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An Analysis of Students' Ability in Writing Coherence on Persuasive Essays at Second Year of English Department UMMY Solok on 2019/2020 Academic Year

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LAMPIRAN	

Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

As one of learning material, writing a good essay becomes one of compulsory knowledge to be gotten by university students. They need be able to get knowledge in knowing structure of an essay and how to develop it into a good order. There are mostly three important parts of an essay. the researcher wanted to focus on the analysis of students' ability in writing coherence of persuasive essay at the second year students' of English Department of Universitas Mahaputra Muhammad Yamin Solok 2019/2020 academic year. The researcher focuses on coherence, because commonly problems were faced by students come from coherence. The students were incapable to arrange, balance, clarify, connected and link-up their essay.

This research was conducted under the design of descriptive quantitative research. It described students' ability in writing coherence of persuasive essay at the second year students English Department University of Mahaputra Muhammad Yamin, Solok 2019/2020 academic year. Subject of this research was the people who can be a subject for measure their ability, intelligence, and knowledge. The subject of this research was the students who has taken the Essay Writing subject. It consisted of 5 students at second year students of English Department of Universitas Mahaputra Muhammad Yamin Solok 2019/2020 academic year.

Kata kunci maksimal 5 kata

Coherence; Persuasive Essay; Writing

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG

A. Background of the Problem

Writing is one of the four skills in English language learning which has function to give and share information in written form. It is a way to communicate with others through written form. Through writing, students can express, convey, explore, and analyze their idea, feeling, expression, thought, opinion and new information whether it is explicit or implicit which writes in paper. Students can share anything in their mind and deliver it into written form. Students have an idea to be delivered into sentence, it goes into paragraph until become a good writing.

Writing becomes more important in education nowadays. In Indonesia, writing skill is learnt by students in junior high school, senior high school and university. In university level,

students learn writing into a course. At the English Department of Universitas Mahaputra Muhammad Yamin Solok, the students should follow three subjects of writing. They are Paragraph Writing, Essay Writing and Paper Thesis Writing. These subjects should be taken by students to complete their course, so the students can finish their college as well. In other hand, these subjects are useful for students in mastering writing professional communication in written form. Through writing course, students will be guided by lecturer to write a good essay. In addition, the students also write proposal for their thesis which is a regulation to get their bachelor degree.

As one of learning material, writing a good essay becomes one of compulsory knowledge to be gotten by university students. They need be able to get knowledge in knowing structure of an essay and how to develop it into a good order. There are mostly three important parts of an essay. Firstly, introduction. It is the first paragraph of an essay. It explains the topic with general idea and has a thesis statement. Secondly, the main body. These are paragraphs that explain of the essay and support the thesis statement. Thirdly, conclusion. It is the last paragraph of an essay. It summarizes or restates thesis statement and supporting ideas of the essay

However, those are not enough to write a good essay. For making good essay, students should pay attention to the content of essay whether about structure of essay, arrangement of sentence, grammatical structure, punctuation, capitalization and diction. Also, in writing students should have enough vocabulary and the students have to know placement of words which are the words appropriate each other to become a good sentence.

In addition, to write a good essay, students should also pay attention to the five elements of writing a good essay. They are purpose, audience, clarity, unity and coherence. Students should think first why the students make an essay, they should have goals to write an essay. Students also should keep their idea when they are writing, and make their essay connected between sentence to sentence and paragraph to paragraph. In other hand, students should write their essay balance, flow, harmony and it should make ideas logically connect and work each other to form a whole of an essay.

Furthermore, based on syllabus of writing course there are many kinds of essay that should be mastered by the students in the second year students of English Department of Universitas Mahaputra Muhammad Yamin Solok such as cause effect essay which is an

essay concern with why things happen (causes) and what happens as a result (effects), comparison contrast essay which is an essay compare two things and persuasive essay.

