organization than in guided writing as jumbled sentence. The majority of students' ability was on average aspect. Average meant that students were able to write somewhat choppy expression, have loosely organized but main idea stand out, limited sentence support and have logical but incomplete sequencing. There were 50 students who have average aspect. Students who have poor aspect was 17 students and students who have excellent aspect was 16 students. This finding from *Rusmanira* was same on incomplete sentence as 2,6% and meaning not clear as 2,1%.<sup>61</sup> *Rusmanira* research focus on recount text while this research focused on descriptive text. She also focused on error analysis while this research focused on students' ability in term of identify students at risk and strength.

As of guided writing as jumbled sentence on research finding, there were 4 students from 83 students who can arrange in sequence. Variance of students writing ability found most in some aspects. Students who have four correct answer of jumbled sentence were 1 student. Students who have two correct answer were 16 students. Students who have one correct answer were 45 students. In contrast, students who have nine incorrect answer of jumbled sentence were 7 students. Students who have ten incorrect answer were 7 students. Students who have all incorrect answer of jumbled sentence were 2 students. Those means that they had poor ability in term of jumbled sentence because cannot arrange sentence by sentence correctly.

---

<sup>61</sup> Rusmanira, A Thesis: "An Error Analysis on Students' Paragraph Development of Writing Recount Text at Dharma Karya Senior High School in the Academic Year 2013/2014" (Jakarta: Department of English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta, 2016).

Mostly of students were correct at first sentence as topic sentence but to continue the next sentence students put incorrectly. Based on H. Douglas Brown, topic sentence is intended to provide a reader with meaningful and connected ideas.<sup>62</sup> In fact, students cannot connect among topic sentence and supporting sentences. As known, topic sentence was the key of sentence because it referred as the subject and controlling writer's main idea, opinion or feeling about topic. In addition, as writers, they must articulate main idea clearly and develop supporting ideas of paragraph. As can be considered in paragraph such as in main idea, developing supporting ideas, using appropriate details to organize supporting ideas and fluency in the use of language, demonstrative syntactic variety.

Moreover, developing main idea and supporting ideas is goal for writer attempting to create an effective text.<sup>63</sup> Based on the finding, students cannot achieve the goal to develop supporting sentences. The majority of students were able to develop main idea. In responsive writing, while attending to task, context is seldom completely open ended. A task has been defined by the researcher or test administrator and writer must fulfil criterion of task. Even in extensive writing of long texts, a set of directives has been stated by researcher or is implied by the conventions of the genre. This type of study is descriptive text. In short, in term of organization as developing students' ability and guided writing as jumbled sentence, students was on different aspect. One was on average aspect and as guided writing on poor aspect.

Second point is coherence cohesion as developing students' ability in writing descriptive text. It indicates on poor aspect. It is different when guided writing is on average aspect. It called poor aspect because there were 43 students who lack of ability of coherence cohesion. Poor aspect meant that students developed text was some strain for reader or considerable strain, using basic linking words or inadequate to use variety of linking words and limited cohesive devices or inadequate to use variety of cohesive

---

<sup>62</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (Pearson Longman), 236.

<sup>63</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (Pearson Longman), 236.

devices. It indicates students should determine the accuracy of coherence in writing.<sup>64</sup> In addition, coherence cohesion as responsive category was assessment task require learner to perform at a limited discourse level, connecting sentences into a paragraph and creating logically connected sequence of two or three paragraph. This genre is description.<sup>65</sup>

As students' ability in guided writing of choose the best transition signal, it indicated students' ability was on average aspect. It proved as there were category number for average aspect such as 26, 29, 41 and 46. Students who have poor aspect were on category number such as 62, 68, 68, 73, 76 and 78. There was not students who have excellent aspect. Those are total of students' ability who cannot answer correctly the best transition signal as available on the box. Whereas transition signal are like traffic signs, those tell reader when go forward, turn around, slow down and stop. Majority students cannot answer correctly in term of choose *moreover*. As known that *moreover* was as similar idea or additional idea. It should not put as list in order, give example, give reason, give alternative choice and conclusion. For all explanation, both students' ability were lack of developing coherence cohesion.

The finding by *Pinar Karahan* focused on diagnostic analysis of ELT students' use of connectives.<sup>66</sup> That study investigates the use of connectives in unplanned argumentative essay. The number of connectives were manually counted by researcher. Main finding revealed that students did not use a large variety of connectives. It was different while this research investigates on descriptive writing. But this research same with *Pinar Karahan* that were manually counted the use of connectives. Another similar because this research indicated students did not use variety of coherence cohesion in term of developing writing ability and guided transition signal.

---

<sup>64</sup> Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson Education Limited, 2004), 31.

