CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research finding and discussion. The finding of this study is presented based on the research questions mentioned in Chapter One. Then, relating the result of the finding with the theories becomes a discussion point in the end of this chapter. The research questions of this research are (1) how is the grammatical accuracy of Thai students' English writing at Darawithaya School? and (2) how are the cohesion and coherence of Thai students' English writing at Darawithaya School?

A. Research Findings

In this session, the process of collecting data and data finding are described in detail based on those two research questions above. Firstly, this study is library research that the data is documents that were collected after those data had been used as the project for students' final assignment of the course which was handled by the researcher as a teacher at Darawithaya School. The data refers to the students' final writing works; composition of descriptive text under the topic MY FAMILY. It was taken on March 19th, 2015 in Thailand.

1. Grammatical Accuracy

Answering the first research question including the grammatical accuracy on students' writing, some certain grammar categories are decided to be analyzed. Those grammar categories are based on Standard English grammatical rule which is provided in any grammar book. Specifically, the guideline of grammar categories suggested by Polio is used in this research, as stated and showed in the previous chapter.⁷⁴ After analyzing and categorizing, then the result is described and explained in detail of each error type by enclosing the examples found on each composition. In this analysis, some grammar books are used as the sources to support the validity of this result.

Student 1 (ST1)

The result of the analysis shows that there are some errors presented on the composition especially in the use of singular/plural noun. The errors of this category are found in some sentences. For example: "My mother has <u>seven brother</u>", "and my mother has <u>two sister</u>", "and <u>four brother</u>", and "<u>my sister are single</u>. My first sister is a student. She is tall, friendly, good-looking. She is 17 years old. Second sister is a student. She is beautiful, tall, and kind".

Those sentences prove that student 1 has lack understanding in grammar, especially in the use of singular/plural category. Then, student 1 also presents one error of using pronoun. It occurs on the sentence "*My father is a teacher at Bon Sipo*

⁷⁴ C. G. Polio, *Measures of Linguistic Accuracy in Second Language Writing Research*.Language Learning, 47, 1997, 101-143

School. <u>She</u> is good-looking, kind, fat.... "In the use of pronoun "she" here refers to a man, my father. In this case, my father is the antecedent of that sentence.

For the other items of the grammatical rules of Standard English that was used in this study are presented in no errors. As the use of tense, article, preposition, word formation, verb omission, subject omission, extraneous subject, S-V agreement, and fragment are free from error.

Student 2 (ST2)

However, the other categories of grammar use are presented in no errors in the whole paragraph. Those categories include the use of pronoun, tense, preposition, word form, verb formation, verb omission, subject omission, extraneous subject, and fragment.

Student 3 (ST3)

There are two errors of all categories that student 3 makes. They are only in the use of article. Each of them occur on the sentence "*He is <u>a</u> handsome, brave, clever, and kind*" and "*she is <u>a</u> fat, beautiful, and kind*". Whereas the other categories of standard grammar used are presented well with no error.

Student 4 (ST4)

The result of the analysis indicates that the grammatical accuracy of student 4 consists of ten of twelve categories are presented with no errors. Only the use of singular/plural and word form categories which are presented with some errors.

The first error is in the use of singular/plural noun. The errors of this category are found in some sentences below.

"....... and my mother has one <u>sisters</u> and one brother", "My <u>sister</u> are married, and they have many children. My first sister is..... My second sister is..... My third sister..... My fourth and fifth sisters...... ", and "My fourth and fifth <u>sisters</u> do not have any children".

Besides in the use of singular/plural category, student 4 also presents two errors in using word formation. It occurs on the sentence, "... and she has two____", and "... and she has red-hair, and she is <u>sister</u>"

Student 5 (ST5)

The analysis of grammatical accuracy shows that there are some errors are presented on the composition especially in the use of subject omission. The errors of this category are found in some sentences. For example: "*is five years old*" and "*is good-looking thin and kind*".

The first sentence is presented without subject. It means that student 5 omits subject that properly presented. Also, the second sentence is in the same case. On the other hand, there are some sentences which are lack of complete subject. This error occurs on the sentences below:

"She is good-looking, kind, and clever <u>name</u> is Abidah", "<u>name</u> is Amati", "<u>first old brother name</u> is Arfan", and "<u>second old brother name</u> is Anah"

Student 6 (ST6)

The result of the analysis shows that some grammar categories are presented in no error. There is only little error presented on the composition, they are two errors in the use of singular/plural noun and one is in the use of article. The errors of these categories are found in some sentences. For example: "...... she has three children, one boy, and two girl", and ".... she has five children, four boy and one girl.". The other error occurs on the use of article. "My father is a Engineer" is the sentence that provides the error of article by using –a.

Student 7 (ST7)

Same as the composition of student 6, the analysis of grammar accuracy shows that composition of student 7 presents grammar categories that are presented in no error. There are only two categories of twelve categories which are presented in error: two errors occur on the use of singular/plural noun and one error in the use of S-V agreement. The errors of this category are found in sentences below.

"..... my mother has three sisters and one brothers", and "..... and he has two son"

Student 8 (ST8)

The analysis shows that there are only three errors appear on that composition. They are two errors of singular/plural use, and one error of S-V agreement. Those three errors occur on the sentences below:

".....brothers and one <u>sisters</u>", "My <u>brother</u> are single", and ".... and my mother five brothers"

On the other hand, the other ten categories of grammar accuracy are presented in free from error, as the use of tense, pronoun, articles, preposition, word formation,

subject omission, extraneous subject, S-V agreement, and fragment are free from error.

Student 9 (ST9)

There are some errors that are presented on the composition of student 9 especially in the use of singular/plural noun. They are found in some sentences below:

"*My father has three <u>sister</u>*", "*he is eight <u>year</u> old*", "*he is three <u>year</u> old*" and "*my <u>brother</u> are single*"

On the other hand, the error is also found in the use of S-V agreement. It occurs on the sentence "*My family live in balo*" and "*he has clever, handsome*....". The other error happens in the category of subject omission and verb omission. These two errors are found in one sentence; "*My fourth name barakat*". Seen from the context of the paragraph, student 9 intends to explain her brother because the previous sentence presents the information of her third brother. Not only the use of noun which is neglected in that sentence but also the auxiliary. In occurs on the sentence, "*My fourth brother's name is barakat*".

Student 10 (ST10)

Finding of the analysis shows that there are only three errors appear on that composition. Two errors are in the use of singular/plural, and one is in the subject omission category. Those errors are presented in the sentence "*two young sister*", "*One young brothers*" and "*… is 45 years old*". Whereas the other categories of Standard grammar rule are presented with no error.

Student 11 (ST11)

This composition shows that the errors happen in five sentences; "<u>he</u> name is Rohimah", "his name ma'sadee", " is seven years old", "<u>sisther she</u> is a goodlooking, beautiful......", and "......and red hairs <u>anahan she</u> is 5 years old".

