

LANGUAGE FEATURES ON STUDENTS WRITING OF DISCUSSION TEXT

**(A Study at English Education Department of Walisongo Islamic State University in the
Academic Year of 2016/2017)**

THESIS

Submitted in Partial Fulfillment of the Requirement

for the Degree of Bachelor of Education

in English Language Education



By

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WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG

2018

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is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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RATIFICATION

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had been ratified by the board of examiners and can be received as one of requirements for gaining the Bachelor Degree in English Language Education of Education and Teacher Training Faculty of Walisongo State Islamic University.

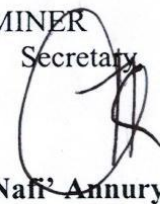
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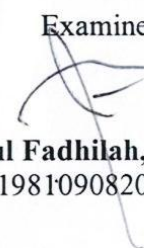
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Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **LANGUAGE FEATURES ON STUDENTS WRITING OF
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Wassalamu'alaikum Wr. Wb.

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DEDICATION

This thesis is dedicated to:

1. My great parents, Mr. Sumarlan and Mrs. Karwati, my true heroes in the world.
2. My beloved brother, Muhammad Samsul Hadi, S.Pd.
3. My girls who teach me a true friendship and always support me (Rochmayatun, Regisya M, Nurlina, Syifa) and everyone who has thousands spirit to support me.
4. My beloved PBI'13 C family, Thanks for supporting each other and fighting together for more than 4 years.
5. My teacher and mother Madam Nadiah Ma'mun, M.Pd for always supporting and suggesting me to finish this thesis.

ABSTRACT

Siti Fadhilah (133411105) “*Language Features on Students Writing of Discussion Text*” (A Study at English Education Department of Walisongo State Islamic University in the Academic Year of 2016/2017)” final project, Semarang: Bachelor Program of English Education Department of Teacher Training and Education Faculty (FITK), Walisongo State Islamic University Semarang, 2017.

The study examined language features on discussion texts written by university students. The aim of this study is to explain what students language features used on discussion text are. The subject of this study is 28 students from third semester of English Education Department. This study is qualitative research. The procedure of data collections are from documentation of discussion texts written by 28 students who registered in Genre Based Writing course at UIN Walisongo. The researcher got the data from the lecturer. The advantages and disadvantages of this study was analyzed using Feez’s (1998) framework for discussion texts. The results showed that two students were unable to write discussion text correctly. Analysis of the language features in the student discussion texts revealed that students have variation in writing conditional clauses although they were seldom used to present hypothetical situations to move the arguments forward. On the other hand, connectors were frequently used, particularly “because”. More causal connectors were used than sequential connectors because of the need for reasoning in discussion texts. Shifts in arguments were signaled using adversative connectors but these were used less frequently than additive connectors for connecting similar ideas. The discussion texts were also characterized by the frequent use of modal verbs for hedging and boosting, mainly “can” and “will”. The study showed, while the students’ texts had the relevant language features of discussions, they sometimes lacked of comprehending the characteristic of word that they use to connect their sentence or arrange sentence particularly in writing conditional clause.

Keywords: Genre Based Writing, Discussion Text, Language Features.

ACKNOWLEDGEMENT

All praises to Allah SWT for blessing me to accomplish this final project. My beloved prophet Mohammad SAW who has guided as to the right way of life. This thesis entitled **“LANGUAGE FEATURES ON STUDENTS WRITING OF DISCUSSION TEXT”** (*A Study at English Education Department of Walisongo State Islamic University in the Academic Year of 2016/2017*)” is submitted to fulfill one of the requirements for achieving the undergraduate degree at English Department of Education and Teaching Training Faculty, Walisongo States Islamic University Semarang, 2018.

I realize that I cannot complete this final project without helped from others. Many people had helped me during writing this final project and it would be impossible to mention all of them. However, I would like to give my sincerest gratitude and appreciation to:

1. Dr. H. Raharjo, M.Ed., St. as the Dean of Education and Teacher Training Faculty.
2. Dr. Ikhrom M.Ag as the Head of English Department Education.
3. Nadiyah Ma'mun, M.Pd, as my advisor who had guided and advised me patiently during the arrangement of my thesis.
4. All lecturers and classmates in English Department of Education and Teacher Training Faculty for valuable knowledge, advise, and support during the years of my study.
5. My beloved family in Pati.
6. Mr. Sumarlan and Mrs. Karwati as my parents. Thanks you for any prayers, motivations and loves.
7. The big family of photography community “COPY LENS”, thanks for giving me a great experiences.
8. My beloved family of PBI C 2013 who always support me.
9. Personally, the researcher would like to thanks for those who are related to my life, those who given a lot of support and love for me, you all indeed motivate and cheer me up.

Finally, the researcher realize that this thesis is still far from being perfect; therefore, the researcher need to the reader to give suggestions and criticism to make it perfect, the researcher hope this thesis can be useful for the improvement of English teaching learning, especially for the researcher and for the readers in general.

Semarang, January 18th, 2018

Siti Fadhilah

133411105

MOTTO

¹ خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

“Sebaik-baik manusia adalah yang bermanfaat bagi orang lain”
(HR. Ath Thabrani)

There’s no shame in falling down. True shame is to not stand up again.
(Midorima Shintaro)

¹ HR. Ath Thabrani, *Al Mu’jam Al Awsath* no. 5787. Al Qudha’I, Musnad Syihab no. 129. Dihasankan oleh Syaikh Al Albani.

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CHAPTER I

INTRODUCTION

The chapter explains some parts including background of the study, reasons for choosing the topic, research question, objective of the study, and significance of the study.

A. Background of the study

English is one of international language has been learned for most people in the world. The power of a language connected every people anywhere. Language helped people to communicate each other in every situation, and study language also erase misunderstanding between people around the world. To make an international communication Indonesian learned English since elementary school and made it as an important subject in education system.

English language has four skills that should be mastered by every people who learned it. The four skills of English are listening, speaking, reading, and writing. All of them should be one package in learning English, but almost people can't manage their ability in all the skill depend on their own ability. In this study researcher shows the issue of writing skill in university students particularly English Department Students.

Writing was frequently useful as preparation for some other activities.¹ Writing could express what people ideas well; however, to make strong meaning, interesting and clear for the reader, writer should practice a lot. Realize how important writing is for learners, it is essential for every students to develop it. Allah states in the holy Qur'an:

¹ E-book: Jeremy Harmer, *How to Teach Writing*, (England Longman, 2007). p.33



(4)Who has taught (the writing) by the pen he (5)Has taught mas that which he knew not (Q.S. Al-Alaq: 4-5)

With this verse Allah explains he equipped nature as a tool of writing. Writing connected between human although they are far apart places. As they relate with oral. (Shihab, 2002: 10) states nature as a solid thing that can't movement is used as a tool of information and communication, so it is difficult for Allah to make His prophet as his human choices can read, oriented and also can teach.²

Writing is categorized as a productive skill, writing described as a skill that had many exercises to develop and not completely gifted skill.³ It means that the ability of writing can be achieved through many repetitions, trials and errors, and reinforcement.

However, writing is not easy as it usually said. When we produce word orally we could add a gesture or body movement and managing our voice it may help us explain what we are intended to say. In other hand, though we would like to say the same words we produce orally, we need some practices in writing as we can only use some mechanism, such as punctuation, word order, etc., to help us deliver what we really mean. The ability of using those mechanism can be very important as we do not want our readers to misinterpret what we write.

Writing is one of product in learning English. The ability in writing has become an important skill should be mastered. Through writing, both of writer and reader are able to communicate although separate in different place and time.

²M. Quraish Shihab, *Tafsir al-Misbah Vol XV*, (Jakarta: Lentera Hati, 2002). p.10.

³ Alan Mayers, *Gateways to Academic Writing*, (New York: Addison Wesley Longman, 2003), p. 2.

Writing enables to convey information, thoughts as well as feeling with great details and provides chance for the writer to review or evaluate them. Considering the significant of writing, Indonesian government regulates writing as one of skill should be taught in English subject starting from fourth grade of Elementary School. It is taught through various kinds of text which one of them is discussion text. However, many students face difficulty in writing discussion text because they should be able to see two sides topic from the text: pro and con also give their arguments for each side. The problem often arises because students tend to respond the problem emotively rather than objectively (Gough, 2012:94). Another problems come when students have to write an unfamiliar issue. Students can support their discussion text use points of view through survey result, interviews and research (Gough 2012:94).

Discussion text became the material of third semester students of English Department according to the syllabus. In comparison to another text, writing discussion text has received less research attention. Some students also had problem in giving argument pro and cons of the issue in discussion text. From this issue researcher wrote this study of the ability of third semester students of English Education Department of UIN Walisongo Semarang in writing discussion text focused on language feature that students use in writing discussion text.

The advantages-disadvantages essay was analyzed using Feez's (1998) framework for discussion texts.⁴ This study did not used to prove the theory of Susan Feez but to find the frequency of language features that students used in their discussion text as an interpretation of their ability in writing. By mapping students'

⁴ Susan Feez and Helen Joyce, *Text Based Syllabus Design* (Australia: Macquarie University, 1998), p. 99

ability, I have willingness to increase students' potential development in writing production particularly in writing discussion text.

B. Reason for choosing the topic

Students had low capability in writing caused they did not think critically to conclude an issue without valid data and source related to the issue they are discussed. As a student of English Education Department should had a good writing coherence. The problem of students writing is their ability in using word and structure to write text correctly. Discussion text had less attention than another text such as argumentative text. Lee (2005) found that East-Asian students are not as successful as Australian-born native speakers of English in showing audience awareness through the argument structure and interpersonal components of language features. Another study identified the problem with the argument structure. From their analysis of the writing of English majors in Argentina and students learning English for the purposes of pursuing post-secondary education or re-entering a profession in Australia, Jenkins and Pico (2007) found that the difficulty lies in the introductions and conclusions for the weaker writers. Similar findings on the argument structure were reported by Ting, Raslie, and Jee (2011). In view of the paucity of research on discussion texts, studies are needed because although both argument and discussion texts make use of persuasive language features such as connectivity, transitivity and modality (Jenkins & Pico, 2007), their textual structure is different.

