

**GRAMMATICAL COHESION ANALYSIS OF STUDENTS' ESSAY
WRITING**

**(A Study of Fourth Semester English Language Education Department
Students of Walisongo State Islamic University of
in the Academic Year of 2017/2018)**

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of Bachelor of
Education in English Language Education



By:

ARYANI MEDINATUL ROFIQ'AH

1403046070

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2019



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan (024) 7601295
Fax. 7615387 Semarang 50185

THESIS STATEMENT

I am, the student of the following identity :

Name : Aryani Medinatul Rofiq'ah
Student Number : 1403046070
Department : English Language Education
State, that the thesis entitled :

GRAMMATICAL COHESION ANALYSIS OF STUDENTS'
ESSAY WRITING (A Study of Fourth Semester English Language
Education Department Students of Walisongo State Islamic
University in the Academic Year of 2017/2018)

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

Semarang, January 2019

The Writer



Aryani Medinatul Rofiq'ah
1403046070



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

*Sekretariat: Jl. Prof DR. Hamka Kampus II Ngaliyan Telp. (024)
7601295 Semarang 50185*

RATIFICATION

Thesis with the following identity:

Title : **GRAMMATICAL COHESION ANALYSIS OF STUDENTS' ESSAY WRITING** (A Study of Fourth Semester English Language Education Department Students of Walisongo State Islamic University in the Academic Year of 2017/2018)

Name of Students : Aryani Medinatul Rofiq'ah

Student Number : 1403046070

Department : English Department

Field of Study : English Education

Had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo Islamic State University and can be received as one of any requirement for gaining the Bachelor Degree in English Education.

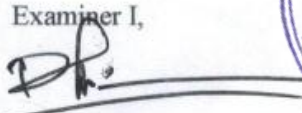
Semarang, 28 January 2019

THE BOARD OF EXAMINERS

Chairperson,

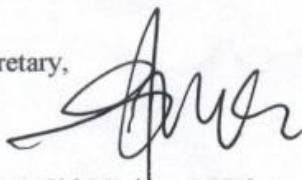

Dr. H. Ikhrom, M.Ag
NIP. 196503291994031002

Examiner I,

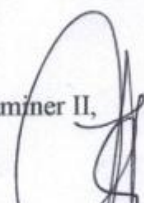

Daviq Rizal, M.Pd
NIP. 197710252007011015



Secretary,


Dr. Hj. Siti Mariam, M.Pd
NIP. 196507271992032002

Examiner II,


Muhammad Nafi Annury, M.Pd
NIP. 197807192005011007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp/Fax (024) 7601295, 7615387 www.walisongo.ac.id

ADVISOR NOTE

Semarang, 3 January 2019

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum Wr. Wb.

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

Title : **GRAMMATICAL COHESION ANAYSIS OF STUDENTS' ESSAY WRITING** (A Study of Fourth Semester English Language Education Department Students of State Islamic University of Walisongo Semarang in the Academic Year of 2017/2018)

Name of Student : Aryani Medinatul Rofiq'ah

Student Number : 1403046070

Department : English Language Education Department

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosah session.

Wassalamu'alaikum wr. wb.

Advisor,

Sayyidatul Fadlilah, M.Pd.
NIP. 198109082007102001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp/Fax (024) 7601295, 7615387 www. walisongo.ac.id

ADVISOR NOTE

Semarang, 3 January 2019

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum Wr. Wb.

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

Title : **GRAMMATICAL COHESION ANALYSIS OF STUDENTS' ESSAY WRITING** (A Study of Fourth Semester English Language Education Department Students of State Islamic University of Walisongo Semarang in the Academic Year of 2017/2018)

Name of Student : Aryani Medinatul Rofiq'ah

Student Number : 1403046070

Department : English Language Education Department

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosah session.

Wassalamu'alaikum wr. wb.

Advisor,

Nadiyah Ma'mun M.Pd.
NIP. 197811032007012016

ABSTRACT

Title : GRAMMATICAL COHESION ANALYSIS OF STUDENTS' ESSAYS WRITING (Study of Fourth Semester English Language Department Students of Walisongo State Islamic University in the Academic Year of 2017/2018)

Writer : Aryani Medinatul Rofiq'ah

NIM : 1403046070

This research aimed to explain the kinds of grammatical cohesion found in the students' essay writing and to explain the dominant types of grammatical cohesion most used in students' essay writing. This study applied descriptive qualitative method. The object of the study were 33 essays which written by the fourth semester students English Education Department of UIN Walisongo in academic year of 2017/2018. The data were collected through documentation and interview. Furthermore, the data were analyzed content analysis proposed by John W Cresswell. The technique of analysis involved organizing, reading, coding, making interpretation, and counting the grammatical cohesion devices. The writer used M.A.K Halliday and Hasan's theory to analyze the types of grammatical cohesion which are reference, substitution, ellipsis and conjunction. To find the results the researcher used tabulation in counting the data, then the results showed that there are 703 times or 61.35 % of reference, 27 times or 2.35% of substitution, 12 times or 1.15 % of ellipsis, 403 times or 35.15 % of conjunction, and the total 1.145 times of grammatical cohesion devices from 33 of the students' essay writing. It can be concluded that the dominant types used in students' essays writing are reference and conjunction. Meanwhile, Substitution and ellipsis are lower than reference and conjunction in the students' essay writing. It can also be mentioned that students only focus on two types of grammatical cohesion. It can make their essays not cohesive, because in their essay only 2 dominant types of cohesion are used.

Keywords: *essay writing, grammatical cohesion, and reference*

MOTTO

وَلِكُلِّ وِجْهَةٌ هُوَ مُوَلِّبُهَا فَاسْتَغِيْبُوا الْحَيٰرَاتِ اَيُّنَ مَا تَكُوْنُوْنَ يٰۤاَتِ بِكُمْ اللّٰهُ جَمِيْعًا اِنَّ اللّٰهَ عَلٰى كُلِّ شَيْءٍ قَدِيْرٌ¹

“To each is a goal to which Allah turns him, then strive together (as in a race) Towards all that is good. Wheresoever you are, Allah will bring you Together. For Allah Hath power over all things.” Al-Baqarah 148

“Living without passion is like being dead.”²

(Jeon Jungkook- BTS)

In the end, they all judge me anyways, so whatever.

(Aryani Medinatul R.)

¹ Al- Quran Terjemah, Departemen Agama RI, Bandung: CV Darus Sunnah, 2015, P.18

² Jeon Jungkook, Quotes of BTS, San Francisco: Goodreads, 2016, P. 20

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to my beloved parents, my lovely sister and brother, my relatives, my all teachers, my beloved friends, and my mentors who always support me with prayer, love and patience.

ACKNOWLEDGMENT

First and foremost, I would like to express gratitude to Allah SWT, the almighty God for this blessing in leading me to accomplish this thesis entitled Grammatical Cohesion Analysis Of Students' Essay Writing (A Study of Fourth Semester English Language Department Students of State Islamic University of Walisongo Semarang in the Academic Year of 2017/2018).

Shalawat and salam is dedicated to the prophet Muhammad who has brought us from the darkness to the brightness.

I realize that I cannot complete this thesis without help from others. Many people have helped me during writing this thesis and it would be impossible to mention all of them. In this chance I would like to express my deep appreciation to:

1. Dr. H. Raharjo, M.Ed.st as both the dean of Tarbiyah Faculty Walisongo state University for Islamic Studies Semarang.
2. Dr. H. Ikhrom, M. Ag as the Head and Sayyidatul Fadlilah, M. Pd as the secretary of English Education Department.
3. Sayyidatul Fadlilah, M.Pd and Nadiah Makmun, M.Pd as my advisors for their best guidance and precious suggestions in completing this thesis.
4. All the lectures of English Education Department who has provided me with skill and knowledge.
5. Mr. Agus Prayogo as Academic Writing Purposes teacher, and give his best guidance and suggestions in this thesis.
6. The deepest gratitude for my lovely parents and my lovely brother and sister who always give me the endless motivation and prayer.
7. Dearest friends, PBI B 2014 who have given me wonderful memories in my life.
8. Aliffia, Fatkhia, Kiran, Nurul, Andila and Mutya thank you for the warm love and support.
9. All my teaching internship friends (PPL) at SMA Walisongo. I will miss every moment with you.
10. Posko 11 KKN REGULAR 70 Gaji thank you for the unforgettable moments.
11. Youtube application, thank you for accompany me in every moments.
12. The last but not the least, those who cannot mentioned one by one, who have supported the writer to finish this thesis.

Finally, I realize that this thesis is still far from the being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hope that this thesis would be beneficial to everyone, Amin.