Student 12 (ST12)

There are some grammar rules that are presented inaccurately. They occur on the use of appropriate article, preposition, and subject. For examples: "She is (a) beautiful, fatient handphones rich and tall" "she is (a) beautiful clever, kind and tall" "she is (a) good looking king and clever" "<u>He</u> name is colojoh" inappropriate pronoun

"is seven years old" no S

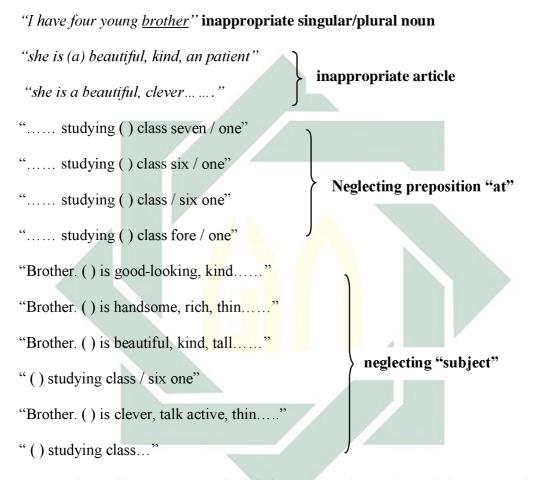
"<u>first old brother name</u> is arfan" incomplete S

"second old brother name is ma'tuis" incomplete S

Those sentences above become a measurement indicating that the composition of student 12 is not free from grammar error category. Although the other categories of grammar rule which are used in this research are presented in no error.

Student 13 (ST13)

The result of the analysis indicates that four of twelve categories are presented with some errors which effecting incomplete comprehension. Those errors occur in the use of singular/plural, article, preposition and subject omission. The first error is in the use of singular/plural noun, article, preposition, and subject omission. The errors of those four categories are found in some sentences below:



Those all sentences mentioned above prove that student 13 does not apply all grammar rules on the composition accurately. Nevertheless, the other eight categories are presented with no errors.

Student 14 (ST14)

Based on the analysis of standard grammar rule, the composition of student 14 is presented with some errors in the grammar categories. They occur in the use of singular/plural noun, article, verb omission and subject omission.

Here are some sentences which are presented with inaccurate grammar in the use of singular/plural noun. It occurs on the sentences "she has one <u>children</u>..... ", "my <u>sister</u> are married", "one <u>children</u>.....", "two old <u>brother</u>", "two old <u>sister</u>", and "my mother has five <u>sister</u>"

Then, the error of the inappropriate articles happen in sentence "she is (a) beautiful, kind, and rich" and "my father is (a) engineer". There are two sentences which are presented with no subject, they are "() are in Narathiwat" and "() is 60 years old". Student 14 neglects subject in both of those two sentences. The last is "my third sister () a teacher". This sentence is presented without verb.

Those all grammar errors mentioned above make the composition of student 14 lack of the value of accurate grammar.

2. Cohesion and Coherence

On the other hand, to answer the second research question, students' performance in presenting a connection of sentences internally and externally are analyzed by using the rating scale which is collected of two subscales aiming at two major of cohesion and coherence. The rating scale is based on Chiang's discourse feature scale which is aimed to measure the "effectiveness and appropriateness in the organization of ideas above the sentence level and among different parts of the text".⁷⁵

⁷⁵ S. Y. Chiang "Assessing Grammatical and Textual Features in L2 Writing Samples: The Case of French as A Foreign Language". *Modern Language Journal*, 83, 1999, 219-232

Student 1 (ST 1)

Viewed from the point of cohesion, the composition of student 1 presents proper manner in connecting one sentence to another. It can be seen from the way she introduces all new information accurately, and uses no repeated words in the whole of her writing which is unnecessary. For example: "my family has four people: My father.....", "all my uncles and aunts live in Pattani.....", "My father is 45 years old.....", and "My sisters are single". Those sentences are new information which is offered on the composition accurately.

On the other hand, in the use of punctuation, student 1 uses only three inappropriate punctuations in her writing. They occur on some sentences which are presented by the student 1 consciously or unconsciously. One of the examples are "they are in Narathiwat". In this sentence, student 1 does not put punctuation after the word "Narathiwat". Meanwhile, she directly introduces new information, "my family has four people". This case also happens on the other sentences as the sentence "my family lives in Narathiwat", "She is good-looking, kind, fat, and clever", "my first sister is a student", "she is tall, friendly, good-looking", "she is 17 years old", "she is beautiful, tall, and kind", and "I love my family". All of those sentences mentioned above are necessary added an appropriate punctuation in the final of each sentence to give the connection with other sentences in the student 1 writing.

Furthermore, the use of junction words is also presented correctly in some sentences which are necessary those junction words. For example: "My father, my

mother, young sister, <u>and</u> me", "My mother has seven brother <u>and</u> sister", "All my uncles <u>and</u> aunts live in Pattani, <u>but</u> my family lives in Narathiwat", "My father is 45 years old, <u>and</u> my mother is 44 years old", "She is good-looking, kind, fat, <u>and</u> clever", and "She is beautiful, tall, <u>and</u> kind"

All those junction words are correctly used in those sentences mentioned. Meanwhile, student 1 does not give examples when she expresses ideas. For examples: *"she is good-looking, kind, and clever"*. In this idea, student 1 does not give example of why student 1 states that "she is good-looking", may be because her eyes is blue, her skin is light brown, her lips are red, or other examples describing the subject *"she"* is good-looking. So is the word *"kind"* and *"clever"*.

Then, for the relation of each sentence to another was also examined from the coherence aspect. The result shows that student 1 presents clear topic sentence, clear point of view in some sentences, and clear conclusion. But there are three ideas that are not well-related. *"I have a large family"*, this sentence is the topic sentence provided in the composition of student 1. It is regarded as appropriate sentence to begin the paragraph on the composition of student 1 considering the ideas of the whole sentences discuss about family. Giving clear point of view in some sentences are shown by ideas asserting her father's and mother's old, the profession and the characteristics of her parent clearly. For example: *"my father is 45 years old, and my mother is 44 years old. My father is a teacher at Ban Sipu School. She is good-looking kind, and clever"*. Further, she also explains about her sisters; the profession, the old, and the characteristic of them. It can be proven by the sentences *"my first"*.

sister is a student. She is tall, friendly, good-looking. She is 17 years old. My second sister is a student. She is beautiful, tall, and kind". And she concludes her composition by presenting the sentence "I love my family". It is valued as a clear conclusion representing all of ideas of the whole paragraph which relevant with the topic sentence.

Nevertheless, there are some ideas which are not well-related with other ideas. For example: student 1 explains that her family has four people, "my family has four people" then she continues with the next sentences "my father, my mother, young sister and me". But in the last paragraph she tells about her first and second sister, "my first sister is a student....." and "second sister is a student....".". Those ideas show that student's 1 family consists five people not four. So that why those ideas are not well-related with the statement before which explained "my family has four people".

Student 2 (ST 2)

For the cohesion and coherence analysis of the composition made by student 2 shows that the coherence aspect is better than the cohesion. It is proven by some sentences which had been analyzed, and it presents low value in some categories of cohesion measurement.