<sup>65</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (Pearson Longman)

<sup>66</sup> Pinar Karahan, "A Diagnostic Analysis of ELT Students' Use of Connectives". *Procedia Social and Behavioral Sciences*. Vol. 199, 2015, 325-333.

Third point, in term of grammar as developing students' ability in writing descriptive text, based on H. Douglas Brown micro skills have some component such as word order patterns, use acceptable grammar system such as tenses, agreement, pluralisation, patterns and rule, express a particular meaning in different grammatical forms, use cohesive devices.<sup>67</sup> It indicated as majority that students were poor aspect. There were 76 students. This was because they have frequent errors of tenses, agreement and word order or function. This finding was in line with finding of *Eti Nayati*, the result was highest frequency error on structure as 42,01%. Word choice was error as 21,01%. The error was on *simple past*. Students do not have good understanding to use *simple past*.<sup>68</sup> Second finding from *Rusmanira* that the result was highest frequency error on verb tense as 45 %. In recount text should use *simple past* but there were some students use *simple form*.<sup>69</sup> Another finding from *Rusmanira* that error on word choice as 11% and word order as 5%.

As guided writing of grammar as using verb form and understanding context, students' ability was poor aspect on the use of verb form. But, on understanding context they were excellent aspect. The majority of students who are lack of using verb form were 54 students. Another guided writing of grammar as fill in the blank pronoun, it showed students' ability was poor to use variety of pronoun. The majority were 79 students who had incorrect answer. Pronoun known as word used in place of a noun. It made writing clearer, smoother and less awkward. So, it was important to know the use of correct pronoun.

---

<sup>67</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (Pearson Longman), 220.

<sup>68</sup> Eti Nayati, A Thesis: "*An Error Identification on Students' Paragraph Writing at Second Year Students' of SMP Islamiyah Darul Irfan Sawangan Depok*" (Jakarta: Department of English Education Faculty of Educational Sciences Syarif Hidayatullah Statee Islamic University Jakarta, 2010).

<sup>69</sup> Rusmanira, A Thesis: "*An Error Analysis on Students' Paragraph Development of Writing Recount Text at Dharma Karya Senior High School in the Academic Year 2013/2014*" (Jakarta: Department of English Education Faculty of Educational Sciences Syarif Hidayatullah Statee Islamic University Jakarta, 2016).

The last point was in term of mechanic as developing students' ability in writing descriptive text, it indicated by 37 students. This was because they had frequent errors of letter, word, capitalization and contraction. Moreover, to produce written language in imitative category, the learner must attain skill such as in the fundamental, basic tasks of writing letters, words, punctuation and very brief sentences. This category includes the ability to spell correctly.<sup>70</sup> But in fact, students cannot attain skill as in imitative category. This was because they were mostly on poor aspect. This finding was in line with finding of *Eti Nayati*, the result was error on spelling as 19,52%. This was students did not know the correct word in dictionary so they had error in some words. The example of error was “*fisit, bich, I have good experient*”.<sup>71</sup> It was different with finding from *Eti Nayati* that had error in punctuation as 17,14% when in this research there was not error in punctuation.<sup>72</sup> Second finding from *Rusmanira* that the result was error on capitalization as 18 %, it was same with this research. Another result was error on spelling as 3% and article 1.1%.

This finding contradicted from *Firdaus Habibi* that showed how the improvement of students' ability in term of narrative text.<sup>73</sup> The result revealed reflective journal was effective to improve students' ability of narrative text. It was different from this finding which identify students' ability as four aspect such as in organization, coherence cohesion, grammar and mechanic. This study focused of diagnose students at risk and good based on those aspect. On other hand, the study from *Annisa Fitri Irawan* was

---

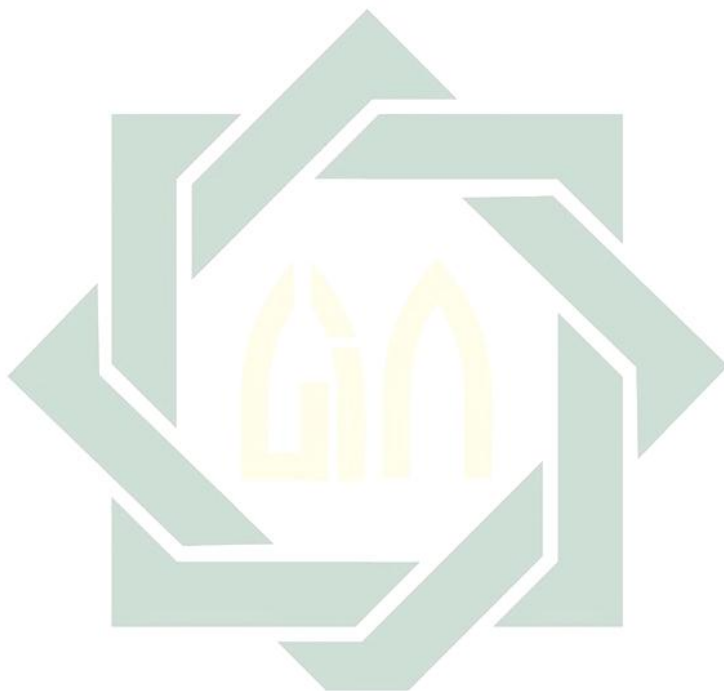
<sup>70</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (Pearson Longman), 231.