Persuasive essay is a kind of text or essay which aims to persuade the reader to agree with writer's opinion. The students should find the most suitable words to make the reader wonder and curious to read their text. In persuasive essay the students write the sentences which make the reader agree and approve their thought, their opinion, their explanation and point of view by trying to present some arguments and ideas. The argument must always use reasoning and solid evidence by stating facts, giving logical reasons, and using examples. So, the students have to develop the sentences relate with main idea to build a good persuasive essay. In addition, the students have to possess critical thinking and more knowledge to write their essay complete as well.

However, when the researcher did short interview and collected the analysis data of students' score by lecturer at second year students of English Department of Universitas Mahaputra Muhammad Yamin Solok 2019/2020 academic year on January 5th, 2018, the researcher found that making persuasive essay is not easy. There were some problems faced by them in writing persuasive essay. First, students were difficult to organize and develop the idea. Many students were difficult to develop sentences to be paragraph by their superficial knowledge, they did not know how to start writing because they did not know how to choose words which suitable with main idea. They did not know how to create the sentences which are the sentences can influence the reader. They put their sentences randomly. It means that they did not know which one is the right sentences to become introduction, body or conclusion paragraph. They only wasted time for thinking without starting to write and sometimes made the students bored and they finally stopped writing.

Second, the students got difficulties to find appropriate evidence to support the essay. They did not master to put detail evidence in their essay because they did not have enough sources to support their essay. So, the reader could not find the detail explanation and were confused about the students' essay. The essay seems like fabricated. They were incapable to develop paragraphs without putting evidences in to a good paragraph. Sometimes they wrote paragraphs based on their own thought without putting evidence and detail explanation.

Third, there was no coherence in students' essay. Based on the students' test from lecturer, it was found that the students did not connect between one idea to others idea.

Usually the students wrote their essay jump between first paragraph to other paragraph. Students made the reader can not follow their line of thought from first paragraph until the end of paragraph. The students could not keep their ideas relate each other. The students did not write each sentences or each paragraphs follow step by step to form logical order in paragraphs.

Furthermore, the students did not know the certain of key words in a paragraph. Students often used same words again and again that could sound too repetitive. They could not avoid being repetitive because they rarely use of pronouns to replace these key noun. In addition, the students rarely used transitional words and phrases in an essay. The students could not make their ideas link each other because they seldom used transitional words and phrases. They could not keep their ideas flow and coherence in a paragraph. So that, their essay did not have coherence to form a whole of an essay.

Based on the problems above, the researcher wanted to focus on the analysis of students' ability in writing coherence of persuasive essay at the second year students' of English Department of Universitas Mahaputra Muhammad Yamin Solok 2019/2020 academic year. The researcher focus on coherence, because commonly problems were faced by students come from coherence. The students were incapable to arrange, balance, clarify, connected and link-up their essay.

B. Research Questions

Based on the formulation of the problem above, the research questions of this research were elaborated as follow:

1. How was the students' ability in writing coherence of persuasive essay by considering coherence devices at second year students of English Department of Universitas Mahaputra Muhammad Yamin Solok 2019/2020 academic year?
2. How was students' ability in writing coherence of persuasive essay by considering textual features of coherence at second year students of English Departement of Universitas Mahaputra Muhammad Yamin Solok 2019/2020 academic year?

C. Purpose of the Research

1. To describe the students' ability in writing coherence of persuasive essay by considering coherence devices at second year students of English Departement of Universitas Mahaputra Muhammad Yamin Solok 2019/2020 academic year.
2. To describe the students' ability in writing coherence of a persuasive essay by considering textual features of coherence at second year students of English Department of Universitas Mahaputra Muhammad Yamin Solok 2019/2020 academic year.

D. Research Outcome

There are two significance of the research. They are in practical and theoretical significances. Practically, the results of this research expected to be beneficial for all aspects of teaching and learning process especially for writing. Finding of this research is expected to give contribution to the lecturer who teaches writing especially about the students' skill in writing coherence. Theoretical significance for the next researcher who wants to continue this research. This research can be used as a guidance of theorical and reference which can help the next researcher in conducting the new other variable.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

A. Writing Skill

Writing is one of the four skills in English language learning which has functions to give and share information in written form. Writing is a way to communicate with others through written form. Writing is a process to deliver an idea, then an idea to be delivered into sentence, it goes into paragraph until become a good writing. Writing is not only deliver an idea, information, opinion, point of view, thought, and some information to other people, but writing also must make the reader become understand about the information and achieve the aims of communication in written form.