TABLE OF CONTENT

PAGE OF TITLE	i
A THESIS STATEMENT.	ii
RATIFICATION NOTE.	iii
APPROVAL PAGE	iv
ABSTRACT.....	vi
MOTTO.	vii
DEDICATION	viii
ACKNOWLEDGEMENT.	ix
TABLE OF CONTENT.	x
ABBREVIATIONS	xii
TYPOGRAPHICAL	xiii
LIST OF TABLE	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	
A. Research Background	1
B. Research Question	6
C. Objective of the Study.....	6
D. Significances of the Study.....	6
E. Limitation of Study	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Researches	9
B. Review of Related Literature.	13
1. Discourse Analysis.	13
2. Cohesion	14
3. Grammatical Cohesion	18
4. Reference.	19
4.1 Personal Reference.	19
4.2 Demonstrative Reference.....	21
4.3 Comparative Reference.	23
5. Substitution	25
5.1 Nominal Substitution.	26
5.2 Verbal Substitution.	26
5.3 Clausal Substitution.	27
6. Ellipsis.	28
6.1 Nominal Ellipsis	30
6.2 Verbal Ellipsis	30
6.3 Clausal Ellipsis	31
7. Conjunction.	31
7.1 Additive Conjunction	32

7.2 Adversative Conjunction.	34
7.3 Causal Conjunction.....	35
7.4 Temporal Conjunction.	36
8. Description of Essay.	38
CHAPTER III RESEARCH METHOD	
A. Research Design	40
B. Data Source.....	41
C. Data Collection Technique	41
D. Data Analysis Technique.....	43
CHAPTER IV FINDING AND DISCUSSION	
A. Finding	46
B. Discussion	51
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusions.	65
B. Suggestions.	67
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

Abbreviations used

P1	: Paragraph 1
S1	: Sentence 1
Ref Pers	: Reference Personal
Ref Dm	: Reference Demonstration
Ref Comp	: Reference Comparative
Subs Nom	: Substitution Nominal
Subs Verb	: Substitution Verbal
Subs Cl	: Substitution Clausal
Ell Nom	: Ellipsis Nominal
Ell Verb	: Ellipsis Verbal
Ell Cl	: Ellipsis Clausal
Cj Add	: Conjunction Additive
Cj Adv	: Conjunction Adversative
Cj Cs	: Conjunction Causal
Cj Temp	: Conjunction Temporal

Typographical Emphasis used

- Underline : Reference
Bold : Substitution
Italic : Ellipsis
Bold Underline : Conjunction

List of Tables

Table 1.1 Categories of Reference

Table 1.2 Categories of Demonstrative Reference

Table 4.1 Number of Occurrences and Percentages of Types of Reference in the Students' Essay Writing

Table 4.2 Number of Occurrences and Percentages of Types of Conjunction in the Students' Essay Writing

Table 4.3 Number of Occurrences and Percentages of Types of Substitution in the Students' Essay Writing

Table 4.4 Number of Occurrences and Percentages of Types of Ellipsis in the Students' Essay Writing

Table 5.1 Data of Analyzing Grammatical Cohesion Types of Essay Writing Made by Students

Table 5.2 Number of Occurrences and Percentages of Types Used of Grammatical Cohesion in Students' Essay Writing

Table 5.3 List of Students Name

List of Appendices

Appendix 1 Data Analysis of Grammatical Cohesion Used

Appendix 2 Table of Grammatical Cohesion Occurrences

Appendix 3 Students' Essay Writing

Appendix 4 List Students Name

Appendix 5 Research Instrument

Appendix 6 Primary Data

Appendix 7 Students' Interview

CHAPTER 1

INTRODUCTION

This chapter discusses the background of research, the question of the research, objective of the research, and significance of the research.

A. Background of the Study

Writing is considered as the most difficult skills for L2 or foreign language learners to master. The difficulty in writing is not only how to generate and organize ideas in the paper, but also how to translate the ideas into the readable text. In doing writing, there are four aspects that should be completed, those are coherence and cohesion, lexical, and grammatical. Related to the difficulty of grammatical, the students should pay more attention to their writing and how they express their ideas, feelings, thoughts, opinions in the writing forms.¹

Surah Al- Alaq 1-4:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

¹ Fuad Ma'rifatullah, 12309004, "An Analysis of Cohesion and Coherence of the Descriptive Text", *Thesis* (Salatiga: English Education Department IAIN Salatiga, 2016), p. 2

*“ Recite, in the name of your Lord Who created, created man from a clot of congealed blood. Recite: and your Lord is Most Generous, Who taught by the pen, taught man what he did not know ”*²

In the Qur'an Surah Al-Alaq, Allah stated as human how to write down with the pen and reading which has a purpose to get knowledge, information and increase the human competence. By reading, the readers get organized the information in many objects and enlarged ideas through text. As an intermediary between mutual understanding between human beings as well as the ability to give oral expressions. There is been a writing culture, there would have been a loss of that knowledge from the face of the earth, no trace left of this religion.

In the context of English Language teaching as a foreign language taught in Indonesia, especially writing subject students must be able to compose a well-formed text. The impact is certainly making reader understand easily. Moreover, the university students are expected to be able to express ideas in academic writing such as in writing a text and their final project. Richards and Renandaya state “writing is considered as the most difficult skill to L2 learners to master”.³ According to the

² <https://play.google.com/store/apps/surah-al-alaq> translated by Abdullah Yusuf Ali accessed on 31 July 2018 at 10.29 WIB

³ Fuad Ma'rifatullah, 12309004, “An Analysis of Cohesion and Coherence of the Descriptive Text”, *Thesis* (Salatiga : English Education Department IAIN Salatiga, 2016), p.2

statement above, both writing skill and organize are difficult, it because translates to be readable text and generate text.

According to the previous statement, there are some goals related to the importance of writing for the students. For the first, to lead the students' academic success in the school, with developing writing skill, the students gained benefits in their writing paper, essay, thesis, send job application letters and economic activities on an international scale.⁴ Developing their critical thinking and increasing their confidence in writing academic papers. They will be confident to put ideas into paper on the text. it is more easily and structurally in grammar with good critical thinking.

Essay is one of genre text which must be mastered in the academic writing class. Not only mastering but also paying attention to the use of grammatical cohesion devices. For enhancing the connectedness of sentences in a text, the writer may use "cohesion" to join ideas between sentences to create texture.⁵ A text should have "texture" as what Halliday and Hasan wrote in their book, the unity of text has a strong connection with the texture. The concept of texture is entirely appropriate to express

⁴Mohsen Ghasemi, "An Investigation into the Use of Cohesive Devices in Second Language Writings", *TPLS Journal* (Vol. 3 No. 9, 2013), p. 1620

⁵ Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.4

the property of being text. A text has texture, and this what distinguishes from something that is not text. It derives that texture from the fact that is function as a unity with respect to its environment.⁶ The texture is shown by meaning which exists within a text is then called cohesion.

According to grammatical cohesion, text should have part of grammatical cohesion. It is able to link one paragraph with another. It because text can be continuities, sequences, and readable. Then grammatical cohesion will make reader understand the text that writer wrote in the text. If the writer wrote without grammatical cohesion devices, it can be more confusing and having bad structure.

It is important role requiring plays continuity between a sentence to another sentence. The Student in the university must be able to master the material of cohesion and part of cohesion, especially grammatical cohesion. Grammatical Cohesion is able to link sentences and paragraphs together easily and structural, so there is no gap between one ideas to each paragraph or sentences. It is not only making structurally in every sentence but also to reduce confusion in understanding the text.⁷

⁶ Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.2

⁷Sayyidatul Fadlilah, “Cohesion of Reading Texts Used in English Textbooks for The Students of State Institute for Islamic Studies (IAIN) Walisongo Semarang”, *LET Journal*, (Vol. 5 No. 1, 2015), p.3

According to the statement above, many students in English Department Education do not pay attention to the grammatical cohesion in their essays and papers. The researcher found out that many students are only focused on two kinds of grammatical cohesion in the essays. Many essays or papers that they made are not contained completely with grammatical cohesion devices. Most of them are able to use the grammatical cohesion devices in the texts when they write the texts yet.

According to Halliday and Hasan stated that Grammatical cohesion is the way that grammatical features are attached together across sentences boundaries. Those devices are very important to know the connectedness and unity of the text. Grammatical cohesion is needed to be considered proudly because grammatical cohesion contributes relation of connectedness and unity that exists within the text.⁸

The student who want to write an essay should be directed so that the writing can become evidence as good as their expectation. one sentence to another sentence must be connected to each other. If ideas, arguments or sentences are simply juxtaposed without being related another, it will be difficult or impossible for the reader to understand the sequence.

⁸Nafisah Dhuha Musdiawardhani, 12320103, "Grammatical Cohesion of the Jakarta Post and New York Times Articles in Opinion Columns", *Thesis*, (Malang: English Education Department UIN Malang, 2016), p.14

Due to the reason, the researcher analyzed grammatical cohesion in essay, chosen essay made by students in English Language Education Department UIN Walisongo Semarang because it is one of the genres that must be mastered by university students. The essay helps them interpreting ideas and arguments in the main context of the essay.

B. Research Questions

Based on the background of the study, the researcher formulated the problems as follow.

1. What are the types of grammatical cohesion found in the students' essays writing?
2. What are the dominant types of the grammatical cohesion most used in the students' essays writing?

C. Objectives of the Study

In line with the problems stated, the researcher formulated the objectives as follow.

1. To analyze the kinds of grammatical cohesion found in students' essays writing in the fourth semester.
2. To explain the dominant types of grammatical cohesion most used in students' essays writing.

D. Significances of the Study

1. Theoretical benefits
 - a. To explain grammatical cohesion types used in the essays.

- b. To explain the classification of grammatical cohesion types.
 - c. This result of the study is expected to be input in the teaching learning process, especially for teaching writing subject.
2. Practical benefits
- a. To help the student by giving valuable input about grammatical cohesion.
 - b. To focus on improving the quality of students in writing.
 - c. To increase the researcher's knowledge about grammatical cohesion in order that they can write text cohesively.

E. Limitation of the Study

There are two types of cohesion, Grammatical cohesion, and lexical cohesion. in this study, the researcher limits the discussion on the analysis of grammatical cohesion in essays text. The data sources are taken from essays made by the student of English Language Education Department in UIN Walisongo Semarang in the academic year of 2017/2018. The topic of the essay students' writing is a problem and solution in English.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous research and theory of framework.

A. Previous Researches

This research is not first research, the writer found some researches about this research. Then, the writer chooses some researches as references and comparisons of the authentic research.