<sup>71</sup> Eti Nayati, A Thesis: “*An Error Identification on Students' Paragraph Writing at Second Year Students' of SMP Islamiyah Darul Irfan Sawangan Depok*” (Jakarta: Department of English Education Faculty of Educational Sciences Syarif Hidayatullah Statee Islamic University Jakarta, 2010).

<sup>72</sup> Eti Nayati, A Thesis: “*An Error Identification on Students'.....*”

<sup>73</sup> Firdaus Habibi, A Thesis: “*The Effect of Reflective Journal Writing on Students' Writing Ability of Narrative Text at SMA Triguna Utama in the Academic Year 2016/2017*” (Jakarta: Department of English Education Faculty of Educational Sciences Syarif Hidayatullah Statee Islamic University Jakarta, 2017).

same about the students' ability.<sup>74</sup> But it focused on writing analytical exposition. It was different when this study focused on writing descriptive text and guided to the convenient academic English. Both of had the same focus in term of how students' ability in generic structure, grammar, capitalization and punctuation.



---

<sup>74</sup> Annisa Fitri Irwan, et.al, “Students’ Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang”. *Journal of English Language Teaching*. Vol. 7 No. 1, 2018, 170-176.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presented the conclusion of analysed and suggestion. The researcher presented the conclusion of analysed result in conclusion part. While in the suggestion part, researcher presented the suggestions for students of English Teacher Education Department and for further researcher. The researcher hoped this research can be useful for reader.

#### A. Conclusion

The researcher analysed the data based on students' work related to English students' writing ability as diagnostic analysis. Conclusion of the research can be explained as follows:

1. Students' ability in term of developing organization as independent descriptive text was average. In guided writing as jumbled sentence was poor.
2. Students' ability in developing coherence cohesion in term of independent descriptive text was on poor. It was different when in guided writing as choose the best transition signal was average.
3. In term of students' ability in developing grammar as independent descriptive text was poor. It was same on guided writing as choose the best verb form and fill in the blank pronoun. But, in term of understanding verb context, students were excellent.
4. The last, English students' writing ability in developing mechanic, students' ability was on poor.

#### B. Suggestion

Based upon the conclusion above, some suggestions intended to the students of English Teacher Education Department of UIN Sunan Ampel Surabaya, lecturers and future researcher who have the same topic as this research. The suggestions were as follow:

1. For Student

The result of the study showed in what aspect in English writing they should pay more attention. By this way, the students are expected to improve their understanding on English writing ability, thus they were aware of the whole of writing aspect.

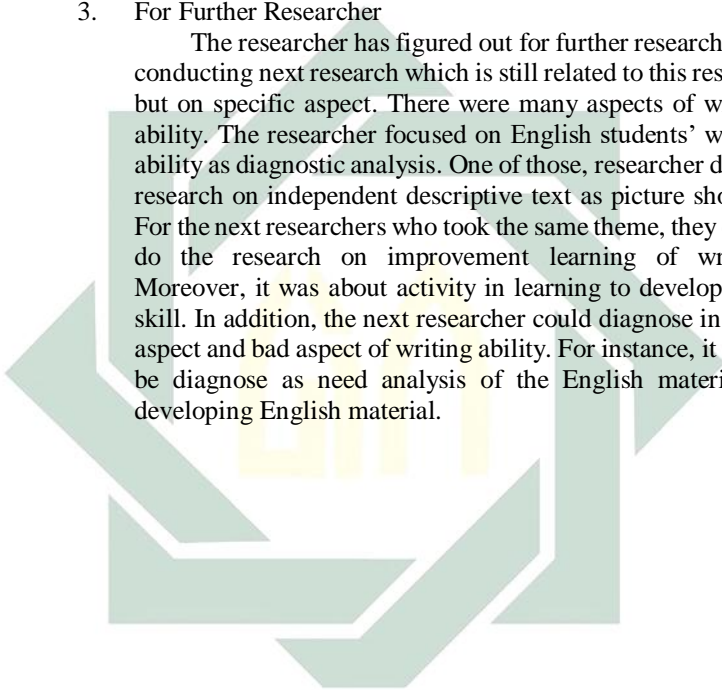


2. For Lecturer

The result of this study provides for lectures of English Teacher Education Department to plan curriculum as English students' ability based on this research. Lecture could plan learning of writing which was appropriate as students' ability.