There are several experts who explain the concept of writing. According to Nunan in Brown (2001: 335), writing is the written products of thinking, drafting and revising that require specialized skills on how to arise the idea, how to arrange them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text clearly meaning, how to use appropriate grammar and how to produce the good final result.

In addition, Susanto (2007: 1) defines that writing is a process of expressing ideas or thoughts in words. In other words, in writing activity the writers can express their feeling, opinion, point of view and thought. After the writers have an idea they can deliver it into written form. In writing the writers can use many some theories, evidence, good words and good sentences to develop their idea that aims to persuade, to give information and to entertain the reader.

In addition, Hanson (2009: 22) defines that writing is a dynamic manifestation of creative and critical thinking skill. In other words, writing is the way to deliver the idea, feeling and information in sentences or paragraphs. Writing generate the creativity and critical thinking into written form.

Based on the explanation above, it can be concluded that writing is a process to produce, generate and develop the idea, thought, opinion, point of view, feeling and information in written form. Writing also have some steps such as thinking, drafting, and revising. In writing activity the writer should master to deliver and develop the idea, can organized the sentences clearly and good arrangement. The writer must master to use appropriate grammar. They also have to be able to revise so that they get a final good result.

B. Coherence

Coherence is one of characteristic of good writing which should be mastered by the students. Coherence refers to the ways of group of paragraphs relate each other. Coherence is described as the relationships that link the ideas in text to produce meaning for the reader. The writer obligates pay attention of coherence to create a good essay. According to Grabe (1984: 23), coherence as a basic function to develop of topic. It means that coherence as a foundation to create, produce and organize a good essay in process of writing. Also, coherence as a feature should be considered to write a good essay. To develop a topic, it

should consider about flow of sentences, balance sentences, logic and clear sentence to sentence or paragraph to paragraph, these things create a whole of essay.

Furthermore, Oshima and Hogue (1991: 39) define that coherence comes from co as Latin prefix means together or with, verb coherence means hold together, it means that an essay have chain between sentence to sentence or paragraph to paragraph. They related to each other. There are link of all element in an essay whether introduction, body and conclusion. Also, coherence should flow, smooth, harmony, balance, clear and logic in every movement of sentence to sentence or paragraph to paragraph.

Furthermore, Lee (2002: 1) defines that coherence is traditional described as relationships that link the ideas in s text to create meaning for the reader. In the other words, coherence is described as how the ideas of the text chain each other. It needs tool to link up them. When all sentences relate with the idea, and make a unity, so it can make the reader easier to understand the meaning of the text.

Then, Pearson et al (2005: 12) state that coherence is a foundation for many aspects, one of them it links and connected groups of events orderly in a text. It means that there is relation between each sentence, and each paragraph to the others. So that form of a whole of events orderly in a writing.

An addition, Slawson et al (2010: 42) state that coherence aims when ideas and sentences are connected and flow together smoothly. In other words, purpose of coherence is to state and organize the ideas smoothly, do not jumping between sentence to sentence or paragraph to paragraph. There are several things used by the writer to make their essay not jumping between sentences or paragraphs. They use repetition to link ideas, sentences and paragraphs. Next, use transitional expression to link ideas, sentences and paragraphs. Then, use pronoun to link sentences, use synonym to link ideas and create variety. Last, use parallel structure to link ideas, sentences and paragraphs.

Based on the explanation above, it can be concluded that coherence is all of aspects in writing are link-up, connected, and related each other, whether based on coherence devises which is an essay should have logical order, repetition of key nouns, use of consistent pronouns and use of appropriate transition signals. Also based on categories of coherence which is the categories are focus, context, organization, cohesion, closure and grammar.

