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LAPORAN PENELITIAN



**An Analysis of Students' Problems in Writing Coherence
on Persuasive Essay at Second Year of English
Department UMMY Solok on
2020/2021 Academic Year**

Tahun ke 1 dari rencana 1 tahun

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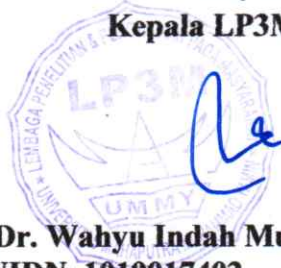


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Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

This research was done on the second year of English education UMMY Solok in the writing 2. The research was held because after examined their test results in writing 2 courses in writing persuasion essay not coherent. From the test results, they have some problems in writing coherence such as: they are difficult to develop ideas into the form of writing. They do not use good structure. Then, they do not use transitional word and pronoun.

This research is a qualitative descriptive study. The study aimed to analyze or describe the problem of students in writing coherence of persuasive essay. The process of data analysis is to listen to the recording of interviews with second year students of English language or note related to the interview. The researcher will analyzes and describes in writing whatever the student's problem is in writing coherence of persuasive essay in accordance with what they say.

The results of this study can be concluded that of the 9 terms that should be used to write the coherence of persuasion essay most of the problems students are not aware of components of coherence. Seen from the first component of coherence, the coherence device of students is still problematic with transitional signal and logical coherence, the reason they have problem with the part because they do not know all kinds or words to be used from both terms, so they are still confused to use it in writing persuasive essay. The second component is, the textual features of coherence, they are problematic in terms of focus, organization, support and elaboration and convention. Their reason is that they have not really understood the usefulness of each component and all the words they can use to help them in writing a coherent essay persuasive.

Kata kunci maksimal 5 kata

Students' Problems, Writing, Writing Essay, Coherence, Persuasive Essay

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 English language skills. Writing is a way people to communicate each other. The writer can express their feeling, opinion, ideas, and deliver information in written form. Writing is the important skill in English besides listening, speaking and reading.

Moreover, Writing is taught from junior high school, senior high school, and it is also applicable in university. In junior high school and senior high school the students only learn the basic of writing skill. But, in university level writing becomes major skill that should be learned intensively.

First, it is introduction. This is the first paragraph of an essay. It explains the topic with the general ideas. It also has a thesis statement. This is the sentence that gives the main idea. Thesis statement exists in the last paragraph of introduction.

Second is the main body. These are paragraphs that explain and support the thesis statement and it is exist between the introduction and the conclusion. Lastly, it is about the conclusion. This is the last paragraph of an essay. It summaries or restates the thesis and the supporting ideas of the essay.

In addition, the students also need to consider all of the sentences have correlation each other and how the reader will relate to the paragraph. For making the sentence correlate each other, the students must know the five elements of good writing. They are purpose, audience, clarity, unity, and coherence.

Importantly, there are three important features of coherence. First, it is logical order. It is important to follow logical order in writing to step by step presentation of the ideas and make the reader easy to read. Second, it is repetition of key words. It is important for the writer to know that certain key words need to be repeated in the paragraph to keep the reader focuses on the topic. Third, it is transitional words and phrases. These are essential to flow and coherence of a paragraph these are the links between ideas.

Moreover, there are many types of essay that should be mastered by the students in the second year of English Department of FKIP UMMY Solok such as cause effect essay, comparison and contrast essay, persuasive essay. Persuasive essay is too difficult to understand by the students. Persuasive essay is an essay that aims to influence, invite, persuade, or encourage the reader to follow what the writer has to say. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using example and quoting expert.

Based on the problems above, the researcher was interested to analyze the students' problem in coherence of writing persuasive essay at the second year English Department of UMMY Solok in 2020/2021 academic year.

B. Research Questions

There were several questions related to this research:

1. How was the students' problem in using coherence devices in writing a persuasive essay at second year students of English department of FKIP UMMY Solok 2020/2021?
2. How was the students' problem in using textual features of coherence in writing a persuasive essay at second year students of English Departement Mahaputra Muhammad Yamin University Solok 2020/2021 academic year?