1. The undergraduate thesis entitled “*The Grammatical Cohesion of Recount Text in English Textbooks (An Analysis Study of Pathway to English and English Zone Published by Erlangga for Tenth Grade of Senior High School)*”, written by Hanita Masithoh from English Language Education of Education and Teacher Training Faculty (FITK), Walisongo State Islamic University Semarang, 2016. The result of the research shows that the researcher analyzed and compared two English Textbooks, they are *English Zone* and *Pathway to English*. The *English Zone* textbook was more recommended as teaching-learning material because it contained complete grammatical cohesion rather than *Pathway to English* textbook.¹

¹Hanita Masithoh, 123411046, “The Grammatical Cohesion of Recount Text in English Textbooks (An Analysis Study of Pathway to

The weakness of this thesis is that the writer only focused on recount text in the textbook. There are many text types contained in textbook and the writer only analyzes not just one type of text. On the other hand, the advantage of this thesis is providing knowledge or review of the quality of textbooks for students.

The difference of the previous research from this research is the subject of the research. The subject of research above is textbook published by Erlangga. Whereas, this research subject is essays made by a university student of English Language Education Department of UIN Walisongo. The similarity of the research above is that the research uses qualitative descriptive research and concerns on grammatical cohesion.

2. *“Grammatical Cohesion Devices on the Indonesian Translation of English Bidding Document”*, a research study by Widhiya Ninsiana from Sebelas Maret University, Surakarta, Indonesia published in 2014. The result of the research is that the writer found the grammatical cohesion devices in the bidding document, consist of reference, substitution, ellipsis, and conjunction. In the bidding document, the writer

English and English Zone Published by Erlangga for Tenth Grade of Senior High School)”, *Thesis*, (Semarang: English Education Department UIN Walisongo, 2016), pg.1

analyzes the use of the translation techniques. There are six techniques, namely literal, amplification, modulation, reduction and linguistic amplification of translation technique. The last one is the transfer of the meaning of cohesion-marking translation in the bidding document can be considered good. ²

The weakness of the study is that the writer focuses on state documents, namely the auction documents that have been translated into English. Another advantage of the research study, it is interesting research subject compared to most research which is research the bidding document to analyze the grammatical cohesion devices. This research has similarity, that is describing and analyzing grammatical cohesion devices on the text and used qualitative descriptive. On the other hand, this previous research is different from this research because the researcher used essays made by students as the subject of the research. The previous researcher, she used the tender or bidding document as the subject of the research study.

3. “*Grammatical Cohesion in Abstracts*” the research study in international journal by Blanka Frydrychova Klimova

²Widhiya Ninsiana, “Grammatical Cohesion Devices on the Indonesian Translation of English Bidding Document. International Journal of Language and Linguistics”, *International Journal of Language and Linguistics* (Vol. 2, No. 6, 2014), p. 361

and Sarka Hubackova from University of Hradec Kralove, Faculty of Informatics and Management, Czech Republic in 2014. The result of the research study is the issue of grammatical cohesion in the English-written abstracts of British origin. The writer analyzed the grammatical cohesion, especially discourse adverbials used in the abstracts written by British origin. The abstract analyzed with discourse analysis, with the grammatical cohesion, the writer directed the reader to choose carefully the text which is not contained completely the grammatical cohesive device. The writer recommended the abstract that written by British origin which has grammatical cohesion devices.³

The weakness of this study is that the writer focuses on the abstract written by British origin. Therefore, the writer only gives analysis and summarize from British origin abstract not mixing from another origin, it is also focused on the discourse connectives devices, not grammatical devices. The advantage of the research study is that the writer focuses on the grammatical cohesion issue in the abstract. The abstract is a brief or an article that is cohesively tied, with the abstract it may develop students' critical thinking. The previous writer

³ Blanka Frydrychova Klimova, Sarka Hubackova, "Grammatical Cohesion in Abstracts", *Elsevier Journal*, (Vol. 116, 2013), p.664

and the researcher use similarity aspect in the research. It uses a similar subject which uses text made by students in the university. The difference between a previous writer and this research is that the subject of the research, previous research compared between discourse connectives and semantic conjunct, in the other hand, the writer focuses on grammatical cohesion devices.

B. Discourse Analysis

Cohesion is the part of discourse because cohesion is written the language.

Nunan stated that:

“Discourse is language in action, while a text is the written record of the interaction. Discourse brings together language. Discourse analysis also studies these text-forming devices. However, they do so with reference to the purposes and functions for which the discourse was produced, as well as the context within which the discourse was created. Their ultimate aim is to show how the linguistic elements enable language users to communicate in context.”⁴

According to Nunan, discourse analysis is learning about devices of text to get the main purpose and function. With the discourse, the language users can communicate in context. It means that communication in context is important. It can influence the interpretation of discourse in the text.

⁴David Nunan, *Introducing Discourse Analysis*, (England: Penguin English, 1993), p.9-20

To strengthen the statement above, Brown and Yule stated that:

“The analysis of discourse is, necessarily, the analysis of language in use. As such, it cannot be restricted to the description of linguistic forms independent of the purposes of function which those forms are designed to serve in human affairs.”⁵

Discourse analysis in this statement is analyzing the language is used. A language needs discourse to analyze the forms, function, and purpose. It is designed to serve in language users. Discourse analysis is also useful to interpret the written or spoken text. Therefore, discourse analysis is very influenced in the interpretation of written or spoken context.

Based on the statement above, discourse analysis deals with everything there is to do with a set of language or communication activities, whether spoken or written text that builds a set of specific meanings based on it. Cohesion is including the discourse component or aspect because it deals with the tightness of sentence in the spoken and written language.

C. Cohesion

1. Definitions of Cohesion

Cohesion is part of the system of a language. It is a semantic relation between one part of the sentence in the text and some other parts or sentence that is important for

⁵ Brown Gillian and George Yule, *Discourse Analysis*, (Cambridge: University of Cambridge, 1983), p.1

interpreting it. Moreover, cohesion also differs from structural resources of discourse. The potential for cohesion lies in the system resources of reference, ellipsis, and so on that are built into the language itself.⁶

David Nunan stated that:

“Cohesion is sequences of sentences or utterances which seem to ‘hang together’ contain what are called text-forming devices. These are words and phrases which enable the writer or speaker to establish relationships across sentence or utterance boundaries, and which help to tie the sentences in a text together.”⁷

Cohesion in every sentence or word is to connect each other. In the sentences or phrases, it needs cohesion to build between sentence and utterance that the speaker or writer does. Cohesion itself is also to create the relationship between a sentence with another sentence or the utterance with another so that it can be continuous with each other.

Gerot and Wignel explain that:

“Cohesion refers to the resources within the language that provide continuity in a text, over and above that provided by clause structure and clause complexes. Hence, cohesive relations are non-structural relations which work to help a text together.”⁸

⁶ Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p. 5

⁷ David Nunan, *Introducing Discourse Analysis*, (England: Penguin English, 1993), p.21

⁸ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1995), p.170

In line with Nunan's idea, cohesion focuses on the source in language that gives continuity in the text. Cohesion is a relation in the text that to create the relationship between a sentence with another. Cohesion is also to make a text more readable and understandable. Hence, cohesion is important to create the written or spoken sentence.

To strengthen the definition above, Halliday and Hasan explain that cohesion refers to the relation of meaning that exist within the text. Cohesion is the semantic relation between an element to another element in the text that is important to interpretation.⁹

The concept of cohesion according to Halliday and Hasan said that:

“The concept of the cohesion is semantic one, it refers to relations of meaning that exist within the text, and that define it as a text. cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, in the sense that is cannot be effectively decoded except by resource to it. When it happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text.”

Cohesion is a relation in the text, the concept of cohesion is focused on the relationship in the meaning of the text and that is explained as a text. It means that every text or sentence has cohesion devices. Cohesion is also making the

⁹Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.4

sentences continuity. That is cannot be explained one by one expects by the main source of the text or sentence. The concept of the cohesion is to make text or sentence have relationships with each other.

Cohesion in a text is to use other elements to explain or interpret an element within the text and to make explanations based on these elements.¹⁰ The major function of cohesion is text formation. It links together the elements that are structurally unrelated through the dependence of one on the other for its interpretation. The constituents of text are as, texture, ties, cohesion.¹¹ Without cohesion, the semantic system cannot be effectively activated at all.

According to the explanations above, the researcher concludes that cohesion includes pronouns and conjunctions, which can create the relationship between sentences and word by the writer and speaker. Cohesion is also the main role to create the good and systematic in every sentence. In the text, cohesion is an important aspect to make readable and understandable text. It is caused by cohesion be able to connect the sentences to another.

¹⁰ Karadeniz, Abdulkirim, “*Cohesion and Coherence in Written Texts of Students of Faculty of Education*”, *RedFame Journal*, (Vol. 5 No. 2, 2017), p. 94

¹¹Blanka Frydrychova Klimova, Sarka Hubackova, “Grammatical Cohesion in Abstracts”, *Elsevier Journal*, (Vol. 116, 2013), p. 664

1. Types of Cohesion

There are two types of cohesion, according to Halliday and Hasan there are grammatical cohesion devices consist of (1) reference: personal, demonstrative, and comparative, (2) substitution and ellipsis: nominal, verbal, clausal, (3) conjunction: adversative, additive, temporal, and causal. The last, Lexical cohesion consist of repetition and collocation.¹²

a. Grammatical Cohesion

Grammatical cohesion is forms of cohesion realized through grammar.¹³ This device is related to the internal structure of ties or devices which are used to related words, clauses, and sentences in a text. It is a form of formal links to relate linguistic elements which refer to the conformity of grammatical rule between items that exist later with another item that has already existed.