C. Persuasive Essay

Persuasive essay is a text aims to persuade the reader, believe, agree with the statements through evidence, some theories, and explanation. Some experts state the meaning of persuasive essay. According to Atkins (2008), persuasive essay is written form of essay to convince the reader of something. In the other words, persuasive essay is an essay aims to persuade the reader and belief with the author's point of view. Persuasive essay concern with controversial issues or those for which there is no dominant side right or wrong. This essay encourage the reader to change their belief or attitude through the author's statement, clear explanation, some theories of the essay.

Furthermore, Kemper and Pat (2012) define that persuasive essays are essays is to convince the writer thought which is purpose to persuade and adopt new belief or behavior. This essay can change the reader belief and it can create the new point of view of the reader.

In addition, Zemach (2013) defines that persuasive essay is like an imaginary dialogue between the writer and the reader. In other words, the writer uses arguments to try to influence the reader to think something or to change their action after read the essay.

Based on the explanation above it can be concluded that persuasive essay is an essay which is develop by several paragraphs, logical evidence, explanation, and good structure. It aims to persuade and change point of view of the reader.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengusul sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of the Research

This research was conducted under the design of descriptive quantitative research. It described students' ability in writing coherence of persuasive essay at the second year students English Department University of Mahaputra Muhammad Yamin, Solok 2019/2020 academic year. According to Gay and Airasian (2000: 275), descriptive research is a design of the research is used to collect the data in order to get information, opinion, answering from the people related to some topics or issues.

Sugiyono (2012:8) explains that quantitative research methods is a research method based on the philosophy of positivism, is used to examine in a particular population or sample, data collection using research instruments, data analysis is quantitative or statistical, with the aim to test the hypothesis that has been fixed.

So, this research was conducted on descriptive quantitative research. Descriptive quantitative research is data obtained from the research population sample were analyzed in according to the statistical methods used. In descriptive quantitative research, the researcher analyzed and identified the result of research by using statistical method.

B. Subject of the Research

Subject of this research was the people who can be a subject for measure their ability, intelligence, and knowledge. The subject of this research was the students who has taken the Essay Writing subject. It consisted of 5 students at second year students of English Departement of Universitas Mahaputra Muhammad Yamin Solok 2019/2020 academic year.

C. Research Instrument

According to Siregar (2014:75), the research instrument is a tool that can be used to obtain, process, and interpret information obtained from the respondents conducted with the same measuring pattern. The instrument of this research was test.

Arikunto (2010:138) says that test is a series of questions or other instruments which are used to measure individual or groups skill, knowledge, intelligence, capability or talent. In this research, the researcher gave essay test for the students.

The were some steps was done in writing test. First, researcher explained briefly about the test. Second, the researcher asked the students to choose one topic among the five topics which was prepared by the researcher. They was chosen by the researcher based on the current issues now days. Third, the researcher asked the students to make an outline. Fourth, the researcher asked the students to write persuasive essay which consist of 250–275 words. Fifth, the researcher gave some minutes for checking or revising of their essay. The researcher gave 100 minutes including making an outline, writing, checking and revising for the test to the students. For detail explanation, the time allocation for distributing the writing test can be seen in the table below:

Table 3.1. The time Allocation for Distributing the Writing Test.

Activities	Time Allocation
1. The researcher distributed the text.	5 minutes
2. The researcher explained about the test	15 minutes
3. The students were asked to choose the topic and make an outline directly	15minutes
4. The students were asked to write a persuasive essay which consist of 250–275 words	60 minutes
5. The researcher asked the students to check or revise their essay	5 minutes

Before giving the real test, the researcher gave a tryout of the test to the students out of the sample. The tryout of the test was given to the third year students of English Department UMMY Solok on February 24th, 2019. The reason of choosing the third year students as the participant of try out is that they have learnt Paragraph Writing and Essay Writing course, it is same as the second year students as the sample of this research. The purpose of try out test was to know whether the students understand the instruction or not, the time allocation is enough or not, and the test is good or not and whether it is reliable or not and to know that all topics of the test was selected or not.