The advantages of this study could identify and analyze the level of student in writing discussion text. Thus, I hope that I can attract education practitioners' interest to developing research of discussion text and increase students' mastery in writing discussion text.

C. Research question

The study is conducted to answer the following question:

What are the students language features frequently used in writing discussion text?

D. Object of study

According to the research question, the objective of the study is:

To explain students' language features that frequently used in writing discussion text.

E. Significances of the study

I hope this study gives significant contribution to three areas: theoretical development, practical development, and pedagogical development.

1. Theoretical Contribution

In theoretical perspective, researcher expects that this study contributes to the assessing. Also it is intended that it provides information and functions as a reference for educational practitioners and researchers in UIN Walisongo of Semarang and Indonesia in generally.

2. Practical Contribution

This study has significant practical contribution such as developing students in writing discussion text which has the right function, language feature and generic structure based on the topic or issue.

3. Pedagogical Contribution

In pedagogical perspective, researcher hopes this study can help educational practitioners such as lecturers and class room teachers can evaluate their way to teach and explain about discussion text clearly.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section discusses two main points. Those are previous studies come from the research before as a reference of this study made by they who competence in this issue. It can be research, journal or article. The second point is a literature review. It explained definition of ability, definition of writing, processes in writing, definition of discussion text, purpose of discussion text, generic structure of discussion text and language features of discussion text.

A. Previous Study

In this section, the researcher explained the result of some different studies reviewed. These following studies offer discussion related to the topic discussed in this thesis. They are:

1. Melia, Yenni, And Don (2013) “The Students’ Ability In Using Discourse Markers In Writing Discussion Text: A Study at English Department of State University of Padang” (Vol. 1 No. 2)

Melia, Yenni and Don (2013) designed study to find out the ability of English Department students of Padang State University in using discourse markers in writing discussion text. Third year students who registered in academic year 2010 was taken as the subject of this study. There were six classes with 190 students but only 21 students was taken as the sample. Implementing descriptive research design, they employed writing discussion text test which were 5 to 7 paragraph whit the topic given. The sample wrote based on the topic they have chosen. Students writing were collected and scored.

The data of the researcher was analyzed in two steps. First, discourse markers were analyzed used rubric (Adapted from Hamp-Lyons, 1992 and Mertler). Second, researcher used $P = \frac{F}{N} \times 100\%$ to find out the percentage of discourse markers that students used. The result of the test indicated students' level in writing discussion text use discourse markers. There were 124 discourse marker in students writing from this study, 49 contrastive markers, 45 elaborative markers, 27 inferential markers.

This finding concludes that students mostly used contrastive markers (39,83%) in their writing. This is equal whit what Lahureta (2004) stated "contrastive markers were the most dominantly used by students in their writing." This case was caused students should give kontras argument so that kontras markers were dominantly used. Based on finding of this study show third year English Department students ability in using discourse marker were average. Even if, the students use in discourse markers did not impact reader's understanding and some of them were used ineffectively.

2. Su-Hie Ting And Ai-Sze Chai (2013) "Textual and Language Features of Students' Written Discussion Texts" (Vol. 2 No. 2)

Su-Hie Ting and Ai-Sze examine textual and language features that students use in writing discussion text. The focus in this study was about textual and language features that students use in their discussion text. Researcher found some difficulties in writing discussion text for students in East Asian students. The awareness through the argument structure and interpersonal component of language features another study identified argument structure problem. Researcher sensed discussion text received less research meanwhile discussion text was a main text that had essential elements: statement of issue, arguments

for and against, and assessment / recommendation. The conclusion of discussion text argument was presented on the issue assessed and recommended may be made. Textual structure of discussion text differed from arguments text, studies were needed to throw light on areas which may compromise the effectiveness of discussion texts. This study examined university students' writing of discussion text from textual structure and language features aspects, focused on conjunction, modality and conditional clauses.

The sample of this research was 100 students enrolled in English for academic purpose (EAP) course at a Malaysian University. They came from different language background, aged 21 to 22, and in their second or third year of their degree from different disciplines. The sample wrote a discussion text then analyzed, in EAP students learned wrote academic genres: classification, explanation and discussion also taught to cite authoritative sources in their writing using American Psychological Association Style. All the process covered in 12 hours spread across three weeks. The students' discussion text were analyzed for the presence and absence of the following stages: statement of issue, arguments for and against, and assessment/recommendation. In this study the language features analyzed were conjunction, modality and conditional clauses.

The result of this study indicated language features students used in writing discussion texts: conditional clauses, modal verbs and connectors. 35 students used conditional sentences. However, the potential of if-conditionals in handling claims in arguments was not fully exploited in the student discussion texts. Modal verbs were frequently used for cohesion in their discussion text. Connectors, causal connectors were mostly used. This study claim that students

used larger variety but lower frequency of adversative connectors than additive connectors. University students had more difficulty in producing textual structure of conventional discussion text than used persuasive language features to discuss the issue.

This study relates to my project in the form of the data collection technique. However, it has little different in the focused of the study and the method. This study focused on textual and language features in discussion text meanwhile my project focused on language features of discussion text.

3. Sri Ariani and Yuli Triana (2013) “Using Think Pair Square Technique In Teaching Writing A Discussion Text” (Vol.1 No. 2)

Sri and Yuli paid attention in implementing think pair square technique in teaching writing discussion text. Students problems were found tend to respond a problem emotively rather objectively. More problems existed if teacher did not use proper technique. Limitation time caused the less material gave to students. Omitting an aspect of writing steps caused students produce poor writing. Regard to above view, this article intended to describe how think pair square technique used in teaching writing discussion text to senior high school.

The implementation of this research was divided into three steps: first, teacher preparation. Teacher prepared a model of discussion text that will be discussed, provided students to discuss scaffolds proposed by Gough (2012: 97), prepare an issues and prepared media to write text in the elaboration, used picture appropriated with the material. Second, this step was a main activity consist of pre - activity, exploration, elaboration and confirmation last was post teaching activity. The conclusion of study think pair square technique appropriate to teach students in writing discussion text.

This study has little same to my project yet the object of this study is totally alike. both of my project and this study support each other where this project show how to teach discussion text while my project measured the result of the study in writing discussion text.

B. Literature Review

This section will provide information about some things related to the title of the research.

1. Writing

a. Definition of Writing

All writing systems have in common the fact that they have been created in order to provide a visual representation of language (with the obvious exception of Braille). They allow writers to translate ideas into words on the page, which have a degree of permanence. This means that writers can communicate their ideas to others.¹ When we write in second language mean we take much time to revise it. The author should consider about the world use, the form of writing and grammatical structure, in order to the reader will understand what the author mean.²

Writing is a process of creating, organizing, writing, and publishing.³

According to the definition before it could be concluded that writing is a process in creating and producing letters as one of instrument in

¹ Naomi Flynn and Rhona Stainthorp, *The Learning and Teaching of Reading and Writing*, (Whurr Publishers Limited (a subsidiary of John Wiley & Sons Ltd) The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England: 2006), p. 34.

² Alan Meyers, *Gateway to Academic Writing: Effective sentence, Paragraph and Essay* (USA: Pearson Education, 2005), p. 1.

³ Alice Oshima and Ann Hogue, *writing Academic English*, Fourth ed., (New York: Pearson Education, 2006), p. 265.

communication. It should consider with the mechanics of writing such as spelling, punctuation, capitalization, and paragraphing.

Mayers explains “writing as an action. There are some steps in writing process, they are discovering and organizing idea, writing or putting them on paper, reshaping and revise the writing.”⁴ Writing is an activity used to wide variety of purposes. It is produce in many different forms. Writing process is the stages writer goes through in order to produce something in its final written form. The process may be affected by the content (subject matter) of the writing, the type of writing, and medium.⁵

O’Malley and Pierce add that writing is a personal act in which writers take ideas or prompts and transform them I into self-initiated topics.⁶ So, it prosecutes students to formulate goals and planes for creating an organized structure in their compositions.

According to the definition above, the researcher concluded that writing is a way to produce language that comes from our thought. Using writing the idea can be shared, the feeling or anything that exist in people mind can be transferred in a writing text that possible to be understood by the reader.

b. Process of Writing

Writing process means the way someone write. One of them is three stages suggested by brown and hood.⁷ They describe the three main stages of

⁴ Alan Meyers, *Gateway to Academic writing: Effective sentence, Paragraph and Essay* (Longman: 2005), p. 2.

⁵ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004). p. 3.

⁶ O’Malley, J. Michael and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners. Practical Approaches for Teachers*, (Great Britain: Longman, 1996), p. 136.

⁷ Kristine Brown and Susan Hood, *Writing Matters: Writing Skills and Strategies for Students of English*, (New York: Cambridge University Press, 1993), p. 6.

writing process. They are preparing to write, drafting, revising. According to Anthony Seow cited by Jack C. Richard: writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing.⁸

1) Planning (Pre-Writing)

Pre-writing is a first step of writing process to choose a topic and collect information, in order to put the writers' ideas and thought.⁹ Writer brainstorm to generate their ideas for writing. They can use clustering, brainstorming, etc. it can help the writer to develop word list for writing.

2) Drafting

At drafting stage, the writer focused on the fluency of writing and do not preoccupied with grammatical accuracy or the neatness of the draft.

3) Revising

In this process writers re-examine what they have written. Revising is needed to improve global content and the organization of ideas. To ensure that rewriting does not mean recopying. Writer should collect and keep the draft and rewrite. The revising process is to improve the result. It checks content and organization, including unity coherence, and logic.¹⁰

4) Editing

This last stage, writer engaged in tidying up their texts as they prepare the final draft should be evaluated. The writers should be aware of

⁸Jack C. Richards, *Methodology in Language Teaching*, (USA: Cambridge University Press), p. 315-318.

⁹ Ebook: Garth Sundem, *Improving Student Writing Skill*, (USA: Shell Education, 2007), p. 43.

¹⁰ Ebook: Garth Sunden, *Improving Students...*, p. 55

technical writing process such as grammar, sentence structure, spelling, and punctuation.¹¹

Actually there is no way to write. In this case, the writers suggest that ideas someone makes are only suggestion. Try them all. Some you may find useful in one type of writing. Some may useful for every time you write.