There are four types of grammatical cohesion, there are reference, substitution, ellipsis, and conjunction. These devices are important to the connectedness and unity in both of written and spoken text. So, it is very important to a university student in knowing the kinds and functions of grammatical cohesion which is applied

¹²Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.304

¹³ Halliday and Hasan, *Cohesion in English*....., p.6

in both of written and spoken text correctly. Every type is explained in this following explanation.

1. Reference

According to Halliday and Hasan, reference is the specific nature the information that is signaled for retrieval. In the case of reference, the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to, and the cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time.¹⁴ Then, Gerrot and Wignell explain that reference refers to systems which introduce and track the identify of participants through text. it is related to textual meaning and thus to mode.¹⁵ There are three types of reference are explained below:

- a. Personal reference is reference by means of function in the speech situation, through the category of the person.¹⁶ It means personal reference refer to the person or something.

¹⁴ Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p. 31

¹⁵ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1995), p.170

¹⁶ Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.43

Table 1.1 Categories of Reference

Person	Personal pronoun		Possessive determiners	Possessive pronoun
	Subject	Object		
First	I	Me	My	Mine
	We	Us	Our	Ours
Second	You	You	Your	Yours
Third	He	His	His	His
	She	Her	Her	Hers
	They	Them	Their	Theirs
	It	It	Its	Its

(Halliday & Hasan, *Cohesion in English*, 1976, p.38)

Example:

“Congratulations.” Jokowi said on Friday [...] and just like us, they are determined to fight our beloved nation.” Jokowi made the remarks immediately after he and Ma’ruf registered their ticket at general elections commission (KPU).¹⁷

The word of us functions as the object and indicates the personal argument in the personal reference. The word “just like us” is introduced to pay attention to the argument. The word they show that the informant refers to people. It functions as a

¹⁷ Marguerite Afra Sapiie, *Jokowi Welcomes Prabowo Sandiaga into 2019 Presidential Race*, Jakarta Post, thejakartapost.com/news/2018/08/10/Jokowi-welcomes-prabowo-sandiaga-into-2019-presidential-race.html retrieved on 10 August 2018 at 16.30 pm

reference to the subject in the preceding clause. The word of our indicates a reference is used as a possessive determiner of both informant and reader. The word he functions as a subject in personal reference. It is also presenting as the personal pronoun. It refers to “Jokowi” as the subject of the personal pronoun. Then, the word there is the personal reference, it refers to *he (Jokowi) and Ma'ruf*.

- b. Demonstrative reference is reference by means of location, on a scale of proximity. It is essentially a form of verbal pointing. As said before the speaker identifies the referent by locating it on a scale of proximity. It means to refer to a place of location that people identify. In demonstrative, the word of this, these, that, those, here, there, then and the, is used in demonstrative.¹⁸

Table 1.2 Categories of Demonstrative Reference

Proximity	Singular	Plural	Adverb
Near	This	These	Here (Now)
Far	That	Those	There (Then)

¹⁸ Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.

Neutral	The
---------	-----

(Adopted from Halliday & Hasan, Cohesion in English 1976, p.38)

Example:

“The official announcement of the presidential candidates shows that the election in 2019 will be more or less a repeat of that in 2014, with President Joko “Jokowi” Widodo facing rival Prabowo Subianto again.¹⁹

In the word the is always a grammatical item and is used for presuming definite meaning. It also indicated proximity neutral in demonstrative reference. The word the also shows noun determiner and point directly to the noun (official, presidential, election). Then, the word that is to link the authors’ opinion to the whole preceding sentence. It is also singular demonstrative.

- c. Comparative reference is indirect reference by means of identity or similarity. In comparative reference, the reference still signals you know you which, not because the entity is being

¹⁹ News Desk, Will ‘millennial’ Ma’ruf and ‘santri’ Sandiaga change Prabowo vs Jokowi game?, Jakarta Post, <http://www.thejakartapost.com/news/2018/08/10/will-millennial-maruf-and-santri-sandiaga-change-prabowo-vs-jokowi-game.html> retrieved on 10 august 2018 at 09.44 pm

referred to which what another talking about the different, like or not, equal or unequal, more or less the person or things. The purpose of this comparative reference is to compare the person or things.²⁰

Halliday and Hasan divide comparative reference into two categories. Those are general (deictic) and particular (non-deictic). A general comparison is expressed by a certain class of adjectives and adverbs in a nominal group. It expresses likeness between things. Two things may be the same, similar or different. General(deictic) is divided into three forms, identity is signaled by the reference same, similar, such, likewise, so. The difference is signaled by other, different, else, differently, otherwise.²¹

Particular comparison (non-deictic) is expressed comparability between things in respect of a particular property. The property in question may be a matter of quantity or of quality. Particular (non-deictic) is divided into

²⁰ Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p. 77

²¹ Halliday and Hasan, *Cohesion in English*....., p.77-80

two forms. Numerative is signaled by the reference, for example, (more in more mistakes, fewer, less, further, additional, so, as, equally+ quantifier. e.g so many). An epithet is signaled by the reference (comparative adjectives and adverbs, e.g: better, so, as, more, less, equally+ comparative adjectives and adverbs, e.g: equally good).²²

Example:

“The official announcement of the presidential candidates shows that the election in 2019 will be more or less a repeat of that in 2014, with President Joko “Jokowi” Widodo facing rival Prabowo Subianto again.

[...] The decision to pick Ma’ruf has been seen as an attempt to ease sectarian tensions that had been simmering since the 2014 presidential election and the 2017 Jakarta gubernatorial election.”²³

In the words more are a particular comparative reference. It is used as a numerative comparison if the word of more is followed by a noun, it means

²² Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.80-84

²³ News Desk, Will ‘millennial’ Ma’ruf and ‘santri’ Sandiaga change Prabowo vs Jokowi game?, Jakarta Post, <http://www.thejakartapost.com/news/2018/08/10/will-millennial-maruf-and-santri-sandiaga-change-prabowo-vs-jokowi-game.html> retrieved on 10 august 2018 at 09.44 pm

that it shows an addition. It is the same with the word of less, less in this text is also comparative reference. Then, the word of as is the function in numerative comparison.

2. Substitution

Substitution is as the replacement of one item to another. It means that substitution is the replacement of word, phrase, or clause that refers to the word, phrase or clause previously mentioned. Substitution is a relation between linguistic items, such as words or phrases, and a relation in the wording rather than in the meaning. It is also a substitute is a sort of counter which is used in place of repetition of a particular item.²⁴ There are three types of substitution, such as nominal, verbal and clausal substitution.

a. Nominal substitution

There are three item types in a nominal substitution that occurs: one, ones and same.²⁵

Example:

“National Awakening Party (PKB) secretary-general Abdul Kadir Karding confirmed on Thursday that Mahfud was Among the strongest names considered to run as Jokowi’s running mate. “Yes, [Mahfud] is **one** of them,” he said.²⁶

²⁴ Halliday and Hasan, *Cohesion in English*.....,p.88-89

²⁵ Halliday and Hasan, *Cohesion in English*..... p. 91

²⁶ News Desk, *No Hard Feelings about Jokowi’s Decision: Mahfud MD*, Jakarta Post,

In the word of **one**, it shows that it is a nominal substitution. The word **one** is used to substitute “Jokowi’s running mate” in the previous sentence.

b. Verbal substitution

The verbal substitute in English does, with the usual morphological scatter do, doing, does, did, done. This operates as a head of a verbal group, in the place that is occupied by the lexical verb, and its position is always in final of the group.²⁷

Example:

“In countries such as Nigeria, homosexuality is illegal. Making the process of applying even more problematic. “without the registration there are lots of things you cannot **do**,” said Jean Chong, co-founder of Sayoni, an LGBT rights organization based in Singapore.”

In the example above, the word **do** show that it is a verbal substitution. The word **do** is used to substitute the previous clause, “making the process applying more even problematic”.

c. Clausal substitution

Clausal substitution is one of types substitution in which what presupposed is not an

www.thejakartapost.com/news/2018/08/10/no-hard-feelings-about-jokowi-decision-mahfud-md.html retrieved on 10 august 2018 at 15.50 pm

²⁷Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.112

element within the clause but an entire clause. There two types of clausal substitution, such as, **so** and **not**.

28

Example :

“Was our objective to mitigate the circumstances for Mr. Badawi? If **so**, we failed. Was it to influence the broader direction of Saudi Arabia? I don’t think we achieved that.” He said.” Have we advanced any Canadian interest? **No**. it was a total failure.”²⁹

From the text above, the word of **so** and **no** are clausal substitutions, and they are substitute previous entire clause. The word **so** is substitute previous clause “Was our objective to mitigate the circumstances for Mr. Badawi?” Besides that, the word **no** is substitute previous clause “Have we advanced any Canadian interest?”

Substitution and ellipsis are similar to each other. Ellipsis is the omission word, phrase, or clause in the text. ellipsis is said to be a special case of substitution, in which an item or item is substituted by zero(O-item). It can be helped the reader to know

²⁸ Halliday and Hasan, *Cohesion in English*....., p.130

²⁹ Michel Comte and Eric Thomas, *Canada’s ‘Rights First Foreign Policy Could be Costly*, Jakarta post, www.thejakartapost.com/news/2018/08/08/canadas-rights-first-foreign-policy-could-be-costly.html retrieved on 12 august 2018 at 00.04 am

what is being referred to a previously mentioned word subsequently left as the context. The starting point of the discussion of ellipsis can be a familiar notion that is something left unsaid.³⁰ Therefore, substitution is the removal of words in the sentence. It functions as a word shortening and, in a sentence, it looks simpler.