Validity and reliability of instrument are integral part in conducting a research since the instrument which were used must be valid and reliable before using it to collect data in this research.

Futhermore, To know the students' ability in writing coherence of persuasive essay, it has two indicators, they are coherence devices and textual features of coherence. First, coherence devices which has four sub indicators that were measured. The sub indicators are repetition of key words or nouns, use of consistent pronoun, appropriate transition signal and appropriate logical order. Second, Second, textual features of coherence. Textual features of coherence should also considered for knowing the students' ability in writing coherence in persuasive essay. There are five sub indicators of textual features coherence based on Bomberg's (1983).

Table 3.2. Indicator of Coherence in Persuasive Essays

No	Indicator	Sub Indicator	Explanation
1.	Coherence Devices	a. Repetition of key words or nouns (RKWN)	All paragraphs of the essay contains the repetitions of the the key words or nouns which key words or nouns should appropriate with the context in a sentence.
		b. Pronoun (P)	Pronouns consist of subject pronoun, possessive pronoun, object pronoun and reflexive pronoun.
		c. Transition signal (TS)	There are chains make link-up the ideas Transition signal such as for instance, in addition, so, and, in the other words, in contrast, finally, after and etc.
		d. Logical order (LO)	Logical order consist of chronological order, and logical division ideas.
2.	Textual Features of Coherence	a. Focus (F)	Clarity of the main idea or topic, clarity of position point of view, sufficiently and clear closure.
		b. Organization (O)	Logical flow the idea, transition between sentences and paragraphs, support with relevant evidence which should equate.
		c. Support and Elaboration (SAE)	Required sufficiency, specificity, relatedness or relevance, significance, and building support through depth and breadth of examples, descriptions, explanations, etc.
		d. Cohesion (CHS)	Cohesion required smooth and logical transition between sentences and or paragraphs
		e. Convention (CVN)	The emphasis on correct sentence structure, word usage, grammar, and follow the structure of the essay.

In addition, to give the scorer for the students test, there are rubric scoring of coherence as consideration for the scorer to measure the ability of students in writing coherence in persuasive essay. It is divided into two indicators, they are coherence devices and textual features of coherence. It could be seen on Appendix 1 and 2 page 73 - 76.

D. Technique of Data Collection

According to Siregar (2014:37), data is a raw material that needs to be processed, so as to produce information and shows the facts. The data must be reliable, so it can be used as a basis to make a conclusion. The data of this research was collected through essay test. There are some ways of collecting the data: first, the researcher gave instructions to the students how to do the test. Second, the researcher asked the students to write persuasive essay consist of 250-275 words in 100 minutes.

E. Technique of Data Analysis

In analyzing the data, the researcher analyzed the data by using quantitative description to get the students ability in writing coherence of persuasive essay at the second year students English Department of Universitas Mahaputra Muhammad Yamin solok at 2019/2020 academic year. There were some steps were done in analyzing the data. First, the students' writing coherence was scored by the two scorer. Second, the researcher analyzed the students' ability in writing coherence of persuasive essay based on two aspects, there are coherence devices and textual features of coherence. Coherence devices and textual features of coherence should be considered by their sub indicators.

$$P = \frac{f}{n} \times 100$$

P = Percentage of students' ability

f = Frequency of students' writing

N = Total number of sample

interval that is suggested by Hamp Lyons in Fajri (2011: 26

Interval of students score	The classification of students ability
4,10 – 5,00	Very Good
3,10– 4,00	Good
2,10 –3,00	Fair
1,10 – 2,00	Poor

Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

HASIL PENELITIAN

A. Findings

1. Data Descriptions

The purpose of this research was to know, analyzed and described the students' ability in writing coherence of persuasive essay. The finding of this research was presented in writing test. In this research, there were five students followed the test. In this test, the students were asked to choose one of the topic among five topics which was given by researcher, then the students were asked to write the persuasive essay which considered the indicators of coherence. The indicators of coherence consist of two indicators, the first is coherence devices, it has four sub indicators, they are; repetition key words or noun, use consisten pronoun, transition signal and logical order. Second, textual features of coherence which were divided into five sub topics, they are; focus, organization, support and elaboration, convention and cohesion. The students' writing test result were scored by two scorer. The first scorer is English teacher, Oktavino Nurdia S. Pd and the second scorer is researcher. In this case, the researcher identified each students by numbering them, not based on their name.