Viewed from the point of cohesion, the composition of student 2 has unrespectable understanding in the use of appropriate punctuation, and repeated vocabulary. It can be seen from the way she puts punctuations inaccurately in some sentences. For example: "*my father is 45 years old (.) and my mother is 38 years* *old*". Further, repeated vocabulary is also presented where it is not necessary at that sentence. For example: "my first sister is a student. She is thin. <u>She has long wavy hair, and she is rich</u>".

On the other aspect, student 2 begins her writing with clear topic sentence, talking about her family "*I have a small family*". The whole paragraph presents the ideas which are relevant with that topic. But in the second paragraph she begins with unclear new information "*my sister and single*". Further, student 2 gives clear point of view in some sentences by ideas which assert the profession and the characteristics of her parent, her sisters and her brothers clearly even only some sisters and brothers that she tells. For example: "*My father has seven brothers, three sisters, and two brother*", "*My father is 43 years old, and my mother is 38 years old*", *my father is a Doctor. He has black hair and thin*". "My mother is a teacher at......", "*She is good-looking, kind......*", "*My first sister is a student. She is thin......*", "My second sister......", "My third brother.....", and "My fourth brother is.....". Those all sentences describe that student 2 presents point of view dealing with the topic clearly. Also, student 2 ends her composition by clear conclusion, stating "I love my family".

Meanwhile, student 2 does not give examples when she expresses ideas. Examples are needed to give clearer information for the readers in extending ideas, opinions or argumentations. Consequently, the ideas expressed on writing of student 2 are little bit hanging. Then, she begins her writing with clear topic sentence that is about her family *"I have a small family"*. The whole paragraph presents the ideas which are relevant with that topic. But in the second paragraph she begins with unclear new information "*my sister and single*".

Nevertheless, there are some ideas which are not well-related with other ideas. For example: student 2 explains that her family has six people, "my family has six" then she continues with the next sentence "my father, my mother, four young sisters, two young brothers and me". Those two sentences are not well-related to one another. The first sentence explains six people in the family but the explanation on the next sentence describe nine people. Further, in the second paragraph, she introduces new information by writing "my sister and single" even she intends to say "my sisters are single" but then in the next sentences she also tells about her brothers after explaining her sisters. "My second sister........ My third brother is....... My fourth brother is......." Those last sentences have no relation with the new idea before, "my sisters are single". That idea does not inform her brothers.

Student 3 (ST 3)

Indeed, the value of the analysis of the coherence aspect shows that the subject is introduced effectively in the beginning section, all of the ideas are relevant to the topic and well-related to one another, points of view of the writer are presented clearly, and the conclusion is given powerfully. To make sure, here are the example:

"I have small family" = the topic sentence

"My family has four people" = giving new information dealing with her family *"My father, my old sister, and me"* = this sentence is connected with the previous sentence, mentioning about those four people.

For the whole paragraph, the composition tells in detail about those four people dealing with the characteristics, profession, old and others. With the result above, all of the ideas expressed are related to one another and relevant with the topic.

Student 4 (ST 4)

Viewed from the point of cohesion, the composition of student 3 has introduced some new information appropriately to then continued by giving the detail description. Also there are no repeated words provided on that composition. Nevertheless that composition shows unrespectable understanding in the use of appropriate punctuation to separate ideas and sentences.

The use of appropriate punctuation can be seen from the way she put some punctuations incorrectly in some sentences. For example: "*I have a large family They are in Narathiwat My family has…*…". This sentence consists of three ideas but that is not separated with the appropriate punctuations. That is let into one sentence only.

On the other hand, the subject is introduced effectively in the beginning section, the ideas are relevant to the topic, points of view of the writer are presented clearly, and the conclusion is given powerfully.

Nevertheless, there are some ideas which are not well-related with other ideas of that composition, event those ideas are relevant to the topic. For example: student 4 explains that her family has three people, *"my family has three people"* then she continues with the next sentence *"my father, my mother, one young brother, two old brothers, and me"*. Those two sentences are not well-related to one another. The first sentence explains six people in the family but the explanation on the next sentence describes six people.

Student 5 (ST 5)

Based on the analysis, the composition of ST5 shows that the cohesion aspect is provided in some weaknesses. It is proven by some sentences which had been examined and they display low value in some categories of cohesion measurement. The composition of student 5 has unrespectable understanding in the use of appropriate punctuation and junction words. It can be seen from the way she puts some punctuation inaccurately in some sentences.

This sentence consists of some ideas that ideally each idea is presented in one sentence, but that is not separated at all with the appropriate punctuations. Those ideas are let into one sentence only up to the last sentence on the whole writing. Farther, there are some sentences that ideally presented with some junction words to connect one word to another words are provided with no junctions. For example: *"there are grandmother, grandfather, father, mother"*.

On the other hand, the way of introducing new information dealing with the topic is presented inappropriately. The sentence "sisther she is a beautiful clever king and tall" is presented after explaining about her father and mother without any conjunction connecting that sentence with the sentence before. Then, "first old brother name is....." is also presented after the previous topic with no conjunction word.

Then, the analysis of the coherence shows that the subject is introduced effectively in the beginning section, some of the ideas are relevant to the topic with well-related to one another, and the conclusion is given powerfully in the last section.

Nevertheless, there are some lacks of ideas that are not expressed on that composition. The beginning, student 5 explains that there are grandmother and grandfather in her family, *"there are grand mother, grand father, father......"*. Unfortunately, both of them are not told at all.

Student 6 (ST 6)

Furthermore, the result shows great representative both cohesion and coherence. The aspect of cohesion, she presents the composition with junction words

accurately, introduces new information appropriately, and employs punctuations properly, and uses no repeated vocabularies. Those are the evidence of the good value of presenting a composition based on cohesion aspect.

Indeed, the analysis of the coherence aspect in composition made by student 3 shows that the subject is introduced effectively in the beginning section, all of the ideas are relevant to the topic, points of view of the writer are presented clearly, and the conclusion is given powerfully. However, she presents unwell-related ideas to one another. There are some ideas which are not well-related with other ideas. For example: student 6 explains that her family has ten people, "my family has ten people" then she continues with the next sentence "my father, my mother, five young brothers, five old sisters and me". Those two sentences are not well-related to one another. The first sentence clarifies six people in the family but the explanation on the next sentence describes thirteen people.

Student 7 (ST 7)

The result of cohesion and coherence analysis shows that student 7 uses junction words accurately, introduces new information appropriately and presents no repeated vocabularies on the whole paragraph. There is only a lack of the way she uses appropriate punctuation. There are some sentences that are presented with no punctuation to separate the ideas and sentences. For example: "*my mother has three sisters and one brothers, All my uncles and aunts*......".

Then, the subject is introduced effectively in the beginning section, some of the ideas are relevant to the topic with well-related to one another, and the conclusion is given powerfully in the last section.

Nevertheless, there is a little lacks of ideas that are not expressed on that composition. In the beginning, student 5 explains that in her family consists of seven people, "*my family has seven people*". Unfortunately, the next sentence explains six people. It can be seen from the sentence "*my father, my mother, one young brother two old sister, and me*". Those sentences show the unrelated ideas of one to another.