3. Ellipsis

Also, as the omission of an item. It can be interpreted as that form of substitution in which the item is replaced by nothing.³¹ Ellipsis occurs when some essential structural element is omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text.³² in English, ellipsis more often contain pronouns in the clause or paragraph.³³

Example:

“He clutched the gold medal tightly in his hands, *and thought* about the difficult times when he tried to prove himself in the sport. Coming from Musi Banyuasin regency in South Sumatra, Muhammad Hinayah had to stop studying at Polytechnic of the Sriwijaya

³⁰ Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.142

³¹ Halliday and Hasan, *Cohesion in English*....., p.88

³² Nunan, David, *Introducing Discourse Analysis*, (England: Penguin English, 1993), p.25

³³ J.R Martin and David Rose, *Working with Discourse: meaning beyond the clause*, (London: Ebury, 2003), p. 167

University for two years so he could focus on practicing rock climbing.”³⁴

The researcher found the ellipsis from this text, the word of *his* in that sentence is omitted to make a simple sentence. It is should be “He clutched the gold medal tightly in his hands, *and his thought* about the difficult times.”, but in that sentence there is no word of *his* “He clutched the gold medal tightly in his hands, *and O thought* about the difficult times.”.

a. Nominal ellipsis

Nominal ellipsis means ellipsis within the nominal group.³⁵ It is omitting a noun within a noun phrase.

Example:

“Prof. Ma’ruf[.] he has been a lawmaker, councilor, MPR member, presidential advisory council member [...] he also a board member of BPIP (Pancasila body).” Jokowi told press conference in Menteng, Central Jakarta on Thursday evening. The *two* are set to register their candidacy with the General Elections

³⁴, Apriadi Gunawan, *Asian Games: Hard work pays off for Indonesia's gold-winning climbing trio*, Jakarta Post, <http://www.thejakartapost.com/news/2018/08/29/asian-games-hard-work-pays-off-for-indonesias-gold-winning-climbing-trio.html> retrieved on August 29, 2018 at 10.29 PM

³⁵ Halliday and Hasan, *Cohesion in English*..... p.147

Commission (KPU) in Central Jakarta on Friday morning.³⁶

In the text above, the word of *two* is a nominal ellipsis. It refers and omits to the previous sentence, it means that Prof. Ma'ruf and Jokowi. The word of *two* makes the sentence simpler.

b. Verbal ellipsis

Verbal ellipsis means the omission of an item within the verbal group.

Example:

What have you doing? – *Swimming*.³⁷

The verbal ellipsis in the example above is verb *swimming*. In the example, an omission here is *I am doing swimming*. *Swimming* in the answer of dialog can be interpreted as *I am 0 swimming*.

c. Clausal ellipsis

Clausal ellipsis is the omission of an item within clausal.

Example:

³⁶ Sita W. Dewi, *Who is Ma'ruf Amin, Jokowi's Running Mate?*, Jakarta Post, www.thejakartapost.com/news/2018/08/09/who-is-maruf-amin-jokowis-running-mate.html retrieved on 12 august 2018 at 1.22 AM

³⁷ Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976, p.167

Who taught you spell? – Grandfather *did*.³⁸

It means that, *did* is a clausal ellipsis. The omission of the verb and the omits complement is “taught you spell”.

4. Conjunction

Conjunction is rather different in nature from the other cohesive relations, from both references, on the one hand, and substitution and ellipsis on the other. Conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings. They are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in discourse.³⁹ Conjunctions are resources for making a transition in the unfolding of text. conjunctive relations specify the way in which what follows in a text is linked to what has gone before, based on their specific meanings.⁴⁰ Conjunction is the use of any one of a

³⁸ Halliday and Hasan, *Cohesion in English*....., p.199

³⁹ Halliday and Hasan, *Cohesion in English*.....p.226

⁴⁰ Asabe Sadiya Mohammed, “*Conjunctions as Cohesive Devices in the Writings of English as Second Language Learners*”, *Elsevier Journal*, (Vol. 208, 2014), p.76

variety of strategies to show how sentence are related meaning to other sentences.⁴¹

It means that conjunction is the link of the sentence, clause or paragraph in the text. it should be linked one and another paragraph, clause or sentence. There are four types of conjunction, they are: temporality, causality, additive and adversative.

a. Additive Conjunction

The word of and, or, nor are used cohesively as additive conjunctions. The additive relation is somewhat different from coordination proper, although it is no doubt derivable from it. The other similar links with and are and also, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, on the other hand, by contrast.⁴²

Example:

1. “Death casualty data is the most sensitive information **and** the thing **that is** sought after by the media **and** the public. So, which one is correct? Each number can be right because it was based on the data on the field,” Sutopo said

⁴¹ E-book: Johnstone, Barbara, *Discourse Analysis: Second Edition*, (Oxford: Blackwell Publishing Ltd, 2008), p.118

⁴² Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.244

through a written statement on Wednesday night.”⁴³

In the word which appears is **that is** and it is used to explain and direct the next sentence. Then, the word **and** is used to link and to show that there is something more to be said after both of them.

2. “A Twitter message calling on Riyadh to “immediately release” his sister and other women’s rights activists appears to have tipped the scale. But that so-called ethics-based approach has its downsides. **In addition** to the diplomatic rupture, Saudi Arabia also suspended scholarships for more than 15,000 Saudi students in Canada with plans to relocate them to other countries, and the state airline Saudi suspended flights to Toronto.”⁴⁴

In the text above, the word of cohesive devices is **in addition**. It is used to link between one word to another word.

b. Adversative Conjunction

Adversative conjunction is contrary to expectation.

The expectation may be derived from the content of what

⁴³ News desk, *Lombok Deaths Rreported to Surge to 381, but Official Number still 164*, Jakarta Post, www.thejakartapost.com/news/2018/08/09/lombok-deaths-reported-to-surge-to-381-but-official-number-still-164.html retrieved on 10 August 2018 at 13.45 pm

⁴⁴ Michel Comte and Eric Thomas, *Canada’s ‘Rights First Foreign Policy Could be Costly*, Jakarta post, www.thejakartapost.com/news/2018/08/08/canadas-rights-first-foreign-policy-could-be-costly.html retrieved on 12 august 2018 at 00.04 am

is being said, or from the communication process, the speaker-hearer situation. Having said this, there are also both the external and internal levels.

Usually, adversative conjunction is signaled by the links yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on the contrary, at least, rather, I mean, in any case, in either case, whichever way it is, anyhow, at any rate, and however it is.⁴⁵

Example:

“In the United Kingdom, Sweden and Canada, the same social experiments were carried out by Muslims and they received a similar warm response. **However**, the experiences of Muslims in these countries are completely different. [...] We, Indonesian Muslims can still show others that we are peaceful, **but** putting ourselves in the spotlight while ignoring [...]”⁴⁶

The word of **However** and **but** is adversative conjunction. The function of the word **however** is used to link the different argument in the clauses. In this paragraph, the word **however** explains two clauses which are different each other. Then, the word of **But** is

⁴⁵ Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.250

⁴⁶ Januarsyah Sutan, *The problem with Muslims 'free-hug Experiments*, Jakarta post, www.thejakartapost.com/academia/2018/06/08/the-problem-with-muslims-free-hug-experiments.html retrieved on 12 august 2018 at 00.04 am

used to state a contrast, but is also used to compare the sentences or clauses. In this sentence, the word of but is functioned to compare the clauses between “Indonesian Muslims can still show others that we are peaceful and Putting ourselves in the spotlight while ignoring”.

c. Causal Conjunction

The simple form of causal relation is expressed by so, thus, hence, therefore, consequently, accordingly, and a number of expressions like as a result (of that), in consequence (of that), because of that.

Usually, causal conjunction is signed by the links so, the, hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequence, for this purpose, with this in mind, for, because, it follows, on this basis, arising out of this, to this end, in that case, in such an event, that being so, under the circumstances, otherwise, under other circumstances, in this respect, in this regard, with reference to this, otherwise, in other respect, aside from this.

Example:

“Most Indonesians are Muslims, the government is dominated by Muslims[...]. **Therefore**, our experience as the majority is completely different from Muslim minorities. We do not experience

religion-based oppression; religious minorities in Indonesia do”⁴⁷.

In this paragraph, there are two kinds of causal conjunction. The word of **Therefore** is used in this paragraph. The word of **therefore** is the effect of the previous sentence. It is used to establish a specific relation of the cause and consequence relationship.

d. Temporal Conjunction

The temporal conjunction indicates the sequence of time. It is expressed in its simplest form by then, next, afterward, after that, subsequently. Another example temporal conjunction signals are, at the same time, previously, before that, finally, at last, first, at first, in the end, at once, thereupon, soon, after a time, next time, on the occasion, next day, an hour later, meanwhile, until then, at this moment, up to now.

Example:

“Soon after the success of this campaign, more free-hug experiments were held in other place. [.....]they can stand together when facing oppression perpetrated by those in power. **Meanwhile**, mainstream Indonesian Muslims are not a vulnerable group. Most Indonesians are

⁴⁷ Januarsyah Sutan, *The problem with Muslims 'free-hug Experiments*, Jakarta post, www.thejakartapost.com/academia/2018/06/08/the-problem-with-muslims-free-hug-experiments.html retrieved on 12 august 2018 at 00.04 am

Muslim, the government is dominated by Muslims.”⁴⁸
There are two kinds, they are **soon** and **meanwhile**. It is explained about the sequence of time. The word of **soon** is used to explain the short time, it can be in or after a short time. In this sentence, **soon** is used to explain the next clause “after the success of this campaign, more free-hug experiments were held in other place”. The word of **meanwhile** is used as a time of the event “mainstream Indonesian Muslims are not a vulnerable group” which are happened together with the previous event “facing oppression perpetrated by those in power”.