2. Genre in Language Learning

a. Definition of Genre

Paltridge (1996:238) explained genre as “a type or kind of text that has social purpose, generic structure and language feature.”¹² Genre also describe as communicative events which the member shared communicative goals by the expert members of community. The French word explained genre as text-type/ kind of text. A culturally specific text type which result from using language (written or spoken) is to accomplish (help) something. Thus, genre is a term of grouping text together, representing how written typically use language to respond to recurring situation. The concept of genre is based on the idea that members of community have a little difficulty in recognizing similarities in the text they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write in relative easily.

Genres can be recognized from three rhetorical structures. They are social function, schematic structure, and language/linguistics features. Genre is used for specific purpose with each type of text having specific language

¹¹ Ebook: Garth Sunden, *Improving Students...*, p. 61

¹²Brian Paltridge, *Genre Text Type*. ELT Journal Volume 50/3 July 1996, Oxford: Oxford University Press, p. 238

features and schematic structure. Every genre has communicative purpose, generic structure and Lexico-grammatical features.

b. Kinds of Genre

When studying text it is important to understand about genre. Every text had different shapes of forms. Knowing genre of text was needed to select appropriate content and language use. Actually, there are two different kinds of genres/ text types. Moreover, every kind of genre has different social function, different schematic/generic structure, and different language features.

Actually there are two different kinds of genres. Moreover, they have different social function, different schematic/generic structure, and different language feature. They are:

1) Story Genres

This side told about text for entertaining the reader.

a) Narrative text

The social function of this text is to amuse, to entertain, and to deal with actual or various experience in different ways. Example: story of Cinderella and other.

b) Recount

The social function is to retell the events for the purpose of informing or entertaining.

c) Anecdote

This text share an account of unusual or amusing incident to the reader.

d) Spoof

To retell an event with a humorous twist.

e) New Story

Factual text which informs the reader of daily newspaper about events of the day which are regarded as newsworthy or important.

f) Exemplum

Social function of this text is to deal with incidents that are in some respects out of the usual, point to some general value in the cultural context.

2) Factual Genres

a) Procedure

This text is to describe how something is accomplished through a sequence of actions or steps.

b) Explanation

The function of this text is to explain the processes involved in the information or working of natural or socio-cultural phenomena.

c) Report

To describe the way things are, with reference to arrange natural, manmade, and social phenomena in our environment.

d) Description

To describe particular person, place or thing.

e) Analytical Expository

To persuade the reader or the listener that something is the case.

f) Hortatory Exposition

To persuade the reader or listener that something should or should not be the case.

g) Discussion

To present at least two points of view about an issue.

h) News Item

To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

i) Review

Social function is to critique an art work, even for public audiences.

j) Commentary

To explain the processes involved in the formation of socio-cultural phenomenon, as though a natural phenomenon.

3. Discussion Text

a. Definition

Generally, discussion text can be defined as a text that provides two contrastive arguments on issue to inform readers about what is being discussed. It supported by Mulya (2010: 81) who defines discussion text as a text which present a problematic discourse discussed from different viewpoints.

Unlike Betty (2006 : 7) a persuasive text design to convey reasons of a subject and get audiences' acceptance about those reason, in writing discussion text, writers are required to be fair in presenting arguments or, in other words, the writer should cover the arguments of the problems on both sides. The arguments are kind of text usually show each strength and weakness of a subject to give readers broader insights before they make any decisions. However, not only strengths and weakness, Anderson and

Anderson (1998: 19) also show other contrastive views in this kind of text, for example: the positive and negative, etc.¹³

Thus, the writer should be balance when providing their contrast arguments though, in the end, she or he would decide at one side. Moreover, it allows both side to get acceptance about other sides' view and to make a general argument about the issue which is shared to all the parties timothy and friends (2006: 17).

Discussion text also categorizes as a factual text. It presents different opinion view point of perspectives on an issue, enabling the riders to explore different idea before making conclusion.¹⁴ The genre of arguing is an important and influential language process. It is a process that involves reason, evaluation, and persuasion.¹⁵

b. Purpose

The main purpose of discussion text is indeed to discuss about the two different arguments on an issue. As stated by Anderson and Anderson (1998).¹⁶ Means that discussion text enable to explore more about different ideas both of negative and positive opinion about the issue. It will be meaningful for writing to get important information before making decision. It also can make the writer think critically in writing the argument of the issue. The argument of this text will be recommended to one argument or sum up both if they are fairly balanced.

¹³Mark Anderson and Kathy Anderson, *Text Types in English 1-2*, (Malaysia: Macmillan, 1998), p. 19.

¹⁴Entika F. Prastikawati and Siti Musarokah, *Writing 3*, p. 48.

¹⁵Petter Knapp and Megan Watkins, *Genre Text, grammar, Technologies for Teaching and Assessing*, (Australia University of South Wales, 2005), p. 187.

¹⁶Mark Anderson and Kathy Anderson, *text type in English 1*, (South Yarra: Macmillan, 2003), p. 117.

c. Generic Structure

Discussion text has schematic structure. It such as rule of the text to gain the writing goal. The structure is as following:

1) Issue

It consists of statement of the issue. Statement gives necessary background information of the issue. A discussion begins with brief introduction describing situation of the text. The point of this introduction recognizes that there are two points of view.

2) Argument

Argument for against or statements of different points of view. It means the writer give their argument consist of argument for and arguments against. The argument for is giving support opinion to the issue while argument against is giving contrary idea for the issue. In other word argument for is called “pros” mean advantage and argument for is called “cons” mean disadvantage of something.¹⁷

When the writers make “pros” and “cons” both of them should balance. To help the writer in making “pros” and “cons” they can use list. The guideline to make better “pros” and “cons” list.

a) Use for the Right Decision

The writer should make opposite statement which state of support topic and contra to the topic.

¹⁷ *Oxford Learners' Pocket Dictionary*, (Oxford: Oxford University Press, 2008), p. 350.

b) Use Differences Only

Here a pro and con must be different than your default choice to be relevant to your decision. Likewise, pros and cons should be in relation to your default option.

c) Personal

Pros and cons must be focused on our specific situation. Avoid pros and cons that irrelevant in the topic.

d) Avoid Duplicates

Make sure that the arguments of pro and con are the unique sentence. It means do not rewrite the same arguments in the different word.

e) Avoid Compound Statements

Do not write pros and cons statement in the same sentence. Avoid pros like “it is enable me to watch movie and read a book”. Make sure to split the statement in two pros sentences: “it is enable me to watch movie” and “it is enable me to read a book.

f) Make Categories

Capturing pros and cons became one of the hardest problem. To solve the problem the writer can create list of categories. Use each category to check whether you’ve exhausted all the pros and cons in that category.

g) Explore Fixed vs Fixable Cons

The aspect of your decision can change during this time. Consider which cons you might be able to work around and which ones will

remain cons no matter what you do. Pay attention to those cons which cannot be changed.¹⁸

3) Conclusion or Recommendation

The end of discussion presenting personal point of view before giving conclusion. The conclusion and recommendation may consist of both sides of argument if they are balanced, or it can be single argument if providing sufficient evidence.

d. Language Features

- 1) Focus on generic human and generic non-human participants. Topic of discussion text may show about phenomenon or social issue in the environment.
- 2) Use of mainly material, mental, and relational processes use of temporal and causal conjunctives relations.
- 3) Use of logical conjunctives relations or temporal and causal conjunctives relations. Temporal conjunctive relation tells about time, e.g: when, while, since, at first, finally, etc. Causal conjunctive relations tells the signal point of the argument, e.g: because.
- 4) Use of modality such as can, could, may, might, will, would.
- 5) Use of logical conjunctives relation or we can call it reasoning expresses as verbs and nouns, e.g: therefore, however.

According to Feez (1998: 99) the language feature of discussion text consists of conjunction, modality, conditional clause. She listed modal verbs, conditional clauses and reader engagement strategies as important in discussion texts.

¹⁸Trevor Lohrbeer, <http://leandecisions.com/2012/09/10-tips-for-better-pro-con-list.html>, accessed on November, 4th 2016.

CHAPTER III

RESEARCH METHOD

Research method basically is scientific way to get the data with special purpose and use.¹ Thus, the role of a method is very important and significant in a research. This is to determine appropriate methods in deciding a research will be success or failure.

A. Research design

This study is qualitative research, means that this research analyze the data in a forms of written and this research did not give any treatments. The qualitative used is descriptive qualitative. Arikunto explained descriptive is not aimed at tasting a certain hypothesis, but describes the phenomenon, situation and condition found during the research.²

The data of this study is students' writing of discussion text focused on language feature they used in writing discussion text. The source of the data came from the third semester students' writing test from the lecturer's instruction.

B. Data Analysis Technique

Data analysis is a systematically process to searching and completing the data. In this research, researcher used descriptive qualitative research based on data collection. The data collect, arrange, and present in the sentence. The researcher used some steps as a follow:

1. Reduction

Reduction means resuming, choosing point things, focusing on the important things, looking for the theme and pattern. By doing so, the

¹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta CV, 2014), P. 2.

² Arikunto, Suharsimi, *Prosedur Penelitian (Jakarta: Rineka Cipta, 1996)*, p.10

data reduce will give clear explanation, and it will be easier for researcher to collect the next data, and look for it if it is needed.³

This step the researcher checked all of the data collected from the documentation text. The goal of this step is filtering the data and the improvement of the sentences and words, giving additional information, discard representative information.

2. Display Data

After reducing the data next step is displaying data. In qualitative research the data can explain in short explanation, diagram, related among category, flowchart, and others. In this step the researcher classified data according to the documentation text that have corrected by the researcher.

In this research the data calculated into table percentage which the formula as a follow:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency of the items analyzed

N= Number of sample which observed

3. Conclusion/Verification

Interpretation is the final step in data analysis technique. In this step researcher explained the data that had been coded by enriching information through comparative analysis original context. The result is presentation about situation and symptoms in the form of narrative exposure.

³ Sugiyono, *Metode Penelitian Kuantitatif...*, p. 247.

