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**USULAN PROPOSAL  
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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**

**Tahun ke 1 dari rencana 1 tahun**

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## HALAMAN PENGESAHAN

**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

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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

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 will be 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 will be the people who can be a subject for measure their ability, intelligence, and knowledge. The subject of this research is the students who has taken the Essay Writing subject.

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 5<sup>th</sup>, 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 are elaborated as follow:

1. How is 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 is 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 will be conducted under the design of descriptive quantitative research. It will describe 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 will be 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 will be 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.

## **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 are some steps was done in writing test. First, researcher will explain 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.

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 will be given to the third year students of English

Department UMMY Solok. 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.

Furthermore, 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



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

<b>1. Honor</b>				
<b>Honor</b>	<b>Honor/Jam (Rp)</b>	<b>Waktu (jam/minggu)</b>	<b>Minggu</b>	<b>Honor per Tahun/ 12 bulan (Rp.)</b>
Validator Instrument	100,000	1	3	300,000
Pengumpul Data	65,000	2	1	130,000
Analisis Data	150,000	3	1	450,000
<b>Sub Total (Rp.)</b>				<b>880,000</b>
<b>2. Peralatan Penunjang</b>				
<b>Material</b>	<b>Justifikasi Pemakaian</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Biaya per Tahun</b>
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
<b>Jumlah</b>				<b>1,375,000</b>
<b>3. Bahan Habis Pakai</b>				
<b>Material</b>	<b>Justifikasi Pemakaian</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Biaya per Tahun</b>
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		10,000
Note book	Print laporan	1		27,000
Penghapus	instrument penelitian	1		5,000

				0 0	
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
<b>Jumlah</b>					<b>1,495,000</b>
<b>4. Perjalanan</b>					
<b>Material</b>	<b>Justifikasi Perjalanan</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Biaya/tahun/1 2 bulan (Rp)</b>	
Biaya Transportasi Observasi	Perjalanan Observasi	2	75,000	150,000	
Biaya Transportasi Penelitian	Perjalanan Penelitian	4	50,000	200,000	
<b>Jumlah</b>					<b>350,000</b>
<b>5. Lain-lain</b>					
<b>Kegiatan</b>	<b>Justifikasi</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Biaya per Tahun (Rp)</b>	
Publikasi di Jurnal	Luaran	1	400,000	400,000	
<b>Sub Total (Rp)</b>					<b>400,000</b>
<b>TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)</b>					<b>4,500,000</b>