D. Essay

There are many kinds of text, such as recount, report, essay, descriptive, etc. In this study, the writer was focused on essay text. The essay text is explaining the subject matter. Essays are a common form of assessment in many tertiary-level disciplines. The ability to construct good essays involves understanding the process and the conventions of

⁴⁸ Januariusyah Sutan, *The problem with Muslims 'free-hug Experiments*, Jakarta post, www.thejakartapost.com/academia/2018/06/08/the-problem-with-muslims-free-hug-experiments.html retrieved on 12 august 2018 at 00.04 am

essay writing.⁴⁹ Essays are essentially linear, they offer one idea at a time, they must present their ideas in the order that makes the most sense to the reader.⁵⁰

An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common length for academic writing.⁵¹ Besides that, to strengthen the definition of the essay above, an essay is a piece of writing that describes the author's opinion of a particular subject that he or she is trying to judge. A basic essay can be divided into three parts:

First, an introduction that contains background information that identifies the subject and introductory subjects about the subject to be assessed by the author. Secondly, the body of the essay presents all the information about the subject. Third, is the final part that gives the conclusion by recalling the main idea, a summary of the body of the essay, or add some observations about the

⁴⁹ E-book: University of Melbourne, *Tertiary essay writing*, (Australia: Academic Enrichment Services, 2001), p.3

⁵⁰ <https://writingcenter.fas.harvard.edu/pages/essay-structure/> accessed at 2.44pm 18-7-18

⁵¹ E-book: Zemach and Rumisek, *Academic Writing from Paragraph to Essay*, Oxford: Macmillan, 2005, p.58

subject judged by the author.⁵² An essay is also a piece of writing with more than one paragraph. A short essay may consist of four or five paragraphs, totaling three hundred to six hundred words. A long essay is six paragraphs or more, depending on what the essay needs to accomplish persuading someone to do something, using research to make a point, or explaining a complex concept.⁵³

From the explanation above, the researcher can conclude that an essay must be mastered by students in the university. An essay is an object in writing to share the opinions, ideas, and thoughts are packed into a text. An essay is able to as media to write down the thought, an essay also is able to add a citation from another writer to support the topic. An essay is not only four or five paragraphs, but the writers can also add more paragraph.

⁵²<https://id.wikipedia.org/w/index.php?title=Esai&oldid=13801429> accessed in 30 july 2018 at 13.00

⁵³ E-book: Susan Anker, *Real Essays with Readings with 2009 MLA Update: Writing Projects for College, Work, and Everyday Life*, (Boston : Palgrave Macmillan, 2009), p. 49

CHAPTER III

RESEARCH METHOD

This part discusses the method applied in conducting this research which consist of research design, source of data, collecting data technique, procedure of analyzing of the data and coding of analyze the grammatical cohesion devices.

A. Research Design

The researcher prepared a research design before doing research. In the research, the researcher used descriptive qualitative method. Qualitative research using sentences to analyze the data, and the method of the qualitative research as a research procedure that produces descriptive data in the form of words (can be oral to religious, social, cultural, philosophical research), notes related to meaning, value and understanding.¹ In this research, the researcher used descriptive qualitative to conduct the research. This research is categorized into descriptive research because the goal of the research is to explain the grammatical cohesion found in essays made by student university. The researcher used qualitative research means the data tends to be in the forms of words than series of number.

¹ Kaelan, *Metode Penelitian Kualitatif Interdisipliner Bidang Sosial, Budaya, Filsafat, Seni, Agama dan Humaniora*, (Yogyakarta: Paradigma, 2012), p.5

B. Data source

The data source in this research is taken from the text made by the fourth semester students majoring English Language Education Department UIN Walisongo, it is an essay. Essay was created and composed by students according to their ability in writing. There are 35 data but only 33 data that can be analyzed grammatical cohesion devices. The data source is taken from one class.

Then, the data of this research has two kinds of the data, they are primary and secondary data. The primary data is the first data and main data which has connection with this research. The primary data in this research is essays made by fourth semester student in their final project. The secondary data are the data that support and contribute the main data, such as, thesis, articles, internet, journals, etc.

C. Data Collection Technique

In every research, it always needs an instrument in collecting the data. In this research, the researcher choosing documentation as instrument to collect data.

Collecting the data is important steps in this research. For this reason, the researcher determined the right technique for collecting data. In qualitative research, there are three techniques to collect the data.

The researcher used documentation (The Students' paper assignment) for collecting the data, Arikunto stated that documentation is a number of the data that presents the verbal data such as, correspondence, journal, memory report and others' written text that can be mutually responsible.²

According to Sugiyono "Documentation is a data collection technique that indirectly directs research subjects. While documentation is a record of past events in the form of handwriting, or even literary works."³

It means that documentation is in the form of written data. This kind of documentation is used to know the performance of students' writing. Meanwhile, to collect the data for this research, the researcher had to make an appointment with the lecture of academic writing purposes class and had to ask permission to borrow the students' assignment texts, and then make the copies of the texts letter on. The writer was used text made by university student, that are document and use as primary data.

² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 231

³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, R&D*, (Bandung: Alfabeta, 2010), p.329

D. Data Analysis Technique

The researcher analyzed the data based on Creswell theory of data analysis.

1. Organizing and preparing the data for analysis.
This involves transcribing interviews, Optically scanning material. Typing up field notes, or sorting and arranging the data into different types depending on the sources of information.
2. Reading through all the data.
3. Beginning detailed analysis with a coding process.
4. Using the coding process to generate a description of the setting or people as well as categories or themes for analysis.
5. Advancing how the description and themes will be represented in the qualitative narrative.
6. A final step in data analysis involves making an interpretation or meaning of the data.⁴

According to the Creswell theory about data analysis, the researcher discussed and connected the theory by analyzing the grammatical cohesion in students' essays writing. It means that classifying the data of term grammatical cohesion devices with the theory from Creswell. Based on the description above,

⁴ E-book: John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*, 3rd ed, (USA : SAGE, 2009), p.183-184

the researcher used some procedures dealing with Creswell theory, as follow:

1. Classifying the text which uses grammatical cohesion and dividing into every sentence.

The researcher classified the text that contain the use of grammatical cohesion in the essays made by university student. After classifying the text, the researcher divided into every sentence, then the researcher chooses and mark some words that contain grammatical cohesion devices in every sentence of the text. The next it must be classified into types of grammatical cohesion.

2. Putting the number of grammatical cohesive devices into the tables according to the types.

The use of tables can clarify the types of grammatical cohesion used in the text essays which to analyze.

3. Counting the number of grammatical cohesion devices used in essays text made by student with percentages.

Qualitative studies add their narratives with other modes of presentation that will appear as exhibits or figures, including tables (and lists), graphics, and pictures. Each alternative presents a distinctive opportunity for displaying data,

potentially making the data more understandable than when constrained by narrative descriptions alone. The other modes can also create images in a reader's mind to make the data more vivid. When presenting the data from your own qualitative study, you therefore may want to consider these other modes in addition to presenting data in a narrative format.⁵

In this step, the grammatical cohesion calculation using percentage can know the use of grammatical cohesion type that is widely used in the essay text. the researcher used simple formula to calculate and analyze the data:⁶

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

Code:

P: The total percentage of grammatical cohesion.

F: Frequency of each type grammatical cohesion.

N: the total all of the number grammatical cohesion.

The writer used percentage calculation and tables to identify of grammatical cohesion devices.

⁵E-book : Robert K.yin, *Qualitative Research from Start to Finish*, (New York: The Guilford Press, 2011), p.241

⁶Anas Sudjono, *Pengantar statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2006), p.43

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter focus on the data analysis of essays writing consisting of types of grammatical cohesion used and dominant types of grammatical cohesion composed by fourth semester students of English Language Education Department of UIN Walisongo, and the discussion.

A. Findings

The researcher presented findings of the types of grammatical cohesion used and the grammatical cohesion that were dominantly used by fourth semester students of English Language Education Department of UIN Walisongo. The researcher collected the data and calculated each type through the codes which has been written in the essays. Furthermore, the following table showed number of occurrence and percentage of types that are dominantly used in grammatical cohesion. The types of grammatical cohesion used in students' essay writing that appears in the data, consisting of reference, substitution, ellipsis, and conjunction. While the most dominant used of grammatical cohesion types is reference. It takes first rank in grammatical cohesion. In the second rank, conjunction takes part in grammatical cohesion that frequently used by the students. Then, substitution takes third part, it means students rarely use it. The last part is ellipsis, it is least common in the essays.

The result of this study shows there are 1.145 grammatical cohesion devices in 33 of students' essay writing. All of grammatical cohesion devices are appear. It includes 4 types of grammatical cohesion which are reference, substitution, ellipsis and conjunction.

Reference is the most dominant types used by the students among all types of grammatical cohesion, the result shows 703 occurrences appear or 61, 35%, including 3 sub types of reference, such as personal reference which occurs 235 times, demonstrative reference which appear 396 occurrences, and comparative reference which occurs 16 times. The second position is conjunction, which emerges 403 occurrences or 35, 15%, including 4 sub types of conjunction, such as additive conjunction which occurs 209 times, adversative conjunction which appear 45 occurrences, causal conjunction which occurs 131 occurrences, and temporal conjunction which appear 18 times.

The third position is substitution which occurs 27 times or 2,35%, including 3 sub types of substitution such as nominal substitution which occurs 16 times, verbal substitution which appear 11 occurrences, and clausal substitution does not appear in the students' essay. Meanwhile, the last position is ellipsis which occurs 12 times or 1, 15%, including 3 sub types such as nominal ellipsis which appear 1-time, verbal ellipsis which occurs 12 occurrences, and clausal ellipsis does not appear in the students' essay. (*See Appendix 2*)

Grammatical Cohesion

Grammatical Cohesion appears 1.145 times of total occurrences. It includes reference, substitution, ellipsis and conjunction. The details are described as follow.