Student 8 (ST 8)

The composition shows that the cohesion aspect is provided in unsatisfied manner. It is proven by some sentences which had been examined. It displays low value in some categories of cohesion measurement. The composition of student 8 has unrespectable understanding in the use of appropriate punctuation and junction words. It can be seen from the way she puts some punctuation inaccurately in some sentences. For example: *"he has thin, tall, kind and clever mother is a....", "she is beautiful. tall, kind and clever.....", "My brother are single My first brother.....", "she is a teacher, and he is thin My second sister is a student I love......" Those all sentences above are presented in some errors of using punctuation <i>"coma"* (,) and *"dot"* (.).

Also the error of using conjunction is found in sentence "*My second sister is a teacher, and. My third brother*.....". The conjunction "*and*" is not appropriate in that sentence.

Although the cohesion aspect is presented in some errors, but the presentation of coherence is not. The subject is introduced effectively in the beginning section, all of the ideas are relevant to the topic and well-related to one another, points of view of the writer are presented clearly, and the conclusion is given powerfully. There is only one idea that is not related, that is the idea about *"sister"* in the last discussion. The new information introduced in that paragraph is about *"brother"*. So, the information of *"sister"* is not appropriate.

Student 9 (ST 9)

The composition of student 9 shows that the punctuations are used inappropriate manner in some sentences. It can be realized from the way she uses some punctuations inaccurately. For example: the lack of punctuation "dot" (.) in the end of the sentence "They are in Yala". In this sentence student 9 does not put an appropriate punctuation by letting that sentence continued without "dot" (.). This case also happens in the other sentences as "she is good-looking, kind, thin and clever". And "...... he has black-hairs and clever". Those two sentences are presented with no punctuation "dot" (.) in the end. The other punctuation is the use of "coma" (.). That is presented in the sentence "My first brother is student, he is thin......".

For the coherence aspect, the subject is introduced effectively in the beginning section, all of the ideas are relevant to the topic and well-related to one another, points of view of the writer are presented clearly, and the conclusion is given powerfully. Unfortunately, that composition is ended with no conclusion.

Student 10 (ST 10)

The finding cohesion and coherence analysis on the composition of student 8 indicates that the error only occurs in the use of punctuation. There are two sentences which use no "dot" (.) For example: "My father is a doctor" and "Her name is pan.

Meanwhile, the performance of coherence aspect shows there are some ideas are presented unwell-related to one another. For example, in the beginning of the paragraph student 10 introduce ideas that her family consists of five people, "*My family has five people*". But she continues the next sentence by explaining six people in her family, "*My father, mother, two young sister, one young brothers, and me*". Those two sentences reveal that the ideas are not related one to another. Then, in the whole of the writing only describes physically about her mother and father. She does not describe about her sister and brother however in the first ideas she mentions them. Those findings give information that student 10 does not present points of view of the writer clearly.

Student 11 (ST 11)

In the aspect of cohesion, she uses some junction words inaccurately. It can be found in the sentence ".... grand father, father, mather. No junction word is provided to combine those nouns. Then, the lack of appropriate punctuation is found in some sentences, such as "...... I have three young sisters...", "I love my mother....", "she is a beautiful fatient handphones, rich and tall", "he name is Rohimah....", "my father is tall hand some cars and shy", "his name ma'sadee", "I love him very much" and many other sentences which are presented without using

appropriate punctuation to separate one idea to the other ideas. In this case, the content of the paragraph is confusing.

Although the ideas in the composition are relevant to the topic, but many ideas are not related well. For example: "she is a beautiful fatient handphones, rich and tall" and "<u>she</u> is 5 years old he is <u>handsome</u>" This sentences show that student 11 presents the overall point of view unclear. Furthermore, the information of that writing only describes about her father, mother and sister but actually she also mentions her grandmother, grandfather and brothers in the beginning of the information. Unfortunately she does not tell at all about them in detail in the next discussion.

Student 12 (ST 12)

The result of the analysis shows that both cohesion and coherence are presented in insufficient performance. It is based on some sentences which are found with unrelated arrangement; putting punctuations inappropriately, neglecting necessity punctuations, using inappropriate conjunction, and neglecting necessity conjunction. It can be seen from the sentences below:

"... grand mother, grand father, father (.) mother ()" uses inappropriate punctuation "dot" (.) and neglects punctuation "dot" (.).

"I have old brother and I have three young sisthers (,) inappropriate punctuation "coma" (,)

"she is a beautiful () clever, "she is a beautiful, fatient () handphones () rich and tall ()", "..... handsome () cars and shy ()", "kind and tall ()", "she is beautiful () thin () and king ()" and "she is a good looking () king () and clever (
)" neglecting punctuation "coma" (,) and "dot" (.)

"I love my mother ()", "her name is nurania ()", "is seven years old ()", "first old brother name is arfan ()", "he is 20 years old ()", "He is 14 years old ()", "second old brother name is ma'tuis (), and "I love him very much ()" **neglecting punctuation** "dot" (.)

"He is handsome () kind () clever rich ()" neglecting punctuation "coma" (,), neglecting conjunction "and" and punctuation "dot" (.)

"He is handsome kind clever () rich" neglecting conjunction "and"

Those all sentences above are presented with inaccurate manner. Some ideas are not separated one to another, with the result they are confusing. And some others are presented repeatedly to describe a person. It occurs on the sentence *"Sisther, she is a beautiful clever and tall Her name is nurania She is a good looking king and clever is seven years old she is beautiful thin and king"*.

Besides that, the composition of student 12 presents unclear information dealing with the members mentioned in that first discussion. Student 12 does not tell about her grandfather and grandmother at all and does not describe about her all three young sisters. Those all lacks make the content of the composition give unclear comprehension.

Student 13 (ST 13)

The result indicates that many sentences of the whole writing are found without accurate junction words and punctuations. Furthermore, some of them are presented in any kinds of unrelated words which make the connectedness of the sentences damage.

Those judgments are supported by some sentences found below:

"grand father, father () mother ()". Student 12 neglects conjunction and punctuation in this sentence. The other sentences are let with no punctuation in the end of the ideas, "his name is Domeng ()", "..... clever, tall, and thin ()", ".....studying class seven/one ()", "He has is Bahaki ()", "studying class six/one ()", "He has is Saiful ()", "He has is Alimin ()" and "He has is Elaham ()".

Besides that, student 12 expresses some ideas which are unrelated to another. With the result, they do not give connecting organization in exploring the content of the text. For example: ".......*rich, thin, <u>cars, handpones, and tall</u>", "Brother. is clever, talkactive, thin, lawyer, good-looking, tall, rich, and <u>cars</u>", "Brother. () is <u>beautiful</u>, kind, tall....." and "He has many cars, laptops, <u>tall</u>, and scoopy". Those underlined words are not related with the other ideas in each sentence. Further, composition of student 13 is ended with no conclusion. She stops her ideas on discussing about her brother. This lack makes the information of the family description unclear and hanging.*

Student 14 (ST 14)

This composition shows that the subject is introduced clearly in the beginning of the text, the ideas are presented relevantly with the topic of the composition and supported by some examples. This is proved by the information which student 4 presents in the beginning about her family and the whole information of the composition is discussed about it with no the other topic presented. For example: "*my father has....*", "*my father is...*", "*my mother is...*", "*she is....*", "*my sister...*" and many other discussion about her family. Then, she also states that his father is rich, and she supports with some examples. It can be seen from the idea in the sentence "*My father is handsome, tall, and rich. He has many cars, laptops and finox*". She described that her father is rich by stating some objects that her father has. Unfortunately, there is an idea that makes the information lack of connectedness. This occurs on the sentence "*My family has four people, my father, my mother, two old sister, one young brother, and me*". This idea is not related to one another because in the second idea states not only four people, but six.