C. The Purpose of the Research

The purpose of this research was as follows:

1. To find out the students' problem in using coherence devices in writing a persuasive essay at second year students of English department of FKIP UMMY Solok 2020/2021?
2. To find of the students' problem in using textual features of coherence in writing a persuasive essay at second year students of English Departement Mahaputra Muhammad Yamin University Solok 2020/2021 academic year?

D. The Significance of the Research

In this research, it is expected that the finding of this research gives two kinds of significances; practically and theoretical significances. In practical this research is expected to give contribution to the students to consider about coherence, it is important in writing a persuasive essay, coherence make the essay is easier to understand by the reader. In theoretical aspect, this research is expected to give contribution to all aspect of teaching and learning English writing.

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

Generally, ways of communications can be divided into two ways. They are written and spoken. In written, someone can write or express the ideas, thought, and feeling. Writing is a language skill used to communicate indirectly instead of conversing face to face. It is a

productive action where the writer is able to write in paragraph, text, essays, or another format of writing.

There are so many definitions about nature of writing. First, Celce and Murcia (2001: 207) define that writing is a process of discovery of ideas that involves several steps. It means that writing is not just to find what the students want to write about something until they explore their thoughts in writing but it is often a process of continuing discovery. In addition, writing as act of communication suggest an interactive process which takes place between the writers and the reader via text, and the writer tries to write well so clear, relevant, memorable and understandable and make the reader interested in the writing.

Second, Nunan (1991: 85) explain that writing is different from spoken language; writing is as process and product. In writing, there are processes in order to have a good product in writing, because writing is not a spontaneity activity. The hardest part of the whole writing process is deciding what to write, how to begin, what to say and how to say it. In other words the writer must organize all aspect before begin to write and how to develop what the writer thinks in the mind and develop it into a written form.

Third, Langan (2001:3) give opinion that writing is skill that can learn practice that consists of technique and some principles. In writing consist basically for making a point and then providing evidence to support or develop the point. In writing writer must communicate effectively with reader; the writer must give solid evidence for any point supported with specific reason and details.

The last, Nation (2009: 113) define that writing is an activity that can usefully be prepare in other skills of reading, listening, and speaking. This preparation means that before writing the students need to prepare their knowledge about words that can be used in those writing, also have to prepare what was delivered in that writing.

Based on the explanations above, the writer concludes the definition of writing is a complicated skill. In writing all of the writer try to tell about what the writer thought. Writing can be useful be prepared in others skill. Product of writing is used by the writer to deliver information or any ideas, in order the readers will comprehend and understand about what the writers' states in their writing.

B. Coherence

Coherence is one of the elements in good writing. In writing, the writers should consider the coherence. According to Oshima and Hogue (1991: 39), coherence comes from *co* as Latin prefix that means together or with, verb *cohere* means hold together. In writing the movement from one sentence to the next (and in longer essays from one paragraph to the next) must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.

Moreover, Langan (2001: 136) explain that coherence is material organized clearly and logically, the supporting ideas and sentence in a composition must be organized so that they cohere or stick together. To write a coherence writing the writer use emphatic order, include transition words that act as sign post and making movement, and use time order in order to arrange the material and a clear method of organization.

Furthermore, Grabe (1984: 23) says that coherence as a basic function to develop the 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.

In other side, coherence is not a well-defined notion (Van Dijk, 1977: 93). The vagueness in its definition may be related to the fact that coherence is an “interpretive process,” created by the reader while reading the text (McCarthy, 1991: 26). Thus, a writer needs to predict the reader’s response to his/her text.

Based on experts’ opinion above, it can be concluded that coherence means clear and reasonable connection between parts and all the parts in a sentence are connected in smooth and logical order. Since the conceptual of meaning of English sentences mainly depends on word order, so the arrangement of the parts of a sentence is especially important to accurate expression of ideas. A coherence sentence is easy to understand and does not contain any ambiguity with its conformity to grammar rules and usage. Thus, we should use coherence device and textual features of coherence.