After reading discussion text from students, the researcher identified, classified, and recorded the language features students used in writing discussion text. The various language features students' used and the complexity of them, the researcher categorized them. The categorized chosen were created by Susan Feez (1998: 99) theoretical framework on language feature of discussion text consists of conjunction, modality, and conditional clause.

C. The Procedure of Research

The discussion text analyzed here were written by 28 students in the third semester of English Education Department of UIN Walisongo Semarang. In that semester, students learnt to write these academic writing as their course of Genre based Writing. In this data collection researcher did not participate. All of learning processes were done by the lecture. Researcher got the documentation text data with different title in every text of students wrote. The topic of the discussion text analyzed in this study came from different title from every students.

In this study, the language features analyzed were conjunctions, modality, and conditional clause. Feez (1998) listed modal verbs, conditional clauses and reader engagement strategies as important in discussion texts. Reader engagement strategies were not analyzed as they could take various forms such as second person pronouns, imperatives, question forms and asides (Hyland, 2001)⁴. Instead conjunctions were included in the analysis because Derewianka (1991) had stated that connectors associated with reasoning to express cause-and-effect are more

⁴ Hyland K, Bringing in the reader: *Addressee Features in Academic articles*. *Written Communication* (2001). 18(4), 549-574.

commonly used than sequence connectors in expository texts.⁵ For conjunctions, Celce-Murcia and Larsen-Freeman's (1999) categorization was used: additive, adversative, causal, and sequential.⁶ Use of modality in the student discussion texts was analyzed by counting the frequency of "can", "could", "shall", "should", "will", "would", "may", "might" and "must". The percentages with which each of these modal verbs were used was computed to identify the more frequently used modal verbs.

⁵ Derewianka, B.. *Exploring how texts work*. Newtown, Australia: Primary English Teaching Association. (1991).

⁶ Celce-Murcia, M., & Larsen-Freeman, D. *Grammar book*. Boston, MA: Heinle & Heinle. . (1999).

CHAPTER IV

RESEARCH FINDINGS

This chapter presents research findings of this descriptive research of cohesion students in writing discussion text.

RESEARCH FINDINGS

This section, excerpts from student's discussion texts were included to illustrate the use and text are referred to as text 1 to text 28. See appendix 1 for sample student discussion text, marked for language features of discussion text. From 28 discussion text only 26 texts were clear and correct as a discussion text, 2 texts were not discussion text. See appendix 2 for sample.

A. Language Features Student Use

In this study, the results were presented for the three language features of discussion text: conditional clause, modal verbs, and connectors as Feez (1998).

1. Conditional Clause

Conditional sentence is a complex sentence that consist of a main clause and subordinate clause; the letter typically begins with the adverbial subordinator *if*. Quirk and Greenbaum (1973:323) that conditional sentences express the dependence of one set of circumstances. Furthermore, in most case two clauses ordering are possible. Conditional clause were used to compare argument between pros and cons that the writer explain in their text. It was also used to give suggestion and explain a cause and effect of an issue.

Conditional clauses gave possibilities in logical reasoning are useful as an alternative to using facts as evidence to support arguments. In the

context of research articles, If-conditionals were found to have an interpersonal role in the discussion section:

To guide the reader's interpretation while allowing for a certain degree of independence in reaching the conclusions, to engage the reader by leaving some questions open for further discussion, to negotiate terms and concepts, to ward off possible criticism, to signal problem areas, to acknowledge other points of view or potential threats to the cogency of argumentation, and to involve the readers by directly soliciting their approval. (Warchal, 2010, p. 140).

Conditional clauses were used to explain the idea of the author in giving cause- effect of a condition. If-conditionals were useful to limit the assertiveness of a claim by making its validity conditional on some other premises and also as emphatics to promote a claim to the status of the obvious once another claim is accepted (Warchal, 2010). However, the potential of if-conditionals in handling claims in arguments was not fully exploited in the student discussion texts.

2. Modal Verb

Modal verbs used modals to express:

- a. Social function such as describing ability, giving advice, and expressing necessity.
- b. Logical possibilities such as coming to conclusion and talking about future possibilities.

In academic writing the modal auxiliaries are chosen because they are used to perform many important functions in academic text, not least that of qualifying statements (in their epistemic senses), but also in their roles of

indicating what is known as potential outcomes, and for forming hypotheses. It is also expected that modal auxiliaries are employed in all sections of a thesis and therefore analysis of their use will give an indication of the macro-organization of a thesis.

3. Connectors

Conjunctions that analyze in this research were connectors. Connectors associated with reasoning to express cause- and- effect are more commonly used than sequence connectors in expository text. For conjunctions, Celce-Murcia and Larsen-Freeman's (1999) categorization was used: additive, adversative, causal, and sequential. It was because connectors give reason of argument that were explained by writer too.

B. Type of Language Features

1. Conditional Clause

There are four kinds of language features known. Fuchs and Bonner (1995) state that there are four kinds of conditional clause: present real conditional, future real conditional, present and future unreal conditional, and past unreal conditional.¹ They explained present real conditional uses for showing general truth of something happen. The "if" clause talks about the condition and result clause talks about what happen if the condition occurs. This clause also uses real conditions sentences for habits and thing that happen again and again. Moreover, this clause also can use modals in the result, use imperative in the result to give instructions, commands, and invitations that depend on certain condition. It can begin conditional

¹ Marjorie Fuchs and Margaret Bonner, *Focus on Grammar* (USA: Pearson Education, Inc, 1995) E. 4, p. 340-399.

sentences with if clause or the result clause and conditional sentence does not always have “if”. It can often use “when” instead “If”.

In this case, students who used this type of present real condition were 12 students. For instance, “if college students take part time job, they could not manage their time or their schedule”. (Appendix 2). In this example the author wanted to inform the reader about consequence of taking part time job for college students. This conditional sentence were possible to be happen when the “if clause” did. The use of the present real conditional sentence to show factual condition.

Then, one student used present and future unreal conditional which explain about unreal condition and their result. A condition and it result may be untrue, imagined, or impossible. This sentence can be present or future. In addition, this conditional clause can use the modal in the result clause but it has different meaning.

For instance, “if cigarettes were expensive, poor family would buy fewer and they would be healthies with less smoking and less exposure to second hand smoker”. (Appendix 1). This sentence told about something fact or just opinion of the author. “If” clause here did not necessarily happen even the result clause happened. Two students use past unreal condition which explain about a condition and its result may be untrue, imagined, or impossible.

Students used various conditional sentences in this discussion text. They did not only used a simple conditional sentence like “IF.....,Will..” but they also used progressive forms in conditional sentence. Betty (1989) state that the use of progressive verb forms in the conditional sentence were

used in progressive situation². For example, “If full day school is running, students feared experiencing stress because they ought to study or learn some lesson during full day”. (Appendix 3). This statement came from students who against the full day school in their discussion text.

Conditional clauses gave possibilities in logical reasoning and are useful as an alternative to using facts as evidence to support arguments. In the context of research articles, if-conditionals are found to have an interpersonal role in the discussion section:

To guide the reader’s interpretation while allowing for a certain degree of independence in reaching the conclusions, to engage the reader by leaving some questions open for further discussion, to negotiate terms and concepts, to ward off possible criticism, to signal problem areas, to acknowledge other points of view or potential threats to the cogency of argumentation, and to involve the readers by directly soliciting their approval. (Warchal, 2010, p. 140).

In the discussion section of research finding, researcher assessed the continuance of alternative interpretations of results. In the discussion text, conditional clause was not always about if-conditional it can also use “When” to interpret meaning of conditional in text to the reader. For instance, “when they consume cigarette, they get comfort and quite in their life”. (Appendix 4). The author stated that cigarette could make the smoker comfort and relax. This sentence showed that conditional sentence not always about using “If” but also When or progressive sentence and modality.

² Betty Schramper A, *Understanding and Using English Grammar* (Upper Saddle River, New Jersey: Prentice Hall Regents, 1989) E. 2, P. 353.

The discussion text that students wrote also used “modal” to state their argument in their text. Alternate forms with other auxiliaries or modal are also possible. Note that first conditional forms with modals express ideas such as permission, advice, future possibilities etc. for example, “If the full day school is applied, not all school could provide the facilities and infrastructure ...”. (Appendix 3). The sentence written by the author here given an advice in their argument against. Even though, the conditional sentence use modal or auxiliary were weak sentence, as Celce-Murcia and Freeman (1999) explain, sometimes the future outcome expressed in the result clause of conditional sentence is not sufficiently certain to warrant use of *will* or *be going to*, in which case a weaker modal of prediction such as *may* or *should* can be used.³ The most frequently conditional form used in the discussion text in this research were “if conditional and modal or auxiliary. From 16 students who used conditional sentence form, 9 students used “if conditional and modal or auxiliary result in their discussion text. It indicated that the capabilities of students in their level of English grammar and academic writing. Celce-Murcia and Freeman (1999) state that if the students are at the intermediate or advanced level in their study English, since they regularly will be encountering the “weakened” version of this construction in the speech and writing of native speaker.⁴

Conditional clauses were used to explain the idea of the author in giving cause- effect of a condition. If-conditionals are useful to limit the assertiveness of a claim by making its validity conditional on some other

³ Mariane Celce-M and Diane Larsen-F, *The Grammar Book, An ESL/EFL Teacher's Course* (Boston, MA: Heinle & Heinle, 1999) E. 2, P. 549.

⁴ Mariane Celce-M and Diane Larsen-F, *The Grammar Book, An ESL/EFL Teacher's Course* (Boston, MA: Heinle & Heinle, 1999) E. 2, P. 549.

premises and also as emphatics to promote a claim to the status of the obvious once another claim is accepted (Warchal, 2010). However, the potential of if-conditionals in handling claims in arguments was not fully exploited in the student discussion texts. From the statement that explained by Murcia and Freeman researcher found students capability in utilizing structure and diction were in under intermediate or advance level of study English.

2. Modal Verb

In academic writing the modal auxiliaries are chosen because they are used to perform many important functions in academic text, not least that of qualifying statements (in their epistemic senses), but also in their roles of indicating what is known as potential outcomes, and for forming hypotheses. It is also expected that modal auxiliaries are employed in all sections of a thesis and therefore analysis of their use will give an indication of the macro-organization of a thesis.