This chapter describes the percentage and means score of students' ability in writing coherence of persuasive essay at the second year students of English Department of Universitas Mahaputra Muhammad Yamin Solok 2019/2020 academic year. The result of the score can be seen on appendix 7 page 83.

Based on the table on appendix 7 page 83, the students' score were compiled by scorer 1 and 2. It showed the students' score in writing coherence of persuasive essay. These scores were compiled by scorer 1 and 2 which is to get the average of students' ability in writing coherence by considering coherence devices and textual features of coherence. The average of the scores were measured based rating quality score which the score 4,10– 5,00 is very good level, 3,10– 4,00 is good level, 2,10– 3,00 is fair level and 1,10– 2,00 is poor level. It was found that

students' ability in coherence devices which is consider first is repetition of key words or noun. The students score were 3,30. It proved that the students' ability in using repetition of key words or noun was good level. It means that the students master in using repetition of key words or noun. In using repetition key words or noun there was no student who got 4,10 to 5,00, two students who got 3,10 to 4,00, three students who got 2,10 to 3,00 and there was no students who got 1,10 to 2,00.

Second, in using consistent pronoun, the students mean score were 4,00. It proved that the students' ability in using consistent pronoun was good level. It means that the students' have enough ability in using consistent pronoun which they place the pronouns which are appropriate with sentence when they were writing persuasive essay. In using persuasive essay there was no student who got 4,01 to 5,00, five students who got 3,01 to 4,00, there was no student who got 2,10 to 3,00, and the was no student who got 1,10 to 2,00. Third, transition signal. The students score were 2,60. It proved the students' ability in using transition signal was fair. It means that the students have ability in using transition signal but sometimes they still confuse how to choose appropriate transition signal which are suitable with the sentence. In using transition signal the was no student who got 4,10 to 5,00 there was no student who got 3,10 to 4,00 five students who got 2,10 to 3,00 and there was no student who got 1,20 to 2,00.

Fourth, logical order. The students score in logical order were 2,10. It proved that the students' ability in logical order was fair level. It means that the students ability in logical order in writing do not have enough ability. It means that they did not have enough ability to arrange their ideas, which are the ideas are should flow smoothly and logically in persuasive essay. They were in capable to relate, compund and develop their ideas into good sentence or paragraph. They did not have enough ability to organize their ideas, their sentence to form a good essay. In logical order, there was no students who got 4,10 to 5,00, there was no student who got 3,10 to 4,00 there was two student who got 2,10 to 3,00 there was three students who got 1,10 to 2,00. In conclusion, the students' ability in using coherence devices in writing persuasive essay was 3,00. It proved that the students' ability in using coherence devices was fair level. It means that the students master in using repetition of key words or noun, they used pronoun consistently but they still master yet in using transition signal, they still confuse on how to use suitable transition signal in sentence or paragraph and they did not have ability in using logical order in persuasive

essay. They did not have enough ability to organize their ideas, their sentence to form a good essay.

In addition, to know the students' ability in writing coherence in persuasive essay, the researcher also considered the textual features of coherence which were divided into five sub topics, they are focus, organization, support and elaboration, convention and cohesion. First was focus, the score of students score were 1, 90. It proved the students' ability in focus was poor level. It means that the students did not have capability in focusing the ideas, clear the ideas and keep the ideas relate each other. They had ambiguity in writing their essay, they could not develop their ideas which were relate with the topic in an essay. Commonly, they did not relate between first paragraph and second paragraph or third paragraph. In focus, there was no student who got 4,10 to 5,00 there was no student who got 3,10 to 4,00 there was one student who got 2,10 to 3,00 there was three students who got 1,10 to 2,00

Second, organization. The students' score were 1,60. It proved that the students' ability in organization was poor level. It means that the students did not have enough ability in writing their essay which their essay should support with relevant evidence and their ideas did not follow logically. Sometimes they did not connect between a sentence to another sentence which would make the reader confuse. It could make the reader do not comprehend about persuasive essay. In organization, there was no student who got 4,10 to 5,00, there was no student who got 3,10 to 4,00, there was two student who got 2,10 to 3,00, there was three students who got 1,10 to 2,00.