C. Persuasive Essay

Persuasive essay is an essay which builds several sentences to persuade the reader and make them follow that the writer write is correct because the writer use of evidence to support their opinion. There are some definitions of persuasive essay based on some experts.

Based on Dave Kemper and Pat Sebranek (2004) define that persuasive essay is attempt to make his or her audience to adopt a new belief or behavior. It makes the reader get new knowledge from the writer ideas and information. Persuasive essay make the reader belief to the writer's information, if the writer can change the people opinion, so the writer persuasive essay is the best.

Furthermore, Neeru Khosla (2012) define that persuasive essay is a group of paragraph that designed based on an issue and the content of the paragraph is to persuade the reader about the hot issue. The writer writes a hot issue and makes the reader follow their idea about the issue.

Lastly, Zemach (2013) state that persuasive essay is the people want to know the opinion about something, so the reader read the persuasive essay while the reader is reading they do communicate with the opinion of the writer and talk with their main based on the writer was thought.

Based on the explanation above it can be concluded that persuasive essay purpose is to persuade the reader about the writer opinion and change their belief and follow the writer opinion. So here if we want to persuade the reader about an issue we can use of persuasive essay correctly based on the structure.

D. Relevant studies

In order to support this research, there are several studies coherence writing that had been conducted by some researcher. Mawardi (2014) entitled "An analysis of the Cohesion and Coherence of the Students' Narrative Writing in the English Language Education Departement of Nahdlatul Wathan Mataram Univeristy" in Gunung Rinjani University, Jawa. This research adopted qualitative approach and the instrument of this Research is test. Result of this research is show that still have problem of the students in cohesion devices and mechanic of coherence in organization of essay structure.

Second, Mubarak *et al* (2012) entitled “An Analysis of the Students’ Ability in Building Cohesion and Coherence in Argumentative Essays Written in Bengkulu”. This research has design quantitative analysis and argumentative test as instrument. The result of this result is students have low ability in Building cohesion and coherence in their writing

Third, Anom *et al* (2012) entitled “An analysis of the Narrative text at Ninth Grade Students of SMPN 1 Gianyar Based on Text’s Cohesion and Coherence” in Indonesia. The design of this research was qualitative research. It used interview and questionnaire as instrument. The result of this result is the students have the many problems of the coherence and cohesion in text.

All of the relevant studies that have been done by other researchers above have relationship with this research that is analyzing coherence in the students’ writing. In contrast, in this research will analyzes the students’ problem in writing coherence of persuasive essay at the second year English Department students of UMMY Solok in 2020/2021 academic year.

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 by using descriptive qualitative research. The data was described in form of qualitative. It aims to describe the students’ problem in writing coherence of persuasive essay. According to Gay (2000: 315), descriptive research is a study which determines and describes the way things and it has an aim to collect the information toward some topics or an issue.

In this research, the descriptive research was used to analyze the students’ problem in writing coherence of persuasive essay at second year English Department students of Mahaputra Muhammad Yamin University Solok.

B. Subject of the Research

The subject of this research was the second year of English Department UMMY Solok at 2020/2021 academic year. It consisted of 5 students. There were some reasons in taking this class. First, they have learnt writing course. Second, writing persuasive essay was difficult for them. So, the researcher wants to analyze the students' problem in writing coherence of persuasive essay.

C. Instrument of the Research

Related to the problem of this research, the researcher used the test in writing persuasive essay as instrument of this research. This test was actually given by the lecturer of writing class. The researcher checked the students' mistake in writing persuasive essay.

In addition, the researcher will use open-ended (unstructured) interview to ask about incoherent their writing of persuasive essay based on their result test. Gubrium & Holstein (2002) point out that, unlike the structured interview, this kind of interviewing is an open situation through which a greater flexibility and freedom is offered to both sides (i.e. interviewers and interviewees), in terms of planning, implementing and organizing the interview content and questions. Therefore, the interviewer here would be more "keen to follow up interesting developments and to let the interviewee elaborate on various issues" (Dörnyei, 2007: 136).