The most frequently used modal verb was “can”. For example, “parents think that the teacher can control their children during the day until they pick their children up”. (Appendix 5). As a marker of modality, ”can” here could mean high level of probability but as a marker of modulation, it would mean a median to high degree of obligation or inclination (Martin et al., 1983).

The rather extensive use of “will” in the student discussion texts needs to be interpreted with the knowledge that for third semester students of English Education department of Uin Walisongo Semarang, the future tense marker is often used in place of the present tense to express a statement of fact (Checketts, 1999; Nair-Venugopal, 2003). For instance, “Children will

prefer watching TV programs than gather and communicate with their parents”. (Appendix 6). In view of the localized use of English, “will” may not carry meanings of certainty and the high frequency of “will” in comparison to “would” cannot be concluded as a deliberate choice between certainty and possibility.

Would, was a historical past tense of will that. “Would” had meaning to requesting. But, it had informally meaning, more direct and less polite. So, the use of this modal verb was priority.

Might had function as future possibility to express the possibility that something will happen. In other source from Murcia and Freeman state in social interactional use the modals involve the giving of advice. It also used to express a weak degree of certainty. Example, “You might event know that the students show that eating junk food has been linked to increase depression”. (Appendix 7). Definitely this modal verb rarely use in discussion text of students write.

The use of “May” could be a request for permission but in this text it has meaning as a conclusion from the arguments that was written. Example, “School uniforms may improve attendance and discipline.” (Appendix 8)

In addition, “have to” is a phrasal forms of “must”. In fact, phrasal forms developed in part because the original class of modals lost their connection to the time, and the phrasal forms gave English users a way to mark tense and express modality on one and the same verb form. Phrasal modal, however differ from lexical verbs in speech. Also, it is much more difficult to put an adverb between the verb and the phrasal modal than between a regular modal verb. “Have to” had meaning as an expressing of

necessity. It indicated urgency or stress important. For instance, “Students have to wear the same outfits, rather than being allowed to....”. (Appendix 8).
“

“Must” was one of the modal verb students used in their written of discussion text. The use of it in the academic writing had quite meaning with “have to” but truly they were different. Must had much strong meaning in the statement. According to Betty (1989) in everyday statements of necessity, “have to” was used more commonly than must.

“Must” is usually stronger than “have to” and can indicate urgency simply saying. It also strengthen by Fuchs and Bonner (1995) that “must” is commonly use in academic writing and formal writing. the use of must in discussion text were more suggested than have to because must have strong meaning and agree with the structure of the text where it explain their argument for pros and cons that should be strong argument to make rational decision.

“Be able to”. One reason for informality of the modal may be the fact that “can” is often the modal first acquired by both native and non-native speakers. Additionally, based on the study (Polio 1988) indicates that in most instances where be able to is used, structural constraints prohibit to use of can.

Along with the greater formality of be able to, these constrains help explain why “can” is more frequent in spoken language and is more informal. Zemach (1994) in another data based study points out that “can” and “be able to” seem equivalent only those cases where the meaning of “ability” or “lack of ability” in the negative is being expressed.

Should had meaning for giving advice, the meaning ranges in strength from a suggestion. In the discussion text structure, the author write advice or suggestion after explain their argument for pros and cons. it appropriate to use should in their statement. Should express someone's internal moral judgement or higher moral authority. For instance, "Smokers should respect to non-smokers when sharing places". (*Appendix 9*). Those statement told to the smokers should care to another people when they in same place. It such advice from the author that written on the suggestion as their rational decision of their different argument.

"Could". Could here can be used to make suggestion such as in the statement from the text students write "Students will be encourage to study in earnest to get much value is possible to prove that he could graduation". (*Appendix 10*). The statement suggested to get more value to prove the graduation.

3. Connectors

Causal Connectors. More causal connectors are used than sequential connectors because discussion involves reasoning rather than ordering of events as in explanations of processes. The results provide empirical evidence to substantiate Derewianka's (1991) claim on the greater relevance of causal connectors than sequential connectors in expository texts. The students tended to introduce reasons using this sentence structure, "This is because ...". The other causal connectors ("so", "therefore", "then") were used in sentence-initial positions.

"So". For example, "Usually the children discuss about whatever in their group. So, I agree that internet has many positive effect". (*Appendix*

11). “So” here had meaning “as a result of this”. “So” in causal relations had specific meaning of result, reason, and purpose but in this sentence it had result meaning.

“Therefore”, is kind of general causal used to invite the listener or readers to construct in inference of a non-causal type, which is again likely to be easy for them to construct based on the fact given. It had agreement with the structure of the discussion text where it should give opinion or argument with the factual information. Then, it causal conditional usually used in conditional sentence without “will....result”. It explained the reason of “If...clause” in the sentence.

Additive Connectors, is presented as involving new information. “And” were counted here only if it place in the sentence initial position. For instance, “And they can go bankrupt, or worst they would be the rise of illegal cigarettes”. (Appendix 1). From that sentence “And” was placed on inferential position.

“In addition”, is practically interchangeable with “and”, with prefer for non-identical subject. It is also emphatically additive connector which seriously adding statement or opinion or argument to evaporate the statement.

“Moreover”, is used primarily in arguments when several premises are used to support a conclusion of some sort. “Furthermore”, used like moreover, except that it tends third or fourth premises where more than two premises exist. For instance, “However, there are also disadvantages such as the cost. Mobile phone calls cost more than normal calls. Furthermore, it can be annoying if you are on the train or bus and you have to listen to someone

else in boring conversation. Finally, people can contact you anywhere at any time unless you switch of your phone.” (Appendix 12).

“Also”, counted here only if it set on the initial position of the sentence, it counted once in this students’ discussion text as a finding of research. “Also”, is practically interchangeable with and, with a preference for identical subject in the two clauses. A problem found in using additive connectors here was certain expression may find acceptable paraphrases in more than one conjunction.

Adversative Connectors, is defined as contrary to expectation. Students used large variety of adversative connectors. The more frequently use was “however” which generically wherever attention is drawn to a difference. This difference may be between expectation and reality. It may equally be between what is uncertain and what is certain, between antonyms or other kinds of lexical opposition. It may even be used in way similar to the way but is used as a discourse marker to change topics in conversation. “However” was adversatives connectors used in the discussion text that students write. “But”. It showed contrary meaning from the sentence. “But” here counted from its position in the sentences only which place in initial sentence position that accepted. It used for once times in the students’ discussion text.

Sequential Connectors, concerns either real-time relationship or sequential relationship in texts. Sequential connectors were mainly used to mark the co-occurrence of circumstances and the conclusion of the discussion text. “When” is useful for linking clauses in elaboration of arguments. For example, “They do not worry about their children condition when they were

working”. (Appendix 5). “When” may appear either at the beginning or in the middle of the sentence but the sequential connectors for signaling summary were all placed in sentence initial positions. “Last” and “finally”. The range is extensive compared to connectors used for signaling their first two arguments (“first(ly)”, and “second(ly)”).

C. Language Features Students Frequently Use In Writing Discussion Text

1. Conditional Clause

Out of 26 students’ discussion texts analyzed, only 16 students used conditional clauses correctly. 4 students wrote incorrect conditional clause see appendix 3. And 6 students did not use conditional clause. Conditional clause statement were used by 13 students once, two times by five students and three times by one student. Conditional clauses written by students came from different types.

Fuchs and Bonner (1995) state that there are four kinds of conditional clause: present real conditional, future real conditional, present and future unreal conditional, and past unreal conditional.⁵ They explained present real conditional uses for showing general truth of something happen. The “if” clause talks about the condition and result clause talks about what happen if the condition occurs. This clause also uses real conditions sentences for habits and thing that happen again and again. Moreover, this clause also can use modals in the result, use imperative in the result to give instructions, commands, and invitations that depend on certain condition. It can begin conditional sentences with if clause or the result clause and conditional sentence does not always have “if”. It can often use “when” instead “If”.

⁵ Marjorie Fuchs and Margaret Bonner, *Focus on Grammar* (USA: Pearson Education, Inc, 1995) E. 4, p. 340-399.

In this case, students who used this type of present real condition were 12 students. For instance, “if college students take part time job, they could not manage their time or their schedule”. (Appendix 2). In this example the author wanted to inform the reader about consequence of taking part time job for college students. This conditional sentence were possible to be happen when the “if clause” did. The use of the present real conditional sentence to show factual condition.

Then, one student used present and future unreal conditional which explain about unreal condition and their result. A condition and it result may be untrue, imagined, or impossible. This sentence can be present or future. In addition, this conditional clause can use the modal in the result clause but it has different meaning.

For instance, “if cigarettes were expensive, poor family would buy fewer and they would be healthies with less smoking and less exposure to second hand smoker”. (Appendix 1). This sentence told about something fact or just opinion of the author. “If” clause here did not necessarily happen even the result clause happened. Two students use past unreal condition which explain about a condition and its result may be untrue, imagined, or impossible.

Students used various conditional sentences in this discussion text. They did not only used a simple conditional sentence like “IF.....,Will..” but they also used progressive forms in conditional sentence. Betty (1989) state that the use of progressive verb forms in the conditional sentence were

used in progressive situation⁶. For example, “If full day school is running, students feared experiencing stress because they ought to study or learn some lesson during full day”. (Appendix 3). This statement came from students who against the full day school in their discussion text.

Conditional clauses gave possibilities in logical reasoning and are useful as an alternative to using facts as evidence to support arguments. In the context of research articles, if-conditionals are found to have an interpersonal role in the discussion section:

To guide the reader’s interpretation while allowing for a certain degree of independence in reaching the conclusions, to engage the reader by leaving some questions open for further discussion, to negotiate terms and concepts, to ward off possible criticism, to signal problem areas, to acknowledge other points of view or potential threats to the cogency of argumentation, and to involve the readers by directly soliciting their approval. (Warchal, 2010, p. 140).

In the discussion section of research finding, researcher assessed the continuance of alternative interpretations of results. In the discussion text, conditional clause was not always about if-conditional it can also use “When” to interpret meaning of conditional in text to the reader. For instance, “when they consume cigarette, they get comfort and quite in their life”. (Appendix 4). The author stated that cigarette could make the smoker comfort and relax. This sentence showed that conditional sentence not always about using “If” but also When or progressive sentence and modality.