The aspect of cohesion is good however there is a little lack happens in the use of punctuation that is put inaccurately in some sentences. It can be viewed from the way she uses junction words in the sentences below:

"my family lives in Narathiwat (,)" inappropriate punctuation "coma" (,)

",,, thin, and handsome ()"
"Her name is chodeejoh ()"
"I love my mother and father very much ()"
"... and she has a niece ()"
"I have a large family ()"
"My family has four people ()"

Neglecting punctuation "dot" (.)

Those all sentences are presented with no punctuation "dot" (.) in the end of each sentence to separate with other ideas. This case make the organization of the sentences unrelated viewed from the external aspect.

B. Research Discussion

In this session, the researcher presents a discussion based on the findings of the study in the previous session. Then, those findings are related to the theories in some sources. This discussion deals with the two research questions mentioned in chapter I. They are: (1) how is the grammatical accuracy of Thai students' English writing at Darawithaya School? and (2) how are the cohesion and coherence aspect of Thai students' English writing at Darawithaya School?

Based on the findings of the grammatical accuracy, cohesion and coherence analysis, there are some errors that participants present in some categories of grammar rule which were used to measure the grammatical accuracy and a rating scale for cohesion and coherence aspect of participants' compositions in this research. These findings refer to two kinds of analysis: grammatical accuracy and the aspect of cohesion and coherence which were examined individually in each composition of 14 participants.

1. Grammatical Accuracy

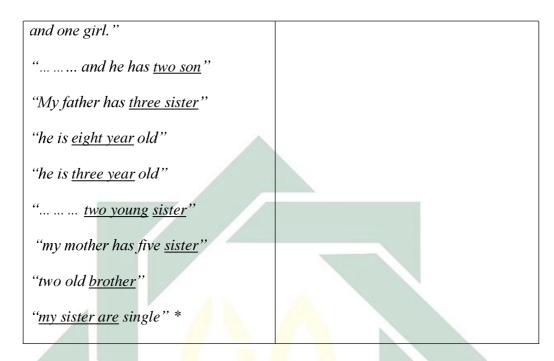
In this aspect, the finding indicates some categories of grammar rules which are presented inaccurately and in a great measure is presented accurately. Those some categories which are frequently presented in errors are:

The use of singular/plural noun

Many sentences of students' writing are presented the use of singular/plural noun in inappropriate manner. Some students neglect –s in the final of word which indicates plural and present –s in singular nouns. Those are found in the some sentences below:

Neglecting -s in plural noun	Presenting –s in singular noun
"my mother has <u>seven brother</u> "	"she has <u>one children</u> "
"and my mother has <u>two sister</u> "	" and my mother has <u>one sisters</u>
"and <u>four brother</u> "	and one brother"
" my mother has four	"brothers and <u>one sisters</u> "
sisters and <u>two brother</u> "	" my mother has three sisters and
" she has three children, one	one brothers"
boy, and <u>two girl</u> "	" <u>One y</u> oung <u>brothers</u> "
" she has five children, <u>four boy</u>	

 Table 4.1 The examples of error singular/plural use on students' sentences.



The *nouns* underlined in the left column correctly should be added –s in the final of each noun because *they* indicate the nouns into plural. Meanwhile, the *nouns* underlined in the right column correctly should remove –s in the final of each noun because *they* indicate the nouns into singular. This theory is based on the plural noun rules on the grammar book written by Irene E. Schoenberg and Jay Maurer. ⁷⁶ The other source of this singular/plural noun rule stated clearly by Marcel Danesi on his book "common nouns are subdivided into count and non-count. Count nouns refer to anything that can be counted (one book, two books and so son). They can be specified

⁷⁶ Irene E. Schoenberg - Jay Maurer. *Focus on Grammar: An Introductory Course For Reference And Practice.* (USA: Pearson Education White plan, 2002), 262.

with any article, numeral, or quantity term (many, several) and have both singular and a plural form".⁷⁷

Singular	Plural	
A book	Four books	
One cake	Many cakes	
The church	Several churches	

Table 4.2 Grammar rules of singular/plural

The rules of those statements explain that plural noun (regular) should be added -s/es. Then, for the singular noun should not be added -s/es. This analysis is also based on the rules of singular and plural nouns created by Betty, she explains that a final -s or -es is added to a noun to make a noun plural. ⁷⁸

* The noun "*sister*" in this sentence "<u>my sister</u> are single" is intended to explain the word "my sister" in plural type. It can be seen from the next sentences that explain about the first and second sister. Meanwhile, the use of to be "are" at that sentence is absolutely correct.

The error of this category may be because Thai and English differ in realizing the plural concept of nouns. While English makes distinction between singular and plural forms of a noun, Thai does not. The plural morpheme –s needs to be added to a noun in English to indicate the plural meaning. Thai, in contrast, employs numerical

⁷⁷ Marcel Danesi. *Basic American Grammar and Usage: an ESL/EFL Handbook.* (USA: Printed in the United States of America, 2006), 25.

⁷⁸ Betty Schrampfer Azar. *Understanding and Using English Grammar: Second Edition*. (Prentice Hall regents: United States of America, 1989), 197-198.

descriptions to indicate the plural meaning. ⁷⁹ This difference between Thai and English may effect this students' error.

The use of Articles

The finding of this research also finds some errors in the use of article in some sentences which are presented on students' composition.

Neglecting an article	Presenting an article
"my fourth sister is student".	"He is <u>a</u> handsome, brave, clever,
	and kind"
	"s <mark>he</mark> is <u>a f</u> at, beautiful, and kind".
	"S <mark>ist</mark> er she is <u>a</u> beautiful,
	cl <mark>eve</mark> r
	"My father is a Engineer"
	"she is (a) good looking king and
	clever"
	"she is (a) beautiful clever, kind
	and tall
	"She is (a) beautiful, fatient
	handphones rich and tall"
	"she is (a) beautiful, kind, and
	rich" and "my father is (a)
	engineer".

 Table 4.3 The examples of error article use on students' sentences.

⁷⁹ Smyth on the research done by Charuporn Pongsiriwet. *Relationships among Grammatical Accuracy, Discourse Features, and The Quality of Second Language Writing: The case of Thai EFL learners.* (Morgantown, West Virginia, 2001), 76.