Third, support and elaboration. The students' score were 1,70. It proved that the students' ability in support and elaboration was poor level. It means that there is not enough relevant and evidence in students' persuasive essay and they were in capability to develop the supporting detail of the essay. They still could not relate, and develop supporting details which related with the some evidence were put by the students in persuasive essay. In support and elaboration, there was no student who got 4,10 to 5,00, there was no student who got 3,10 to 4,00, there was a students who got 2,10 to 3,00 there was four students who got 1,10 to 2,00.

Fourth, convention. The students' score were 1,70. It proved that the students' ability in support and elaboration was poor level. It means that the students did not have ability in convention in writing their persuasive essay. Some of the students used grammar in correction, they did not follow the structure of persuasive essay. They put the idea in first paragraph which are appropriate with second paragraph. In convention, there was no student who got 4,10 to

5,00, there was no student who got 3,10 to 4,00, there was a student who got 2,10 to 3,00, there was four students who got 1,10 to 2,00.

Fifth, cohesion. The students' score were 2,10. It proved that the students' ability in cohesion was fair level. It means that the students did not have enough ability in cohesion which are some of students still wrote their essay out of order, it can be seen from the jumping ideas. In cohesion, there was no student who got 4,10 to 5,00, there was no student who got 3,10 to 4,00, there was two students who got 2,10 to 3,00 there was three students who got 1,10 to 2,00. In conclusion the students' ability in textual features of coherence in writing persuasive essay was 1, 80. It proved that the students' ability in using coherence devices was poor. It means that the students did not have enough ability to keep their ideas focus with the topic, there was not detail explanation of their essay, they did not use correct structure of their essay, grammar error was still found, some of the students did not put some evidence in their essay and some of the students were out of order when they were developing their ideas.

2. Data Analysis

To know the students' ability in writing coherence of persuasive essay should be considered two indicators, they are coherence devices and textual features of coherence. Coherence devices has four sub indicators, they are; repetition key words or noun, pronoun, transition signal and logical order and textual features of coherence, it is divided into five sub indicators, they are; focus, organization, convention, support and elaboration and cohesion.

a. Coherence Devices

1. The Finding Analysis of Students Ability in Using Repetition of Key Words or nouns in Coherence Devices

A good writing should use repetition of key words, which to clear about the main ideas in persuasive essay. A persuasive essay which has clear repetition of key words make the reader can understand about the essay easily. Repetition key words can help the reader to find the topic of the essay faster. The average of students' score in using repetition of key words or nouns was 3,30. It indicates good level. It means that the students had enough ability to use the repetition of key words or nouns.

Table 10 : The Students' Ability in Using Repetition of Key Words or Noun in Coherence Devices

Score	F	N	Percentage	Rating Qualities
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4,10 – 5,00	–	5	–	Very good
3,10 – 4,00	2		40 %	Good
2,10– 3,00	3		60 %	Fair
1,10– 2,00			–	Poor
Total	5		100 %	

Based on the table analysis on the students' ability in using repetition of key words or noun on writing coherence in persuasive essay were divided in two qualities, they are good and fair level. It can be identified that first, the students who got 3,10 – 4,00 which indicates good level were 2 students with percentage 40 % out of 5 students. The following is example of the students' ability who got good level in using repetition of key words or noun.