⁶ Betty Schramper A, *Understanding and Using English Grammar* (Upper Saddle River, New Jersey: Prentice Hall Regents, 1989) E. 2, P. 353.

The discussion text that students wrote also used “modal” to state their argument in their text. Alternate forms with other auxiliaries or modal are also possible. Note that first conditional forms with modals express ideas such as permission, advice, future possibilities etc. for example, “If the full day school is applied, not all school could provide the facilities and infrastructure ...”. (Appendix 3). The sentence written by the author here given an advice in their argument against. Even though, the conditional sentence use modal or auxiliary were weak sentence, as Celce-Murcia and Freeman (1999) explain, sometimes the future outcome expressed in the result clause of conditional sentence is not sufficiently certain to warrant use of *will* or *be going to*, in which case a weaker modal of prediction such as *may* or *should* can be used.⁷ The most frequently conditional form used in the discussion text in this research were “if conditional and modal or auxiliary. From 16 students who used conditional sentence form, 9 students used “if conditional and modal or auxiliary result in their discussion text. It indicated that the capabilities of students in their level of English grammar and academic writing. Celce-Murcia and Freeman (1999) state that if the students are at the intermediate or advanced level in their study English, since they regularly will be encountering the “weakened” version of this construction in the speech and writing of native speaker.⁸

⁷ Mariane Celce-M and Diane Larsen-F, *The Grammar Book, An ESL/EFL Teacher's Course* (Boston, MA: Heinle & Heinle, 1999) E. 2, P. 549.

⁸ Mariane Celce-M and Diane Larsen-F, *The Grammar Book, An ESL/EFL Teacher's Course* (Boston, MA: Heinle & Heinle, 1999) E. 2, P. 549.

2. Modal Verb

Table 1

Modal Verb	Frequency	Percentage
Can	94	48.7%
Should	17	8.8%
Will	61	31.6%
Might	1	0.5%
Must	3	1.6%
Could	4	2.1%
Have to	1	0.5%
May	3	1.6%
Would	5	2.6%
To be able	4	2.1%
Total	193	100%

The students frequently used modal verbs for cohesion in their discussion texts, in a text for about 193 words (table 1). The most frequently used modal verb was “can” (48.7%).

The students intended purpose for using “can” in their discussion texts were not investigated and, as such, the potential ambiguity in the functions of “can” could not be resolved. It is also possible that students might not be sure of the exact meanings intended because Neff-van Aertselaer and Dafouz-Milne found that non-native writers use “can” in a dynamic sense with variable meanings whereas native writers use “can” more to denote definite possibility to present a change from problem to solution. They came

to this conclusion based on their analysis of editorials, a type of argumentative text, written by American university writers and Spanish non-native speakers of English. In related study, Neff et al. (2003) found that “can” was overused by non-native speakers of English (Italian, Spanish, Dutch, French, and German), in descending order of frequency.

The rather extensive use of “will” in the student discussion texts needs to be interpreted with the knowledge that for third semester students of English Education department of Uin Walisongo Semarang, the future tense marker is often used in place of the present tense to express a statement of fact (Checketts, 1999; Nair-Venugopal, 2003).

Would, was a historical past tense of will that 2.6% used by students in their writing. “Might” here was rarely used by students. Might had function as future possibility to express the possibility that something will happen. In other source from Murcia and Freeman state in social interactional use the modals involve the giving of advice. It also used to express a weak degree of certainty. Definitely this modal verb rarely use in discussion text of students write.

May, used three time in the students’ discussion text or 1.6 % from all modal verb used. In addition, “have to” is a phrasal forms of “must”. In fact, phrasal forms developed in part because the original class of modals lost their connection to the time, and the phrasal forms gave English users a way to mark tense and express modality on one and the same verb form. Phrasal modal, however differ from lexical verbs in speech. Also, it is much more difficult to put an adverb between the verb and the phrasal modal than between a regular modal verb. “Have to” was rarely use in academic writing

because it was common in conversation and informal writing. Using that form in the discussion text was not suggested because it can make a weak meaning of the statement. Another reason why was “have to” rarely use here, because the use of phrasal verb is more difficult than regular modal.

“Be able to” were written 2.1% or written by four students. One reason for informality of the modal may be the fact that can is often the modal first acquired by both native and non-native speakers. Additionally, based on the study (Polio 1988) indicates that in most instances where be able to is used, structural constraints prohibit to use of can. “Should” was used 17 times, it was the third position of modal verb that students frequently use. “Could” used by the students in their discussion text, it used four times or 2.1% from all of modal verb that students used.

A closer examination of Table 1 shows that the modal verbs were mainly used for hedging (“can”, “may”, “could”, “might”) rather than boosting (“will”, “must”, “should”). By hedging, the students avoided sweeping generalizations and unqualified claims that would jeopardy their arguments. The inclination towards modal verbs for hedging is partly because discussions does not require advocacy of action which is more common in argumentative texts. The findings of Ting et al (2011) support this conclusion because their study was on argument texts and more modal verbs were used for emphasis rather than hedging. Use of modal verbs for mitigation rather than assertiveness is a characteristic of non-adversarial argumentation according to Helms-Park and Stapleton (2003).

3. Connectors

Causal Connectors. Table 2 shows that the most frequently connectors are causal connectors (72 occurrences or 44.7% of 161 connectors). Among the causal connectors, “because” is the most popular causal connector (44 occurrences or 27.3% of causal connectors). The students tended to introduce reasons using this sentence structure, “This is because ...”. The other causal connectors (“so”, “therefore”, “then”) were used in sentence-initial positions.

So”, that counted to analyze here as a causal connector which usually used in initial position of sentence. It had second higher frequency for about 23 times or 31.9% from 72 total of the causal connector after because that students’ frequency used in their discussion text. However, the use of this kind of causal connectors only four times or 5.6% from all total 72 causal connectors used.

Then was used once times for total 72 causal connectors used. From the finding the most frequently used of causal connectors was “Because” as researcher explain above. “Because” is the most popular causal connectors that familiar in academic writing or speaking. As a causal connectors “because” is noticed signal of warrant for particular believe.

Table 2

Frequency of connectors used in discussion texts

Category	Connectors	Frequency	Percentage	Total
Causal connectors	Because	44	61.1%	72
	So	23	31.9%	

	Therefore	4	5.6%	
	Then	1	1.4%	
Additive connectors	And	10	58.8%	17
	In addition	3	17.6%	
	furthermore	2	11.8%	
	Also	1	5.9%	
	moreover	1	5.9%	
Adversative connectors	But	10	25%	40
	In fact	2	5%	
	On the other hand	6	15%	
	In conclusion	3	7.5%	
	However	14	35%	
	Although	2	5%	
	At least	1	2.5%	
	Actually	1	2.5%	
	Even though	1	2.5%	
Sequential connectors	First	7	21.9%	32
	Second	9	28.1%	
	Third	4	12.5%	
	Last	1	3.1%	
	Finally	2	6.3%	

	When	9	28.1%	
Total	161			161

Additive Connectors, is presented as involving new information. The additive connectors here counted only 17 times or 10.6% from total 161 connectors used. “And” became the frequently additive connectors used by students. “And” additive connectors in the student discussion texts were counted only 10 times from all total 17 additive connectors used.

“In addition”, It was used only three times from total 17 additive connectors used by students. “Moreover”, is used primarily in arguments when several premises are used to support a conclusion of some sort. It used once from total additive connectors used by student. “Furthermore”, used like moreover, except that it tends third or fourth premises where more than two premises exist.

“Also”, counted here only if it set on the initial position of the sentence, it counted once in this students’ discussion text as a finding of research. “Also”, is practically interchangeable with and, with a preference for identical subject in the two clauses. A problem found in using additive connectors here was certain expression may find acceptable paraphrases in more than one conjunction.

Adversative Connectors, is defined as contrary to expectation. Students used large variety of adversative connectors. The more frequently use was “however” which generically wherever attention is drawn to a difference. “However” used for about 35% from total 40 times adversatives connectors used in the discussion text that students write. The second place of

adversative connectors students frequently use were “But”. “But” here counted from its position in the sentences only which place in initial sentence position that accepted. It used for once times in the students’ discussion text.

Sequential Connectors, concerns either real-time relationship or sequential relationship in texts. Sequential connectors were mainly used to mark the co-occurrence of circumstances and the conclusion of the discussion text. In fact, “when” is most frequently used sequential connector, accounting for 28.1% of 32 sequential connectors. “Last” and “finally”, constituted 9.4% of sequential connectors used by students in their discussion texts. The range is extensive compared to connectors used for signaling their first two arguments (“first(ly)”, and “second(ly)”).

The analysis revealed that the students used a larger variety but lower frequency of adversative connectors than additive connectors. The most frequently used adversative connectors are “however” (14 times or 35% of 40 adversative connectors) and “but” (10 times or 25%) (Table 2). On the other hand, to signal addition of similar ideas, the students depended on “And” (10 times or 58.8% of 17 additive connectors). Only 4 other additive connectors were identified from the analysis, namely, “in addition”, “furthermore”, “also” and “moreover”. While both additive and adversative connectors are needed to signpost advantages and disadvantages of students’ argument in their own discussion text theme.

From the aspect of language features, the results suggest that the students do not have much difficulty with the lexicogrammatical features of discussion texts. Connectors are used frequently to mark connections and

relationships between ideas in an argument, and the only weakness lies in the reliance on a few connectors, notably “because”, “furthermore”, “when” and “however”. Jenkins and Pico (2007) attributed the ease with which students insert connectors in their argumentative writing to the discrete nature of connectors but they noted that the learners may have difficulty mastering the semantics and usage as evidenced by the use of “moreover” in place of “in addition” by many Hong Kong students in Australia. In terms of frequency, the students also did not have problems inserting modal verbs in their discussion texts and they shifted between modal verbs for hedging and boosting but whether they were aware of the role of modality in signaling the writer’s attitude was not examined in this study. It is highly possible that the university students in this study were also unsure about the attitudinal meanings of modal verbs that they were using. Appropriate and accurate use of connectors and modality is an area worth future investigation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion. The conclusion and the suggestion are drawn based on the finding of the research.