In the left column, the use of article -a is neglected. Whereas, the article -a is needed in that sentence to indicate the noun in singular. Then, for the use of article -a in the right column is not necessary to be presented, because there are no antecedent provided on those sentences. For instance *"He is <u>a</u> handsome*. In this sentence, the article -a is appropriate to be presented. Hence, Omitting the article -a of those sentences above is the correct manner.⁸⁰ Betty argues on her grammar book that usually a/an is used with a singular generic count noun. For examples: <u>A</u> window is made from glass, parent must give <u>a</u> child, <u>A</u> box has six sides.

Marcel Danise also gives clear information dealing with the rule of article usage in sentence. ⁸¹ He states that there are two distinct forms of the indefinite article: (1) a before a consonant or u pronounced as "yooh"; and (2) an before a vowel or "silent h" (h that is not pronounced):

Before a consonant	Before a vowel	
A boy	An egg	
A friend	An angel	
A hat	An honor	
A union	An Umbrella	

Table 4.4 Grammar rules of article.

⁸⁰ Marcel Danesi. *Basic American Grammar and Usage: an ESL/EFL Handbook*. (USA: Printed in the United States of America, 2006), A20.

⁸¹ Marcel Danesi. *Basic American Grammar and Usage: an ESL/EFL Handbook*. (USA: Printed in the United States of America, 2006), 46.

2. Be careful ! When an adjective or some other part of speech precedes a noun, you have to adjust the article according to its initial sounds:

Table 4.5 Grammar use	of	article.
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A boy	An intelligent boy	Not	A intelligent boy
A friend	An old friend	Not	A old friend

The use of pronoun

Besides those error categories above, the use of pronoun also becomes one of the categories which is found on students' compositions. Those errors occurred on the sentence below:

Table 4.6 The examples of error pronoun use on students' sentences

"My father is a teacher at Bon Sipo	" <u>He</u> name is colojoh"
School. <u>She</u> is good-looking, kind,	" <u>he</u> name is Rohimah",
fat"	
"I love my mother she is a beautiful	
patient <u>He</u> name is Aruni"	

In the use of pronoun "she" in the sentence "My father is a teacher at Bon Sipo School. <u>She</u> is good-looking, kind, fat...." should be changed into "he" because it refers to a man, my father. In this case, *my father* is the *antecedent* of that sentence.⁸² Therefore, the appropriate pronoun should be "*he*" not "*she*".

Also the second sentence, "I love my mother she is a beautiful patient...... <u>He</u> name is Aruni", the use of pronoun "He" is inappropriate in this sentence. The use of pronoun "he" does not represent the previous subject that student intends to be explained. The appropriate pronoun of this sentence is "her". Because that refers to "my mother", singular third person that shows a girl/woman. ⁸³ Marcella writes on her grammar that the person of being spoken of, called the third person. **Singular** –he (for male), -she (for female), -it (for thing; also for live beings whose sex is unknown or unimportant for the speaker). **Plural** –they (for all live beings and for all things). It means that the subject "my mother" indicates a woman, then, the pronoun "he" was intended to explain about the ownership of the name of my mother" itself.

This case also occurs on the sentence *"he name is Rohimah.* The use of pronoun *"he"* is inappropriate. It correctly uses *"her"*. It refers to the word *"sister"* in the previous sentence. That rule is supported by the other source of possessive adjective grammar rule.⁸⁴ Fuad states that possessive adjective is a noun which shows

⁸² Betty Schrampfer Azar. *Understanding and Using English Grammar: Second Edition*. (Prentice Hall regents: United States of America, 1989), A6.

⁸³ Marcel Danesi. *Basic American Grammar and Usage: an ESL/EFL Handbook*. (USA: Printed in the United States of America, 2006), 21.

⁸⁴ Fuad Mas'ud. *Essentials of English Grammar: A Practical Guide Edisi 3.* (Yogyakarta: BPFE, 2005), 67.

ownership/possession, and it is followed by noun. In this case, the ownership of the name *Rohimah* is woman. Therefore, the appropriate pronoun is *"her"* not *"he"*.

Pronouns are words used in place of nouns, substantives (words taking on the function of nouns), or noun phrase (noun accompanied by articles, demonstratives, adjectives, and so on). The noun that a pronoun replaces is called an *antecedent*. ⁸⁵

Pronoun

Grammar rules of pronoun

Antecedence

John is AmericanHe is AmericanThat book belongs to MarryThat belongs to MarryThat woman is AmericanShe is AmericanGive that book to JohnGive that book to him

Subject and Verd Agreement

⁸⁵ Marcel Danesi. *Basic American Grammar and Usage: an ESL/EFL Handbook*. (USA: Printed in the United States of America, 2006), 75.

complement of the sentence. The complement of sentence can consists of **adjective**, **noun**, **adverb**, **and verb showing continuous**.⁸⁶ In the present tense, the use of "to be" **are am, are, is** depends on the subject. In this case, the appropriate "to be" is "is" because the subject of that sentence is singular third person.

The other sentences are "*He <u>has</u> handsome Thin and kind* " and "*he <u>has</u> clever, handsome....". The use of Verb "<i>has*" in those two sentences is not appropriate, because those sentences are nominal sentences by explaining some adjectives of each subject "*he*". Therefore, it is correctly changed into "*to be*" "*is*" as the V-agreement of Subject "*he*". This case is same as the previous sentence.

Then, the error also occurs on the sentence "*My family <u>live</u> in balo*" This sentence is neglected –s in the final of the word "*live*". It is appropriately added –s to agree with the subject "*my family*". John Langan states that a verb must agree with its subject in number. *A singular subject* (one person or thing) takes a singular verb. *A plural subject* (more than one person or thing) takes a plural verb. ⁸⁷

Word formation

This error category occurs on the two sentences. They are:

"... and she has two "

".... and she has red-hair, and she is sister"

⁸⁶ John S. Hartanto, S. Koentjoro, - manaf Asmoro Seputro. Accurate, Brief and Clear: English Grammar. (Suarabaya: Indah Surabaya, 2009), 34-35.

⁸⁷ John S. Hartanto, S. Koentjoro, - manaf Asmoro Seputro. Accurate, Brief and Clear: English Grammar. (Suarabaya: Indah Surabaya, 2009), 453.

The first sentence is presented by neglecting word form "*noun*". After the word "*two*" in that sentence, ideally should be added a word form "*noun*" to make that sentence consists of complete object. Because the sentence "... *and she has two_____*" hangs without any complete object. Then, the use of the word "*sister*" in the second sentence was not appropriate. It does not offer any logical idea to present that sentence.

Subject Omission

There are two sentences found with no subject. Students write some compositions by neglecting subject of the sentences. In this study, it refers to the error in the use of subject omission category. The errors of this category are found in some sentences. For example: "<u>is</u> five years old" and "<u>is</u> good-looking thin and kind"

The first sentence is presented without subject. It means that student omits subject that properly should be presented. Also, the second sentence is in the same case. As stated clearly by John, "every sentence has a subject and a verb. Who or what the sentence speaks about is called the *subject*; what the sentence says about the subject is called the *verb*". ⁸⁸ This statement means that every sentence should have subject and verb.