1. Reference

As mentioned before that reference is the most dominant types of grammatical cohesion devices used by students. It appears 703 times or 60, 35%, of total occurrence of grammatical cohesion devices. However, reference is in the first rank of grammatical cohesion devices, it is divided into three types those are personal reference, demonstrative reference, and comparative reference. The following table describes the number of occurrences and percentages of each types of reference.

Table 4.1
Number of Occurrences and Percentages of Types of Reference in the Students' Essay Writing

No	Types of reference	Occurrences	Percentage
1	Personal Reference	235	33,42%
2	Demonstrative reference	396	56,33%
3	Comparative reference	72	10, 24%
	Total	703	100 %

The table 4.2 shows that, total types of reference used in students' essay composed by fourth semester in Writing for Academic Purposes class of English Language Education Department UIN Walisongo in the academic year of 2017/2018 are 703 occurrences. Demonstrative reference takes in first

position which occurs 396 times or 56,33%, then it followed by personal reference with 235 occurrences or 33, 42%, and comparative reference appear 72 occurrences or 10, 24%.

2. Conjunction

Conjunction takes place in the second rank of most frequently used in grammatical cohesion. It shows 403 times or 35, 15%, of occurrences. Conjunction includes additive, adversative, causal and temporal conjunction. The description explained in the following table.

Table 4.2
Number of Occurrences and Percentages of Types of Conjunction in the Students' Essay Writing

No	Types of conjunction	Occurrences (Sentences)	percentage
1	Additive conjunction	209	51,50%
2	Adversative conjunction	45	11,15%
3	Causal Conjunction	131	32,50%
4	Temporal Conjunction	18	4,4%
	Total	403	100 %

From the table 4.5, the first position types of Conjunction used students in essay writing is additive conjunction with amount 209 occurrences or 51,50%, and it followed by causal conjunction which appear 131 times or 32, 50%, adversative conjunction is in the third position which appear 45 times or 11, 15% and last position is temporal conjunction which occurs 18 times or 4, 4%. The total of occurrences in types of conjunction are 403 occurrences.

3. Substitution

Substitution rarely use than conjunction. It appears 27 times or 2,35% of total occurrences. Substitution consist of 3 sub types those are nominal, verbal and clausal substitution. The statement presented in the following table.

Table 4.3
Number of Occurrences and Percentages of Types of Substitution in the Students' Essay Writing

No	Types of substitution	Occurrences (sentences)	percentage
1	Nominal substitution	16	59,25 %
2	Verbal Substitution	11	40,75%
3	Clausal Substitution	0	0
	Total	27	100 %

The table 4.3 explained the types of substitution items occurrences, nominal substitution here are amount 16 occurrences and took first position of substitution items used by students. Then, it is followed by verbal substitution with 11 occurrences and clausal substitution with 0 occurrences.

4. Ellipsis

When we compared to other types of grammatical cohesion, ellipsis is the less frequent types and less dominantly used in the essay writing which appear 12 times or 1, 15%. Ellipsis involves nominal, verbal and clausal ellipsis. The details can be seen as follow.

Table 4.4
Number of Occurrences and Percentages of Types of Ellipsis in
the Students' Essay Writing

No	Types of ellipsis	Occurrences (sentences)	Percentage
1	Nominal Ellipsis	1	8,35 %
2	Verbal Ellipsis	11	91,65 %
3	Clausal Ellipsis	0	0
	Total	12	100 %

From the table 4.4, the first position types of Ellipsis used by students in essay writing is verbal ellipsis with amount of 11 occurrences or 91,65%, and it is followed by nominal which appear 1 time or 8, 35% and clausal ellipsis with 0 occurrences. The total of occurrences in types of ellipsis are 12 occurrences.

B. Discussion

The discussion below is presented based on the findings before. As previously mentioned, the findings showed that the occurrences of reference are the most and dominant of grammatical cohesion types used in students' essay writing. It occurs 703 times that consist of 235 times instances of personal reference, 396 times instances of demonstrative reference, and 72 times instances of comparative reference.

Reference is the first rank among all sub categories of grammatical cohesion. Then, it is followed by conjunction in second rank, substitution, and ellipsis.

Grammatical Cohesion devices

Grammatical cohesion is a type of cohesion that uses grammar to determine the semantic relation, as for the types of grammatical cohesion, among others, reference, substitution, ellipsis, and conjunction. Reference takes first position among grammatical cohesion devices. Then, the second position is conjunction, substitution in the third position, and the last is ellipsis.

1. Reference

Reference cohesion occurs when one item in a text point to another element for interpreting the preceding or the following sentence. The sample of the data showed below:

First, the problem in organizing the ideas to write, the students are still unable to transfer and develop their ideas into paragraphs well in composing a text, they do not use orientation, complication, resolution, reorientation in writing appropriately. (Source: Essay 23, Paragraph 1, Line 6)

It becomes a challenge for the teacher, how to the learners able to master with regard to grammar in English and eliminate the various reasons that make them afraid. (Source: Essay 29, Paragraph 2, Line 15)

In the essay 23, the signaling word their and they refer to the students. It is used to refer back to referential meanings and explain the previous sentence or clause. In the sample essay 29, to know what it refer to, the reader should go forward to the next clause. the signaling word it refers to a challenge for the teacher.

Reference itself has three types which certainly have different functions, namely personal, demonstrative, and

comparative reference. each type and function will be explained below.

1.1 Personal Reference

Personal reference is by means of function in the speech situation, through the category of the person. It means personal reference refer to the person and pronoun. The data showed that personal reference appears in their essay writing, such as, they, their, and them. The sample of the data presented below:

They are categorized into two categories: internal and external factors. (Source: Essay 2, Paragraph 1, Line 4)
Some of them just wanted to have good mark from their lectures and ignore the progress of their ability in speaking. (Source: Essay 2, Paragraph 1, Line 9)

It will give significant impact to their vocabulary after they changed their habit of reading. (Source: Essay 7, Paragraph 2, Line 17)

As part of communication, writing is allowing you to communicate with your message clarity and with good writing make ease to understand. (Source: Essay 7, Paragraph 1, Line 2)

In the sample essay 2, the signaling of the word they refers to problems for students. The word of they function as subject and personal pronoun. In the sentence 6, the word of them function as object and personal pronoun, their function as possessive determiners.

Sample essay 7, in the paragraph 2 Line 17, the word of It refers to previous paragraph or refers to **read more**. They function

as subject and personal pronoun, the word of their and your functions as possessive determiners. In the sample paragraph 1 line 2, the word of you refers to reader and function as object and personal pronoun.

1.2 Demonstrative Reference

Demonstrative reference is reference by means of location, on a scale of proximity. It is essentially a form of verbal pointing. It means refer to place of location that people identify. In demonstrative, the word of this, these, that, those, here, there, and the, are use in demonstrative. The sample of data showed in this sub chapter.

In learning process especially in speaking, there are many things that can become problems for students. (*Source: Essay 2, Paragraph 1, Line 3*)

The student's problem in speaking such as they use their speaking skill rarely, passive. (*Source: Essay 2, Paragraph 1, Line 6*)

The environment here means the people outside the class. (*Source: Essay 27, Paragraph 1, Line 11*)

Those people may think that the students just want to show off when they speak English for daily conversation. (*Source: Essay 27, Paragraph 1, Line 12*)

From the sample above, the word of there function as adverb demonstrative reference and far proximity (essay 2, Paragraph 1, line 3). That function as singular demonstrative reference and far proximity (Essay 2 Paragraph 1, line 6 and text 27, paragraph 1, sentence 12). The function as neutral demonstrative reference (Essay 2, Paragraph 1, line 6 and Essay 27, paragraph 1, line 12).

The word of here function as adverb and near proximity. Those is used to represent things in the amount of more than one such as “the people”.

1.3 Comparative Reference

Comparative reference is indirect reference by means of identity or similarity. The purpose of this comparative reference is to compare the person or things. Some samples of data shown below.

However, to take advantage of the media is also far more important than the training utilize a particular media. (*Source: Essay 6, Paragraph 3, Line 30*)

The teacher can use media to make vocabulary learning more enjoyable and interesting. (*Source: Essay 9, Paragraph 2, Line 14*)

Boys and girls have different capability in speaking skill makes student more develop the speaking skill. (*Source: Essay 3, Paragraph 2, line 15*)

The word more in sample essay 6 is used to show the additional of quantity of “important of media”. It is similar with sample essay 9, the word of more refers to quantity of “enjoyable to use media”. Another sample in essay 3, the word of different shows that the boys and girls are different in “speaking skills”.

2. Substitution

Substitution is as the replacement of one item to another. It means that substitution is the replacement of word, phrase, or clause that refers to the word, phrase or clause previously

mentioned. In the students' essay writing, there are 27 instances of substitution in which 16 of them represented by nominal substitution and 11 of them represented by verbal substitution.

The sample of data presented in below.

The second cause is problem with grammar, English always deals with reference of time while Indonesian does not have **one**. (Source: Essay 27, Paragraph 1, line 16)

In this case a lot of activities that we can **do**. (Source: Essay 4, Paragraph 2, Line 14)

From the sample essay 27, the word **one** is used to replace "English always deals with reference of time". Whereas in the sample essay 4, the word **do** is used to replace previous clause, "a lot of activities".

Substitution has three types as well as references, which are nominal, verbal, clausal substitution. Each type and example in the student essay are explained below.

2.1 Nominal Substitution

Nominal substitution is as the replacement of one item to another with the one, ones and same.