D. Technique of Data Collection

In collecting the data first, the researcher used test about students' writing persuasive essay. Second, the researcher gave questions based on their test in writing coherence of persuasive essay one by one. Third, the researcher noted and recorded the students' response.

E. Technique of Data Analysis

After collecting the data of students' test from the writing subject's lecturer, the researcher analyzed the students' problem in writing coherence of persuasive essay. The analysis means that the process of organizing the data in pattern. Gay (2000: 239) gives five steps as follows:

1. Data managing

Data managing involves creating and organizing the data collection during the study. The researcher managed interview result of the students. After that, the researcher organized the students response based on the questions that have been given.

2. Reading/memoing

The second step in analyzing the data is reading or memoing. The researcher also read and checked the students' responds. The researcher also wrote some notes that seem important related to the result of the data.

3. Describing

The aim of description is to provide and describe how the students' problem in writing coherence of persuasive essay. The researcher described the students' problem in writing coherence of persuasive essay based on the data of the students' response in the interview about their coherence in their result test in writing persuasive essay.

4. Classifying

Qualitative data analysis is basically a process of breaking down the data into the smaller units. Here, the researcher classified the data into coherence device and textual features of coherence.

5. Interpreting

The researcher focused on the students' answer. The researcher interpreted the students' answer. The researcher was helped by the lecturer of writing course UMMY Solok.

HASIL

A. Findings

1. Description of the Data

Based on the instrumentation of the research in the previous chapter, the data of this research was responses of students' interview and its total was 5 students. The interview was asking the students' problem or their reasons of why they do not use components of coherence in writing persuasive essay. The interview was held because their result on writing persuasive essay is not coherent.

From the interview result, it was found that there were some problems faced by the students in writing coherence on persuasive essay. First in the coherence devices, they had problem with transitional signal and logical order. Second in the textual features of coherence, they had problem with focus, organization, support, elaboration and convention.

2. Data Analysis

Related to the formulation of the problem, the result of this data analysis focused on students' problem in writing coherence of persuasive essay. The analysis was given according to component of coherence. The result of the data analysis showed that there were nine terms that can be used by the students to write coherence persuasive essay.

a. Term 1: Repetition Key noun

From the data analysis of term 1, it was found that from 5 students, there are no students who got problem in using repetition of key noun.

Q 1 : Do you know about repetition key word/noun? Did you ever use repetition key noun/word in writing persuasive essay? Can you tell me what are your' difficulties in using repetition key word/ noun in writing persuasive essay?

R 1: Yes I know. Yes I did. Some time, I still have little confuse to use it in appropriate sentence.

R 2: Yes. I know. Yes I did, some time, I too often in using repetition key word/noun.

R 3: Yes. I know. Yes I did. Some time, I am confused to use choose appropriate place.

R 4: Yes I know. Yes I did. Some time, I sometime just forget to use it.

R 5: Yes I know. Yes I did. Some time, sometime I forget to use it.

Based on students' respond in the interview, all students know about repetition key word/noun. They also use repetition key word/noun when writing persuasive essay. The students only a bit confuse to use it in appropriate sentences; they used it often some students forget to use repetition of key word/noun in writing persuasive essay.

b. Term 2 : Consistent Pronoun

In the term consistent pronoun, it was found that 5 students did not have any problem with consistent pronoun.

Q 2: Do you know about consistent pronoun? Do you know how to use consistent pronoun in writing persuasive essay? Did you get difficult in using consistent pronoun? Can you explain to me what your difficulties?

R 1: Yes. Yes I know. mmmm yes sometime. Sometime I confuse to define.

R 2: Yes I know. Yes mmmm yes sometime. Sometime I confuse to define each part of pronoun but this is not really difficult.

R 3: Yes I know. Yes I know.no

R 4: Yes I do. I am sure I did. No I did not.

R 5: Yes I know. Yes I know. No I did not.

From the students' response, consistent pronoun was not a big problem for the students to write persuasive essay. They know about consistent pronoun and it was easy for them to use it. The students did not get difficulty in using consistent pronoun. Consistent pronoun was easy to use as the component of coherence for the students.

c. Term 3:Transition Signal

In transition signal, the students got difficulties in using it in their essay. The result can be seen below.