The error of this category also occurs on some other sentences below:

"Brother. () is good-looking, kind......", "Brother. () is handsome, rich, thin.....", "Brother. () is beautiful, kind, tall.....", "() studying class / six one",

⁸⁸ John S. Hartanto, S. Koentjoro, - manaf Asmoro Seputro. *Accurate, Brief and Clear: English Grammar.* (Suarabaya: Indah Surabaya, 2009), 411.

"Brother. () is clever, talk active, thin....", "() studying class...", "() are in Narathiwat" and "() is 60 years old".

Those all sentences above were presented with no subject.

Verb Omission

This category connects with the previous category, *Subject Omission*. If in the previous category discusses about the sentences which are presented with no subject, this category discusses about some sentences which are presented with no verb. As stated by John that every sentence should present subject and verb, "every sentence has a subject and a verb. Who or what the sentence speaks about is called the *subject*; what the sentence says about the subject is called the *verb*" ⁸⁹ unfortunately, there are some sentences which are not presented with no verb. For instance, "his name ma'sadee" is presented with no Verb. Properly, "to be" -is should be added to make that sentence complete. This case also occurs in the sentence "my third sister () a teacher" and "My fourth name barakat".

Extraneous subject

⁸⁹ John S. Hartanto, S. Koentjoro, - manaf Asmoro Seputro. Accurate, Brief and Clear: English Grammar. (Suarabaya: Indah Surabaya, 2009), 411.

The use of subject does not seem to be a big problem for Thai students participating in this study. This is not surprising, however, due to the fact that both Thai and English are similar in structure of the sentence, subject-verb-object (S-V-O).

Preposition

Some sentences below are presented with no appropriate preposition.

"...... studying () class seven / one", "...... studying () class six / one", "...... studying () class / six one", and "...... studying () class fore / one"

Based on the rule of preposition, there are some types of preposition provided. One of them is **preposition for position**. There are three kinds of preposition which are used for position, they are **in or inside**, **on and at**.⁹⁰

In or inside : giving the area of something enclosed – a container, a drawer, a room, building, world - . For example: *"Hang your coat in the closet!*

- On : indicating the surface of something a floor, a wall, a desk, a street. For instance: "*Put the dishes on the table!*"
- At : refers to a general vicinity. For instance: "He is at school"

⁹⁰ Marcel Danesi. *Basic American Grammar and Usage: an ESL/EFL Handbook*. (USA: Printed in the United States of America, 2006), 163-165.

Made reference to the rule by Marcella frank above, those sentences are lack of the use preposition *"at"* in each sentence. Hence, the idea of each sentence refers to the general location that the subject takes, a class of school.

Based the finding of grammatical accuracy of all students, most students present the use of tense, and fragment in free from error. It means that students have good understanding in the way to use an appropriate tense in their writing. For the category of fragment, it does not guarantee they have understood well because of no error found. But, may be because the composition which is so simple, descriptive text about family.

Cohesion and Coherence

Viewed from the aspect of cohesion and coherence, the compositions of student 1 up to student 14 mostly present appropriate manners in connecting one sentence to another. It can be seen from the way of how students present those two aspects. As stated by Jeremy Harmer on his book, *"for writing to be truly accessible, however, it also needs to be both cohesive and coherence"*.⁹¹ This statement means that a writing will be truly acceptable for readers if it has both cohesion and coherence aspect on the text itself. Therefore, other than grammatical accuracy aspect this study also concerns on those two aspects in analyzing students' writing. The way of how students arrange the organization of the text and express the ideas is almost same. This case is influenced by students' learning method which used to using

⁹¹ Jeremy Harmer. *How to Teach Writing*. (Pearson Education Limited: England, 2004), 22.

memorizing.⁹² Before students wrote the compositions for final work, they were taught the material, given the examples and then given some exercise to do that. So did the *descriptive text* material. With the result above, students dispose following the construction given.

Cohesion

All participants introduce all new information accurately, that is about family. For example: "I have a large family", "I have a family", and "I have little family". Then, in the second paragraph, most of them introduce new information by mentioning the member of their family and giving some description to support the information. For instance, "My grandfather, grandmother, father....." "my sisters are married" and "my sisters are single".

Jeremy Harmer argues that the text is cohesive because there are lexical sets (that is words in the same topic area) which interrelate with each other. ⁹³ In this study, all students have had this cohesion aspect. All students present their composition by stating some lexical sets which agree with the topic, "*My Family*". In connecting this sentence with the next sentence, students continue by mentioning the members of their family and then describe more about them.

Furthermore, the use of junction words is also presented correctly in some sentences which need those junction words.

⁹² Interviewed a teacher of Darawithaya School. Taken on March 19th 2015.

⁹³ Jeremy Harmer. *How to Teach Writing*. (Pearson Education Limited: England, 2004), 22.

For example: "My father, my mother, young sister, <u>and</u> me", My mother has seven brother <u>and</u> sister", and "All my uncles <u>and</u> aunts live in Pattani, <u>but</u> my family lives in Narathiwat"

All those junction words are correctly used in those sentences mentioned. One of the functions of Junction word "*and*" is used to combine the adjectives which are same in the purpose.⁹⁴ It means that the positive meaning with positive meaning, and the negative meaning with the negative meaning, for example "*beautiful, tall,* <u>and kind</u>", "good-looking, kind, fat, <u>and clever</u>". Also to combine noun and noun, as like at the sentences "*My father, my mother, young sister, <u>and me</u>", and "<i>My mother has seven brother <u>and</u> sister*".

As stated by Supong Tangkiengsiris in that junction word is the type of cohesion that involves the use of relations performing the main function of connecting sentences. Conjunction or connective links two ideas or more ideas in a text or discourse together semantically. With the use of conjunction, the understanding of the first idea will give the interpretation of the second idea. ⁹⁵ Hence, regarding the importance of connecting the sentence with the other sentence in a text, the use of junction words on students' composition was analyzed carefully.

⁹⁴ Marcella Frank. *Modern English: A Practical reference Guide*. (Prentice Hall: United States of America, 1972), 207-208.

⁹⁵ Supong Tangkiengsirisin, "Promoting Cohesion in EFL Expository Writing: A Study of Graduate Students in Thailand". *International Journal of Art and Sciences*. *3* (16). 2010, 6.

Even the use of ellipsis is one of the aspects to measure the cohesion of the text, ⁹⁶ it is not applied in students' composition of this study. It is not because of this point unnecessary to be analyzed, but because the compositions that all students (participants) make are very simple and basic writing. Therefore, even the use of ellipsis becomes one of the categories that is used to measure the cohesion aspect of writings, it is not too being considered.

Further, repeated vocabulary also presented where it is not necessary at that sentence. For example: "my first sister is a student. She is thin. She has long wavy hair, and <u>she</u> is rich". The pronoun "she" that are underlined do not need to be repeated because those sentences explain about the characteristic or adjectives of her first sister, same as in the previous sentence "she is thin". Hence, those pronoun underlined are better omitted and directly combined those three sentences by adding coma (,) and "and". With the result that, that sentences become "My first sister is a student. She is thin, long wavy hair and rich". In cohesion device, repeating the words which have been stated before, can be done by "reference". Halliday and Hasan define "reference" as "the relation between a component of the text and something else by reference to which it is interpreted in the given instance." ⁹⁷ Here, reference can be categorized into three subtypes. One of them is personal reference is

⁹⁶ Jeremy Harmer. *How to Teach Writing*. (Pearson Education Limited: England, 2004), 24.