A. Conclusion

In this chapter explained about the conclusion of the research. the research showed that 28 students from third semester students of English Education Department of UIN Walisongo Semarang used the three formula that was explain by Susan Feez (1998) where she said that discussion text use three of language features, they are: conditional clause, modal verb, and conjunction. This research did not write to prove the theory of Feez (1998) but this research write the frequency of language features on discussion text that students used in their writing text.

The result showed that students use connectors more than others. And, the most connectors they used is causal connectors. It is because causal connector involve reasoning rather than ordering of events as in explanation processes. discussion text consist of giving argument between pros and cons and each of them need to add reason this way causal connectors used more than others. In addition, conditional clause did not exploit well. Conditional clause used to explain idea of the author in giving cause effect. In this research students used some forms of conditional clause such as conditional clause with modal verb which is explained by Celce Murcia and Freeman (1999) that conditional clause used modal auxiliary is a weak sentence. The result of using conditional clause showed that students use

conditional clause with modal auxiliary. It can be concluded that students need more to learn grammatical and structure to strengthen their sentence.

The result of the research also showed that third semester students of English Education Department of UIN Walisongo Semarang is 65% students wrote discussion text correctly, 20% wrote discussion text with some mistakes and 15% student wrote discussion text incorrectly. Some students also wrote incorrect conditional sentence which showed their capability in writing academic. Students' understanding in using modal auxiliary also appear in this research finding. Students use limited conjunction especially connectors which became a point of research here. But, for all 75% students understand how to write and produce discussion text. They only need to have more opportunity to practice and learn more discussion text.

B. Suggestion

From the result of the study, the writer suggests

1. This study is hoped as reference to improve knowledge about material of genre based writing and grammar or structure subject.
2. This result also gives some references to the lecturer about what students need to improve their knowledge in writing academic particularly in writing discussion text. Mastering grammar and structure also could make students productive in writing text correctly.

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Appendices 1

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class : PB1 SC

Expensive Cigarettes

Issue There was an issue which went viral on social media and stirred up controversy among netizens, that was the Indonesian government plan to increase tobacco excise. Especially if it buys into recent academic survey suggesting higher cigarette price of up to Rp 50.000 per pack to support public health.

Argument against However, making a pack of cigarettes cost Rp 50.000 is something that is being communicated. A several amount of people do not mind if the price of cigarettes, which they smoke daily, doubled or even quadrupled to Rp 50.000 per pack. Although it means they will make sacrifices and eventually give up their habit. But somehow, increasing tobacco excise will give some profits such as helping people who have been trying to cut down on smoking since it would force them to smoke less and eventually get rid of smoking habit. And also not only reducing the number of smokers in the country, who account for a third of the population in the world, but reducing poverty and improving health as well. It's about time that cigarette sold with an expensive price tag as an instrument of limitation and control.

IF cigarettes were expensive, poor family would buy fewer and they would be healthier with less smoking and less exposure to second-hand smoke.

Everyone knows smoking is a bad habit. And actually the taxes raised can be used to fund the national health insurance program supposed being more useful.

Argument for There must be always a contradiction about this issue plan. Some people argue increasing cigarette prices destroys the industry. They say if only regarding the good side of health, there will be some negative effects such as the death of the tobacco industry. And they can go bankrupt. Or worstly there would be the rise of illegal cigarettes.

Also, around 1,5 million hand-rolled cigarette workers around the country would lose their job and become jobless.

After knowing some different arguments, in my opinion increasing taxes of cigarettes is the best answer to reduce the number of smokers in the country to support public health.

gsp = 1

conclusion

but → order = 1

and: 8

but: 2

or: 2

if: 4

that: 1

would: 2

after: 1

such as: 2

Although: 1

for: 1

However

Appendices 2

Name : Lira Ayu Murgayyah
NIM : 1503046100
Class : PBI - 1C
DISCUSSION TEXT

① Conditional ✓

Appendix 2

Part Time Jobs For College Students

Most of college students is one of choice for college students who wants look for experience, income, etc. There are many discussion about it, whether part time good or bad for college students?

Most of college students who are agree with part time jobs, they are giving reason, there are :

Firstly, part time job increase their income and helps their family finance.
Secondly, part time job to be experience for college students who wants different experience, like proverb "experience is the best teacher".
Thirdly, part time job to be medium, to applied or practice their knowledge which have getting.

On the other hand, college students who disagree with part time job said ^{that} "if college students takes part time job they ~~can't~~ couldn't managed their time or their schedule that can make their activities or schedule messy. Then, it can disturbance their lecture and unfocus until make them resign."

After looking at the different points of view both of them, I think part time job is choice for college student who wants. There will be positive and negative effect both of them.

✓ Firstly, secondly, thirdly: 1, 1, 1

✓ On the other hand: 1

if: 1 ✓ Can: 3

for: 4

until: 1

and: 2

or: 2

will: 2

After: 1

Then: 1

both of: 2

Appendices 3

Name : Fatmawati Latifah Firdaus

Class : PBI 3C

NIM : 1503046085 (Writing)

(9)

131

Education in Indonesia is increased from year to year. There are many new ways and curriculums to improve Indonesia education's quality. All governments and parents in Indonesia always hope to their children that they can be good and brighter generation later. Therefore culture and education minister "Muhajir Ependy" said: the full day school system had proposed for all elementary and junior school student aimed to protect them from spending their day engaging in wasteful activities. This program is designed to keep elementary and junior high school students in state and private school in class from 7 AM up until 5 PM. Mr. Ependy claimed that this policy will prevent children from doing unproductive or otherwise dangerous activities while their parents are working.

But everything have negative and positive effect for their selves. Especially full day school. There are negative effects which can destroy children's growth. If full day school is run, students feared experiencing stress because they have to study or learn some lessons during full day. And when almost of student's time is in their school they will lose their times to spend and to gather with their families in their home and finally it will make children feel lack of affection. Whereas if the full day school is applied, not all schools could provide the facilities and infrastructure that support the existence of students until the afternoon.

And positive side from the full day school is that children will get the quality time in their school because after learning they will be provided with training or tutoring like a course for developing their skills along with their friends. And the full day school will help parents because with a full day school, they will not be worried about their children because their children will be educated and taught well in their school. And i agree with full day school because full day school is applied before in most of islamic school. As we know that state school is better than islamic school so i think full day school can be applied too in state or other school. But, children's family must be fair to spend and divide their affection to the children, finally the children will get and feel educated well in their school and house (family).

As: 1

and: 1/9

can: 3

for: 3

but: 2

or: 4

so: 1

before: 1

after: 1

because: 5

whereas: 1

could: 1

until: 1

that: 5

if: 2

until: 1

Appendices 4

✓ conditional 3

Appendix 4

Name : Muhammad Abdul Majid

Class : PBI 3C

NIM : 1503046099

13-

Issue

There are some people prefer^{to} not to smoke (but) also some people like smoking.

Argument Against

Most of people around us agree with this idea, some smokers smoke to decrease feeling not good, they believe it (can) make them relax. (When) they consume cigarette, they get comfort (and) quiet in their life. (After) consuming such as my friends always smoke cigarette (before) doing some activities. Most of my friends say (I can't) do it (before) smoking (and) I prefer to smoke rather than eating. They more like saving some money to buy cigarette than some food. (That) is the reason why they prefer to smoke.

Argument for

(However) there are many rejection arguments. (For) passive smokers believe (that) smoke of cigarette disturbs them. Another people think (that) smoking (can) make people to be addicted. The reason of some of my friends who don't smoke (that) smoking (can) make our body sick (and) also just waste of money (and) other. Cigarette consist of nicotine, tar, and other. That is the dangerous zat that contains in the cigarette. The reason that some people don't smoke to make their body healthy. (So) they choose not to smoke.

Conclusion

(After) looking at the different point of view (and) evidence (for) that I agree (if) we (should) not smoke (because) smoking has many negative effects than positive effect. X

but : 1

after : 2

however : 1 ✓

if : 1

can : 4

such as : 1

for : 2

because : 1 ✓

when : 1

before : 2

so : 1 ✓

same as : 1

and : 5

that : 4

should : 1

Appendices 5

17A11 (1503046112)

Appendix 5

PBI 3C

Becenas, Liana

Genre-Based Writing

Full Day School Controversy

By: Dika Indah Cahyani

B

Schematic structure

Issue

* Recently, there was controversial case of education in Indonesia "full day school" which should or should not be applied in this country.

Argument against

past

In some people opinion, full day school is not effective. When it is applied in our education system, the students will be exhausted because it is started from 7 a.m. until 4 p.m. Automatically, students will spend their time for 9 hours in the school. The next reason to deny this system is the students feel bored to get in same situation and do their activities in same place. Some students also may need additional courses after school, such as academic course or non-academic course. They also cannot play with their friends in their home because in some cases children need refreshing time to get their stress out.

Argument for

In the other hand, there are some statements which deal with the full day school system. For example, the reason from busy parents who work all day long they worry about their children condition when they were working. Parents think that the teacher can control their children during the day until the parents pick them up. Another reason is students will be prevented from doing something wrong or useless such as watching television too much even abusing the drugs.

Conclusion

According to the arguments above which have different point of view, I think the wiseful thing is, applying full day school system with good time management so it can be effective for students to manage their time during the day.

✓ when: 2
✓ should: 2
✓ or: 3
✓ and: 1
✓ for: 3

✓ because: 2
✓ will: 3
✓ after: 1
✓ which: 3
✓ so: 1
✓ such as: 2

until: 2
In the other hand: 1
for example: 1

Appendices 6

Arum Istiqomah
1503046111

(1). Conditional Sentence

Appendix 6.

Watching TV Program for Children Should be decreased

There was a lot of discussion of some parents about watching TV program for children should be decreased. Some parents agree and some parents do not agree.

Some parents agree with this point of view because they worry their children's relation with them. The more their children watch TV program the more busy and seldom gather with the parents they will be. After finishing their school, children will directly reach TV place and push TV button then stay in front of it until evening. They do not have time to talk and share their problem or experience to the parents. Children will prefer watching TV program than gather and communicate with the parents. Most of children will ignore the parents when they are seriously watching.