3. For Further Researcher

The researcher has figured out for further researchers in conducting next research which is still related to this research but on specific aspect. There were many aspects of writing ability. The researcher focused on English students' writing ability as diagnostic analysis. One of those, researcher did the research on independent descriptive text as picture showed. For the next researchers who took the same theme, they could do the research on improvement learning of writing. Moreover, it was about activity in learning to develop their skill. In addition, the next researcher could diagnose in good aspect and bad aspect of writing ability. For instance, it could be diagnose as need analysis of the English material or developing English material.



## REFERENCES

- Beaumont, T. *Paragraph*. Faculty of Business & Economics The University of Melbourne, 6.
- Brown, H. Douglas. *Language Assessment Principles and Classroom Practices*. Pearson Longman, 2003, 256.
- Cushing Sara Weigle. *Assessing Writing*. Cambridge: Cambridge University Press, 2002.
- Cynthia, *Writing to Communicate: Paragraph and Essays*. Third Edition, Pearson Education, 2008, 183.
- E Dorothy Zemach – Lisa A Rumisek. *Academic Writing: from paragraph to Essay*. Macmillan Education 2005.
- E Leslie Casson , *Developing Writing Skills for University Students: Second Edition*. Broadview Press: 2006, 17.
- Fitri Annisa Irwan. 2018. “Students’ Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang”. *Journal of English Language Teaching*, Vol. 7, No 1, 170-176.
- Habibi Firdaus, Thesis: “*The Effect of Reflective Journal Writing on Students’ Writing Ability of Narrative Text at SMA Triguna Utama in the Academic Year 2016/2017*”. Department of English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta, 2017
- Harmer Jeremy. *How To Teach Writing*. Harlow: Pearson Education Limited, 2004.
- Hyland Ken. *Second Language Writing*. Cambridge University Press, 2003, 221.
- Johnston Peter. *Standards for the Assessment of Reading and Writing*. USA: The International Reading Association and the National Council of Teachers, 2010.
- Juzwiak Chris. *Stepping Stones: A Guided Approach to writing Sentences and Paragraphs*. New York: Glendale Community College, 2012.
- Karahan Pinar. A Diagnostic Analysis of ELT Students’ Use of Connectives. *Procedia-Social and Behavioral Sciences*, 199, 2015, 325-333.
- Knoch Ute. *Language Testing and Evaluation: Diagnostic Writing Assessment*. Peter Lang Internationaler Verlag der Wissenschaften, 2009.
- Iлона Leki. Alister Cumming and Tony Silva, *A Synthesis of Research on*

- Second Language Writing in English*. Routledge: New York and London, 2008,95.
- J Gerald Alred. *Handbook of Technical Writing*. Bedford St. Martin's, 2009, 122.
- Jacobs, et al, *Testing ESL Composition: A Practical Approach*, Rowley, MA: Newbury House, 1981, 116.
- L. Martin Arnaudet - Mary Ellen Barret. *Paragraph Development: A guide for students of English*. United States of America: Prentice Hall, Inc, 1990.
- Mary R. Lea - Phyllis Crème. *Writing at University: A Guide for Students*, Third Edition. Mc Graw Hill: Open University Press, 2008, 5-8.
- Nayati Eti, Thesis: “*An Error Identification on Students' Paragraph Writing a Second Year Students' of SMP Islamiyah Darul Irfan Sawangan Depok*”. Department of English Education Faculty of Educational Sciences Syarif Hidayatullah Statee Islamic University Jakarta, 2010.
- David Nunan. *Practical English Language Teaching*. Mc Graw Hill, 2003, 98.
- O. Alice - Ann Hogue. *Introduction to Academic Writing, Third Edition*. Pearson Educati on, 2007.
- Pillar Maria Agustin Lach. *Lexical Errors and Accuracy in Foreign Language Writing*. Great Britain: MPG groups Book, 2011.
- Rusmaniar, Thesis: “*An Error Analysis on Students' Paragraph Development of Writing Recount Text at Dharma Karya Senior High School in the Academic Year 2013/2014*”. Department of English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta, 2016.
- Siepman Dirk. *Writing in English: A Guide for Advanced Learners*. Germany:A Francke UTB, 2008, 23.
- Ur Penny. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, 1996, 175.
- W Herbert Selinger – Elana Shohamy. *Second Language Research Methods*. New York: Oxford University Press, 1990.
- John W Creswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Pearson Education, 2012, 206.
- William Wiersma. *Research Method in Education: An Introduction, Seventh Edition*. Boston: Allyn and Bacon, 2000.