⁹⁷ Halliday and Hasan on research done by Supong Tangkiengsirisin, "Promoting Cohesion in EFL Expository Writing: A Study of Graduate Students in Thailand". *International Journal of Art and Sciences*. 3 (16). 2010, 3.

achieved through the use of personal and possessive pronouns, and possessive adjectives.

Farther, there are some sentences that ideally are presented with some junction words to connect one word to another words are provided with no junctions. For example: "*there are grandmother, grandfather, father, mother*". If there are some nouns which become a complement in a sentence, punctuation "*and*" should be presented before the last noun to indicate that it is as the last noun of that sentence. ⁹⁸ That sentence properly is "*there are grandmother, grandfather, grandfather, father, father, (and) mother*". This case also happens on the sentence "*he is handsome, kind, clever, rich*". The complement of this sentence consists of four adjectives with no junction words. Therefore, the use of "*and*" is needed to be presented before the last adjective.

Then, the last aspect of cohesion which is presented unsatisfying is the examples of each idea presented. Most of the ideas are let without any more information. For instance, student explains that his father is rich, handsome, tall, and kind. In this case student does not give any example to support how rich, how handsome, how tall, and kind her father is.

Even the finding describes about students' weakness of some sentences which are ended by no appropriate punctuation, they are not discussed in this session. It is based on consideration from other sources that the use of appropriate punctuation does not appear in cohesion device. As a taxonomy of various cohesive ties of

⁹⁸ Marcella Frank. *Modern English: A Practical reference Guide*. (Prentice Hall: United States of America, 1972), 207-208.

Halliday and Hasan ,⁹⁹ and a guide of how to teach writing by Jeremy Harmer¹⁰⁰. Those two sources do not use *"the use of punctuation"* on categorizing cohesive device on a text.

Coherence

Regarding cohesion and coherence are closely related, Connor and Johns give a distinction. Both cohesion and coherence provide connectivity in a text or a discourse and facilitate understanding. The distinction, cohesion refers to the syntactic and semantic connectivity of linguistic forms at a surface-structure level. Meanwhile, coherence concerns to the overall connectedness of the ideas in a piece of writing rather than (inter)relationships between sentences.¹⁰¹ The larger scope of coherence includes discourse-level relations and is "the internal set of consistent relationships perceived in any stretch of discourse".¹⁰² Those two statements give clear information dealing with the difference area of those cohesion and coherence aspect in assessing a composition of writing.

Analyzing coherence aspect of students' composition participating in this study is considered important. As Jeremy harmer said that when a text is coherent, the reader can understand at least two things: writer's purpose and writer' line of

⁹⁹ Supong Tangkiengsirisin, "Promoting Cohesion in EFL Expository Writing: A Study of Graduate Students in Thailand". *International Journal of Art and Sciences*. *3* (16). 2010, 1-29.

¹⁰⁰ Jeremy Harmer. *How to Teach Writing*. (Pearson Education Limited: England, 2004), 1-154.

¹⁰¹ Connor and Johns on research done by Supong Tangkiengsirisin, "Promoting Cohesion in EFL Expository Writing: A Study of Graduate Students in Thailand". *International Journal of Art and Sciences*. *3* (16). 2010, 7.

¹⁰² Winterowd on research done by Supong Tangkiengsirisin, "Promoting Cohesion in EFL Expository Writing: A Study of Graduate Students in Thailand". *International Journal of Art and Sciences. 3* (16). 2010, 7.

thought.¹⁰³ Therefore, those 14 compositions of students participating in this study were analyzed carefully in this aspect.

The finding of coherence aspect analysis in compositions made by students shows satisfying presentation for the readers. The subject is introduced effectively in the beginning section, all of the ideas are relevant to the topic and well-related to one another, points of view of the writer are presented clearly, and the conclusion is given powerfully. Jeremy Harmer states, *"For a text to have coherence, it needs to have some kind of internal logic which the reader can follow with or without the use of prominent cohesive devices"*.¹⁰⁴ Regarding the finding of this study, most students' composition has presented the logic ideas relating to the topic sentence mentioned.

To make sure, here are the example of some students' writing: "*I have small family*" is the topic sentence, "*My family has four people*" is giving new information dealing with the family, "*My father, my old sister, and me*" this sentence is connected with the previous sentence, mentioning about those four people, and "*I have a large family*", this sentence is the topic sentence provided in mostly all the composition of students. It is regarded as appropriate sentence to begin the paragraph at students' writing considering the ideas of the whole sentences discuss about family. Giving clear point of view in some sentences are shown by ideas asserting their father and mother's old, the profession and the characteristics of their parent clearly and many other information provided. For example: "*my father is 45 years*"

¹⁰³ Jeremy Harmer. *How to Teach Writing*. (Pearson Education Limited: England, 2004), 24-25.

¹⁰⁴ Jeremy Harmer. *How to Teach Writing*. (Pearson Education Limited: England, 2004), 24.

old, and my mother is 44 years old. My father is a teacher at Ban Sipu School. She is good-looking kind, and clever". Further, students also explain about their sisters and brothers; the profession, the old, and the characteristic of each of them. It can be seen from the sentences "my first sister is a student. She is tall, friendly, good-looking. She is 17 years old. My second sister is a student. She is beautiful, tall, and kind". And most of them conclude their composition by presenting the sentence "I love my family". It is valued as a clear conclusion representing all of ideas of the whole paragraph which relevant with the topic sentence.

Yet, there are few students which present unclear ideas on their writing. For instance: in the beginning of the paragraph student 10 introduce ideas that her family consists of five people, "*My family has five people*". But she continue the next sentence by explaining six people in her family, "*My father, mother, two young sister, one young brothers, and me*". Those two sentences reveal that the ideas are not related one to another. Then, in the whole of the writing only describes physically about her mother and father. She does not describe about her sister and brother however in the first ideas she mentions them. Those findings give information that student 10 does not present points of view of the writer clearly.

The other example occurs on student 4 composition. There are some ideas which are not well-related with other ideas of that composition, event those ideas are relevant to the topic. For example: student 4 explains that her family has three people, "*my family has three people*" then she continued with the next sentence "*my father*,

my mother, one young brother, two old brothers, and me". Those two sentences are not well-related to one another. In the first sentence explains six people in the family but the explanation on the next sentence describes six people.

Lastly, most of students present clear conclusion in the end of their composition. For instance: *"I love my family"*, *"I love my family very much"*, and *I love my father and mother"*. Those all ideas represent the whole ideas of the description of the family in the whole text. Jeremy Harmer argues that a conclusion of writing, writer ends the paragraph by reminding the readers or evaluating about the opening topic sentence. ¹⁰⁵ In this study, most students end their composition by retelling the topic sentence.

¹⁰⁵ Jeremy Harmer. *How to Teach Writing*. (Pearson Education Limited: England, 2004), 21.