Q 3: Do you know about appropriate transitional signal? Do you know how to use transitional signal effectively in the paragraph in writing persuasive essay? Can you tell me what your difficulties in using transitional signal in writing persuasive essay?

R 1: Yes I know. No I don't know. I still confuse to use it in a sentence.

R 2: yes I know. I am not sure. I still confuse to use the word how to give an example

R 3: Yes I know. I am not sure. I still confuse to use the word how to add information

R 4: Yes. I don't really understand how to use it. Maybe I just use the same transitional signal.

R 5: Yes. I think I don't know. May be I am lazy to use it and sometime I forget.

Following the students' respond they know about transition signal. Mostly the students did not know how to use transition signal effectively in writing persuasive

essay. The students still confuse in using **transition** signal, because they do not know all of transition signal and how to use it, sometime they use the same transition signal in a paragraph.

d. Term 4: Logical Order

From the data analysis of term 4, it was found the 5 students got problems in using logical order.

Q 4: Do you know about logical order? Did you ever use logical order in writing persuasive essay? Can you explain to me your difficulties in using logical order?

R 1: I doubt that. Mmm I am not sure. I still get little understanding about that.

R 2: I know but I don't know how to use in a paragraph. Seldom. First I don't know logical order has many kinds and I just often use the word and/on.

R 3: I know. I am not sure. I still confuse to use appropriate logical order

R 4: I know. I am not sure. I still confuse to use appropriate logical order

R 5: Not really. May be but I am not sure. I still confuse where the appropriate logical order for my sentences.

Based on the students' answer, they said that they know about logical order, but were still confuse to present it when they were writing persuasive essay. When they were writing persuasive essay, they still could not be able to use appropriate logical order. The students often used the same logical order when they were writing persuasive essay, because they did not know many kinds of logical order.

B. Discussion

The research was about the students' problem in writing coherence of persuasive essay. From the data analysis, it can be concluded according to the component of coherence which are coherence devices and textual features of coherence. From those components, which are separated into 4 terms of coherence, all 5 students know and understand. They also said that it is easy to use repetition of key noun and pronoun.

In addition, in using coherence device the students were still confuse in using transition signal and appropriate logical order. They know the meaning of the term but do not really understand about the part and kinds of each term that can be used by the students in writing

coherence of persuasive essay. They only limited vocabulary that can be used; sometimes the students use the same word for logical order and transition signal.

Furthermore, the students got problem in using textual features of coherence such as focus, organization, support and elaboration and convention. In using textual features of coherence especially focus the students could not focus when they were writing persuasive essay as seen on their responding previous interview. In addition to that, the students still could not organize their essay, because they did not know how to arrange their idea. It makes their essay unorganized. After that, the students were still unable to support and elaborate their idea, because they still had fewer sources. Lastly for convention, the students' grammar was still insufficient, they said that they need more time to learn grammar.

In conclusion, the students problem in writing coherence of persuasive essay for the second year of English department UMMY Solok are; they did not know the term of coherence, they knew the term of coherence, but did not really understand how to use it. Next, they knew about the term of coherence, but could not use it perfectly because of limited time. Lastly, they knew about the term of coherence, but were still confused when writing persuasive essay. So that, to make good writing the writer should know completely about coherence not just few definition of coherence. This related with the result of the research by Abdel Hamed Ahmid. Analysis of findings revealed that students encounter some problems in coherence of EFL essay writing. The result of the study show that coherence is a problem for the students. The result was shown that the students still get problem in using coherence in essay writing.

SIMPULAN DAN SARAN

The focus of this research was to analyze students' problem in writing coherence of persuasive essay. Based on the explanation from the previous chapter, the students' problem in writing coherence of persuasive essay showed on three terms of coherence. To answer the research question, the researcher described the students' problem in using coherence devices and textual features of coherence.