However, some parents do not agree with this point of view. They believe that watching TV program can entertain their children because after doing several activities in the school their children will be very exhausted and at the same time they need entertainment. Beside that, they can know some educational TV program that can add their knowledge. In addition, some parents can control their children's activity if they want to stay in the house even though in front of TV than they play out of house and the parents do not know what their children are playing.

After looking at the points of view from some parents above, I think watching TV program for children should be decreased because children need much time to gather with their parents and have quality time with them than watching TV program.

for: 3 Kon: 4 in addition: 1
Should: 3 If: 1 ✓ House ever: 1
and: 8 ✓ In addition: 1
after: 3 that: 1
or: 1
✓ Will: 5
✓ At because: 3

Appendices 7

Name : Yanyuk Nurhasanah

No : 1503046101

class : PB1 - 3c

Appendix 7

JUNK FOOD

There are some reasons why people prefer not to eat junk food but also some people like eating junk food. Most of us know that junk food is unhealthy. We know that poor nutrition is related to heart problems, high blood pressure, obesity, sodium diabetes and a host of other health ailments. You might even know that the student show that eating junk food has been linked to increase in depression. ~~Therefore~~ some people prefer not to eat the junk food.

The reason why some people like eating the junk food. First is the sensation of eating the food. This includes what it tasted like (salty, sweet, ~~amami~~, etc) what it smells like, and how feels in your mouth. The second is the junk food easily we find, practice, cheaper and food companioner will spend millions of dollars to discover the most satisfying level of crunch in potato chip. ~~After~~ we ~~find~~ ^{and} the reasons why some people prefer not to eat junk food and some people like eating junk food. I think the junk food is not health, Better we can cook the food by ourselves so we can choose the good material of the food which will cooked.

but : 1 ✓ Therefore : 1 → causal
and : 4 ✓ first : 1 ✓ sequential
✓ will : 2 ✓ ✓ second : 1 ✓
✓ can : 2
which : 1
After : 1
✓ might : 1

Appendices 8

Name: Siti Atun
Student number: 1903096097

Appendix 8

School Uniforms Policy

Schematic structure

Issue

School uniforms are uniforms which are obligatory worn by the students in the school or any other educational institution. School uniforms tell many things such as student's grade level and school or institution identity. Nowadays, school uniforms become a debatable issue among parents. Some of them think that school uniforms are necessary, while others think that they are not.

58

Argument against

Some parents believe that school uniforms will make such good advantages to their children while learning at school. First, school uniforms can keep students focused on their education, not their clothes. Second, school uniforms may improve attendance and discipline. The last, school uniforms are a symbol that every student is equal in getting same education. School uniforms will not differentiate whether the students are rich or not and students' economic or social class.

72

Argument for

In other hand, school uniforms can affect negatively on students psychology and performance in learning at school. First, school uniforms also may have a detrimental effect on student's self-image because when ~~they~~ students have to wear the same outfits, rather than being allowed

they can suffer embarrassment at school.
Third, some students also find uniforms less comfortable than their regular clothes, which may not be conducive to learning.

Conclusion

Conclusion

In conclusion, school uniforms remain important of the students' forsakers. Students will be discipline and will focus more on learning. School uniforms also will show them that they are equal in learning. However, to cover all disadvantages of school uniforms, it is better ~~to~~ school gives a free school uniform day to the students on certain days and with certain themes.

and: 6

✓ can: 3

✓ will: 4

if: 1

first: 1

second: 1

last: 1

61

✓ In another hand: 1

✓ in conclusion: 1

✓ When: 1

✓ have to: 1

or: 4

while: 2

✓ may: 1

rather than: 1

such as: 1

because: 1

Appendices 9

SMOKING
The ban on smoking in public places

Issue

There have been several debates on smoking ban. Even though the harmful effects of smoking, both active and passive, are well known and undeniable smoking is far from being in decline, it is spreading among young people in particular quickly.

Argument against

Most controversial debate is going on public smoking ban. The reason is, smoking ban affects directly all people rapidly and we can see its effects in a short-term period. Smoking ban is one of the controversial ways for reducing smoking and recognizing non-smokers' right to health protection. The health risks of smoking are clear. The health situation could be drastically improved if one of the risk factors - tobacco - was eliminated. People have a right to protect themselves from smoke inhalation. (conditional sentence)

Argument for

Public smoking ban needs to be measured and understood better. Smokers should not be made to look like outcasts, but smokers should respect non-smokers when sharing places. However, everyone agrees that it is matter of right - the right of smokers to smoke versus non-smokers to protect from passive smoking and to breathe clean air.

Those opposing a smoking ban say that freedom of choice would be affected by such legislation. Some people against a ban say that smoking bans damage business. A smoking ban could lead to a significant fall in earnings from bars, restaurants and casinos. Therefore, some smokers think that the public smoking ban is oppressive. They see the ban as a treatment to smokers as second class citizens. Smokers agree that the smoking ban benefit the world, but cannot support the ban because it affects or nicotine destruct them.

Conclusion

Many point of view that I have read before, according to researches smoker, I agree about the ban on smoking in public places. Because that completely smoke-free places are the ideal and some businesses have taken the decision to go completely smoke-free.

✓ and : 1
 can : 2
 but : 2
 as : 2

that : 3
 before : 1
 because : 2
 as : 1

if : 1
 however : 1
 harmful : 1
 as : 1

nevertheless : 1
 therefore : 1

(3) LATIK

Appendices 10

Appendix 10

Name : Eva Yulianti
Class : PBI 3c
WRITING

National Examination

Schematic structure	
Issue	The national examination is one of organized government assessments to measure student success. The final value national exams that later determine a student graduation or not worthy of the school. This a cause debates and controversy in the community and among teachers. How about your own?
Arguments Against <small>optional</small>	However, there are those which disagree. If the value of the national exam used to measure student success in learning at school, it therefore it actually makes students become overburdened with a value that must be achieved. This is what makes the students would think to cheat a friend or buy a the answer key to its jockey matter, which is now found to Semarang. Student thinks he bought the key, he will get which maximum value. In fact, it is so considered dishonest and can affect not good for students who are serious about the national exam.
Argument for	On one side of the national examination considered to improve the quality of education of a country. With the national exam schools and teachers will be encouraged to be able to better services for the students as possible and make every to make their students to pass the exam. So the students will be encouraged to study in earnest to

	get <u>as</u> much value is possible to prove <u>that</u> he <u>could</u> graduation.
Conclusion	<p>Actually school exam is absolutely necessary because it <u>can</u> encourage students to learn more serious <u>and</u> also useful to measure the success of the learning process. Is the rational exam <u>as</u> the sole determinant of student graduation <u>or</u> combined with the <u>end</u> of school exams, legitimate debate. <u>And</u> the government's policy discourse in the subjects adding UAH into 6 subjects were legitimate legitimate course of debate, <u>as long</u> <u>as</u> government policy is offset by equipping facilities <u>and</u> infrastructure in all schools equally.</p>

308

and: 8	✓ would: 1	0
or: 3	✓ will: 3	
if: 1	for: 2	
✓ must: 1	✓ so: 2	
✓ can: 2	✓ because: 1	
which: 1	✓ however: 1	
that: 3	✓ to be able to: 1	
as: 3	✓ as long as: 1	
✓ could: 1	✓ actually: 1	
✓ therefore: 1	✓ in fact: 1	
✓ conditional: 1		

Appendices 11

Name : Tsallyatunniswah
NIM : 1503046104
Class : PBI-3C

B

Discussion

Internet is the biggest technological development in human history. The existence of the internet allows us to simplify almost all the works. Internet has negative and positive effect for students.

In my opinion, Internet has much more positive effect. The concept originally of internet was a galactic network which was a global network with the ability to access the data and programs from wherever the user ~~was~~ ~~located~~. It is an important part and is very beneficial for students because through the internet, a student is able to get information quickly for the sake of their school assignments. We know that there are a lot of blogs can be taken for free. Because, looking for information in the book sometimes is hard to do, and internet became a best solution ever. Second, it is a medium that connect one person to another. For a student, this one is used to assist them in communicating with friends and teachers. For example, group of WhatsApp that contains the children in her or his class. Usually the children discuss about whatever in their group. So I agree that internet has many positive effect.

However, there are also negative effect. The internet is not a medium without disabilities. One of the biggest mistakes is making all the good and bad information can be accessed easily. On the internet, a student from every age can access the content freely which actually should not be allowed to see. It have no limit access can damage to the psychology of them and caused many criminal cases occur recently.

From the short discussion above, I am agree with internet has much more positive effect. Internet is very important for everyone in the world in this era. ~~Especially for teenagers to avoid the adverse effects of the internet itself. Because it also has negative effects for students.~~

and : 7

that : 3

but : 1

whatever : 1
however : 1

without : 1
(should not)

Appendices 12

Appendix 12

Name : Eka Khotiriyah (1503046109)

Class : PBI-3C

Conditional V

2

P

Mobile Phone : Good or Bad

until

Issue: Everywhere you go nowadays, you see people using mobile phones. From school children to retired people, you see them talking in the supermarket, on trains, in the street, everywhere!

argument: So, what are the advantages of mobile phones? First of all, they are very convenient because you can phone from ~~everywhere~~ anywhere. Another advantage is that they are really useful in emergency situations. For example, if you are alone in your motorcycle and it breaks down, you can get help quickly. In addition, you can also use your mobile to text your friends or connect to the Net. Conditional sentence

argument: However, there are also disadvantages such as the cost. Mobile phones calls cost more than normal calls. But furthermore, it can be annoying if you are on a train or a bus and you have to listen to someone else's boring conversation. Finally, people can contact you anywhere, at any time, unless you switch your phone off.

conclusion: In conclusion, there are both advantages and disadvantages. Personally, I feel mobile phones are a good thing because they give us more freedom and make communication easier.

or = 3

✓ In addition = 1

And = 3

✓ furthermore = 1

until = 1

✓ In conclusion = 1

unless = 1

✓ finally = 1

both ... and ... = 1

✓ because = 2

✓ can = 5

✓ if = 2

as = 1

✓ so = 1

for = 1

✓ However = 1

CURRICULUM OF VITAE

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Sincerely,

Siti Fadhillah