SIMPULAN DAN SARAN

A. Simpulan

This research focuses on the students' ability in writing coherence of persuasive essay which focus on two indicators of coherence, coherence devices and textual features of coherence. After following the observation, doing test, processing of data analysis, the researcher concluded that the students' ability in writing coherence of persuasive essay was 2,30 which indicates fair level.

B. Suggestions

Based on the conclusion above, it was identified that students' ability in writing coherence of persuasive essay was fair. So the researcher has several suggestion as follow: 1) the first suggestions is for the students who learn persuasive essay. The students are suggested to pay attention on their essay from the basic structure of persuasive essay, punctuation, diction, capitalization, word choice, grammar usage and coherence, 2) for the lecturers who teach writing course. The lecturers are suggested to pay attention to the students' ability on writing especially in writing coherence in an essay or a text. The lecturers are hoped to concern more on the students' writing. The students should be given chances to discuss about their essay with lecturer after writing their essay.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksanaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	100,000	1	3	300,000
Pengumpul Data	65,000	2	1	130,000
Analisis Data	150,000	3	1	450,000
Sub Total (Rp.)				880,000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	5	35,000	175,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
Jumlah				1,375,000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	1	55,000	55,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	1	315,000	315,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	1	27,000	27,000
Penghapus	instrument penelitian	1	5,000	5,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000
Buku folio	Catatan lapangan penelitian	3	20,000	60,000

Pen Correction (Tipe X)	Catatan lapangan penelitian	2	5,000	10,000
Bulpoint	Catatan lapangan penelitian	4	3,000	12,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
Jumlah				1,495,000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	75,000	150,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	4	50,000	200,000
Jumlah				350,000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	1	400,000	400,000
Sub Total (Rp)				400,000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				4,500,000

Lampiran 2. Instrumen Penelitian

INSTRUMENT OF THE RESEARCH

Subject : **Writing Test**

Semester : **4 (fourth)**

Time : **80 minutes**

Direction

First, Read the brief explanation of the topic then choose one of the topics below that is interesting for you. After that make an outline of the essay (15 minutes). Second, write persuasive essay into several paragraphs which is consist 250-275 words (60 minutes). Third, pay attention on structure of persuasive essay. Lastly, you may check and revise your essay (5 minutes). The time of the test is 80 minutes.

Topics:

1. **LGBT should be banned in Indonesia**
We know that there are people include of group of LGBT (Lesbian gay bisexual and transgender), In America LGBT has been legalized. It is impact in Indonesia where many people without hidden their behavior which are like LGBT. What do you think if LGBT should be banned by government in Indonesia? and why LGBT should be banned by government in Indonesia?
2. **Parents should talk to their children about drugs at a young age**
Nowadays many of students or children try to suck of drugs. They do that in public place or in hidden place. They try it because of “trend”, actually they do not know exactly about what they have been done, because many people do that, so they follow it. In young age children easier to accept new information. So, what do you think if the parents should talk to their children about drugs at a young age? Is better or not? and why?
3. **Homemade food is better than fast food**
Sometimes many people who work in company choose to eat fast food than they should make homemade food. In contrast, still exist people who wants try their food which cook by their self. So, is homemade food better than food? give your opinion and detail explanation!
4. **The students should learn about religion in public school.**
Religion is one important subject in the school, through study at school students can learn about their religion. What do you think about that? give your explanation about the topic!



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Surat Tugas

No. **0304**/ST-P/LP3M-UMMY/III-2020

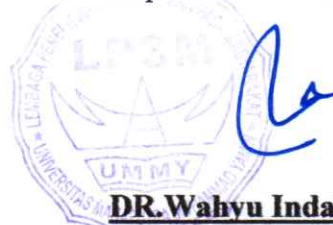
Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama : **Marsika Sepyanda, S.Pd., M.Pd.**
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Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)

Untuk melaksanakan kegiatan Penelitian dengan judul **“An Analysis of Students’ Ability in Writing Coherence on Persuasive Essays at Second Year of English Department UMMY Solok on 2019/2020 Academic Year”**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 4 Maret 2020
Kepala LP3M UMMY



DR. Wahyu Indah Mursalini, SE. MM.
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