First on coherence devices, the students have problem in using transition signal and logical order. In using transition signal, the students only knew about transition signal, but were still confused to present it in writing persuasive essay. The students' problem in logical order, they did

not really sure how to use appropriate logical order and sometimes they used the same logical order in a paragraph.

Second on textual features of coherence, based on the students' respond they have problem to focus, organize, support, elaboration and convent. The next problem is, they did not have many sources to support and elaborate their ideas. They also could not focus because of the situation around them. They did not really understand about grammar and mechanism of persuasive essay either.

To summarize, the students' problem in writing coherence of persuasive essay at the second year English department UMMY are they did not really understand in using part or component of coherence such as transition signal, logical order, focus, organization, convention, support and elaboration. The entire problems make the students' previous test was not coherence.

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	150.000	2	2	600.000
Pengumpul Data	100.000	4	1	400.000
Analisis Data	200.000	2	1	400.000
Sub Total (Rp.)				1.400.000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	10	128.000	1.280.000
Fotocopy	Perbanyak instrument penelitian	5	96.000	480.000
Dokumentasi selama penelitian	Penelitian	4	150.000	600.000
Jumlah				2.360.000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	3	60.000	180.000
Tinta Printer EPSON	Print laporan penelitian, instrument penelitian	4	175.000	700.000
Buku folio	Catatan lapangan penelitian	1	23.000	23.000
Pen Correction (Tipe X)	Catatan lapangan penelitian	2	8.500	17.000
Bulpoint	Catatan lapangan penelitian	6	4.000	24.000
Spidol Snowman	Pelaksanaan Penelitian	2	9.000	18.000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	8	7.500	60.000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	2	24.000	48.000
Materai 10000	Kontrak Penelitian	12	10.000	120.000
Jumlah				1.190.000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga	Biaya/tahun/12

			Satuan (Rp)	bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	50.000	100.000
Biaya Transportasi Penelitian	Perjalanan Penelitian	8	50.000	400.000
Jumlah				500.000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	1	250.000	250.000
Sub Total (Rp)				250.000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				5.700.000

Lampiran 2. Instrumen Penelitian

INSTRUMENTS OF THE RESEARCH

(Unstructured Interview)

1. They know about repetition key word/noun. They ever use repetition key noun/word in writing persuasive essay. They can tell the difficulties in using repetition key word/ noun in writing persuasive essay.
2. They know about consistent pronoun. They know how to use consistent pronoun in writing persuasive essay. They get difficult in using consistent pronoun or not.
3. They know about appropriate transitional signal. They know how to use transitional signal effectively in the paragraph in writing persuasive essay. They can tell me, what their difficulties in using transitional signal in writing persuasive essay.
4. They you know about logical order. They ever use logical order in writing persuasive essay. They can tell me their difficulties in using logical order.
5. They always focus when writing persuasive essay. The reasons that make them do not focus in writing persuasive essay.



UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN
Lembaga Penelitian Dan Pengabdian Pada Masyarakat (LP3M)
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Kampus II Jln. Raya Koto Baru No. 7 Kec. Kubung Kab. SolokTelp. 0755-20127

Surat Tugas

No. /ST-P/LP3M-UMMY/III-2021

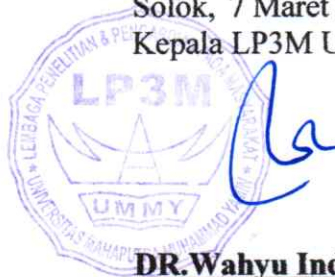
Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama : **Marsika Sepyanda, S.Pd., M.Pd.**
NIDN : 1015098702
Tempat/Tanggal Lahir : Solok/15 September 1987
Pangkat/Golongan Ruang : Asisten Ahli/IIIc
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)

Untuk melaksanakan kegiatan Penelitian dengan judul **“An Analysis of Students’ Problems in Writing Coherence on Persuasive Essay at Second Year of English Department UMMY Solok on 2020/2021 Academic Year”**.

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

Solok, 7 Maret 2021
Kepala LP3M UMMY



DR. Wahyu Indah Mursalini, SE. MM.
NIDN. 1019017402