English education major is **one** of the majors in the faculty of Tarbiyah and teacher training. (Source: Essay 10, Paragraph 1, Line 1)

The second cause is problem with grammar, English always deals with reference of time while Indonesian does not have **one**. (Source: Essay 27, Paragraph 1, Line 14)

In sample essay 10, the word of **one** substitute the previous clause “English education major”. Essay 27, shows the word of **one** is used to substitute the clause of “reference of time”.

2.2 Verbal Substitution

The verbal substitute in English do, with the usual morphological scatter do, doing, did, done. It is position always in final of the group. Sample of data presented below.

In this case a lot of activities that we can **do**. (*Source: Essay 4, Paragraph 2, Line 14*)

Fun English contains sections of material that will be discussed, examples of problems and how to solve, and the tasks that will be **done** by students. (*Source: Essay 1, Paragraph 2, Line 17*)

From the sample of essay 4, the word of **do** used to substitute the previous sentence “required to create activities”. Sample essay 1, the word of **done** used to substitute the previous clause “problems and how to solve, and the tasks”

2.3 Clausal Substitution

Clausal substitution is one of substitutions type in which is presupposed not an element within the clause but an entire clause. There are two types of clausal substitution those are, so and not. From the 33 of data, there is no instance of clausal substitution in students’ essay.

3. Ellipsis

In the data, the researcher found 2 types of ellipsis, those are nominal and verbal ellipsis. According to Halliday and Hasan,

Ellipsis is the omission of word, phrase, or clause. The item is substituted by zero.¹ The following presented the data found in the text.

They seem uninterested to learn English either in the class *or not*. (Source: Essay 16, Paragraph 1, Line 4)

Skimming and scanning are *two* different strategies for speed reading and this technique is very needed in the reading skill. (Source: Essay 25, Paragraph 1, Line 2)

In the data essay 16, the word *or* omitted by *or they are not*. The omission used to make simpler the clause or sentence. The data of essay 25, the word of *two* omitted the previous clause, skimming and scanning. It used not to repeat words.

One type of grammatical cohesion, the ellipsis is divided into 3 items. These 3 items are the same as substitution items, consisting of nominal, verbal and clausal ellipsis. all three will be explained along with examples of student essays below.

3.1 Nominal Ellipsis

Nominal ellipsis means ellipsis within the nominal group. it is omitting a noun within a noun phrase. From the 33 data, the researcher found the nominal ellipsis. The sample presented below.

Skimming and scanning are *two* different strategies for speed reading and this technique very needed in the reading skill. (Source: Essay 25, Paragraph 1, Line 2)

¹ Halliday and Hasan, Cohesion in English.....142

The data of essay 25, the word of *two* omitted the previous clause, skimming and scanning. It used not to repeat words.

3.2 Verbal Ellipsis

Verbal ellipsis means the omission of an item within the verbal group. Sample of data explained in this sub chapter.

It means that they are not only as receiver but also as an independent one who can speak up, give ideas, *and contribute* to language in the classroom. (Source: Essay 8, Paragraph 2, line 22)

The method used to deliver English materials to make students happy *and not* feel bored. (Source: Essay 1, Paragraph 2, line 16)

From the sample essay 8, the word *and 0 contribute* omitting from *and they contribute*. It used to make simpler of the sentence. Sample essay 1, show that the word *and 0 not* is omit from *and student feel bored*.

3.3 Clausal Ellipsis

Clausal ellipsis is the omission of an item within clausal. From the 33 data, there is no sample or instance of essay writing composed by fourth semester students. The researcher did not find the clausal ellipsis in the data.

4. Conjunction

In the data, the researcher found complete types of conjunction. the types of conjunction mostly used in students' essay are additive conjunction. It is more than 100 items are used

in sentence of essay. The simplest additive conjunction that is often used is the word “and”, other conjunction types are also found. The sample of data presented below.

I think the solutions are with the habits **and** the greater the learning English language. (*Source: Essay 26, Paragraph 2, line 17*)

Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. (*Source: Essay 27, Paragraph 1, Line 16*)

From the sample data essay 26, the word of **and** is used to connect the solutions. The word **moreover** in the sample data essay 27, it used to add the other opinion.

Conjunction has 4 items, different from other grammatical cohesion devices. conjunction items consist of adversative, additive, causal and temporal conjunction. the four items will be explained below along with student essay examples.

4.1 Additive Conjunction

The additive relation is somewhat different from coordination proper. it is proven by some words that strength position of additive conjunction. The other similar links those words are and also, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, on the other hand, by contrast. The sample of the data presented in this sub chapter.

In many educational institutions there are a number of learning media which less optimal, such as the number **and** components are lacking, the quality is poor, **and** the media is not easy to get or accessed. (Source: Essay 6, Paragraph 2, line 9)

The students need teachers who are not too relaxed **and** **also** not too fierce in delivering the material, but with patience is not a threat. (Source: Essay 19, Paragraph 2, line 19)

In other words, it can be said that language learning is two-way interaction between all the elements in class. (Source: Essay 8, Paragraph 1, line 10)

From the sample essay 6, the word of **and** used to link and show that there is something more to be said after both of them. In the essay 19, the word **and also** used to add and emphasize opinion. The sample essay 8, **in other words** used to compare the opinion and to differ the opinion.

4.2 Adversative Conjunction

Adversative conjunction is contrary to expectation. It may be derived from the content of what is being said, or from the communication process, or the speaker-hearer situation.

Usually, adversative conjunction is signaled by the words yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on

the contrary, at least, rather, I mean, in any case, in either case, whichever way it is, anyhow, at any rate, and however it is.²

However, to take advantage of the media is also far more important than the training utilize a particular media. (*Source: Essay 6, Paragraph 3, line 30*)

Many students in Ma'had UIN Walisongo Semarang are get high scores in written English test, we know the structure of English **or** grammar rules, and mastery the vocabulary **but** they cannot speak English fluently **or** express their feelings and thoughts in English in correct form. (*Source: Essay 26, Paragraph 1, line 3*)

In the sample data essay 6, the word **however** to link the different argument in the clauses. In this paragraph, the word **however** explains two clauses which are different each other. The sample data essay 26, the word of **But** used to state a contrast, but is also used to compare the sentences or clauses. Then, the word of **or** used to give another option in the sentence.

4.3 Causal Conjunction

The simple form of causal relation is expressed by so, thus, hence, therefore, consequently, accordingly, and a number of expressions like as a result (of that), in consequence (of that), because of that.

Therefore, students are required to think critically and be able to solve problems. (*Source: Essay 28, Paragraph 1, Line 4*)

² Halliday and Hasan, *Cohesion in English*, (New York: Longman Group, 1976), p.250

Video as an audio-visual tool is very useful **for** students in learning English. (*Source: Essay 30, Paragraph 2, Line 23*)

In the essay 28, the word of **therefore** is the effect of the previous sentence. It is used to establish a specific relation of the cause and consequence relationship. Then, in the sample data essay 30, the word **for** used to show the receiver of the clause or sentence.

4.4 Temporal Conjunction

The temporal conjunction is indicated the sequence of time, it is expressed with simple form by then, next, afterwards, after that, subsequently. Another example temporal conjunction signals are, at the same time, previously, before that, finally, at last, first, at first, in the end, at once, thereupon, soon, after a time, next time, on the occasion, next day, an hour later, meanwhile, until then, at this moment, up to now.

Previously, speaking skills are taught only for military purposes in 1943 by using audio lingual method which aimed to drill the students about speaking improvement and proficiency in certain foreign language (Richard & Rodgers. 2002). (*Source: Essay 31, Paragraph 1, line 6*)

Then music can use to learn foreign language. (*Source: Essay 17, Paragraph 2, line 12*)

In the essay 31, the word of **previously** mentioned of the sequence of the time. It explained the ancient times. Then, in the essay 17 the word of **then** used to continue the opinion.

The word **then** also mentioned the sequence of the time. It is because the word of **then** used to show the sequence of the next clause.

That are the types of conjunction, the conjunction of the four types has been described in detail, including examples in student essay fragment. Each type of the above conjunction owns a different function and meaning in a sentence.

C. Pedagogical Implication

This research is helpful toward student learning, especially in Writing for Academic Purposes class which must practice writing and applying the use of cohesion in their writing. this research can add insight and knowledge of students about the importance of applying cohesion in writing, including essays, text and other types of text. As well as Halliday and Hasan's theory which states that cohesion is a part that must exist in the text so that the text has texture. In this study, 90% of students only used 2 of the 4 types of grammatical cohesion, such as reference items and conjunction items. Two of them are the most dominant used in their essay. Students should apply all types of grammatical cohesion to enrich and make text or other types text more beautiful and readable. Therefore, this study is contributory and useful for students to provide knowledge related to the importance of cohesion in making an essay or other types text. with the existence of this research, students and subsequent researchers understand more about examples of application and cohesion functions in more detail.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the important points of the whole discussion in this study. the conclusions and suggestions will be presented in this chapter.

A. Conclusions

The prominent intention of presenting conclusions is to answer the research questions. Thus, the conclusion drawn for this research are:

1. Types of grammatical cohesion used in the essays writing composed by fourth semester students of English Language Education Department UIN Walisongo in the academic year 2017/2018

In the 33 essays writing composed by students, there are 1.145 grammatical cohesion ties in their essay. Grammatical cohesion occurs in their essay writing. there are some of grammatical cohesion devices appears in the essay writing. Reference items are the most frequent types among all the types grammatical cohesion. there are 703 instances, or 61.35 % of the total occurrences, with personal reference occur 235 instances, demonstrative reference 396 instances, and comparative reference 72 instances. The next position is conjunction with 403 instances or 35.15%, with each type, such as, additive conjunction with 209 instances, adversative conjunction with 45 instances, causal conjunction with 131 instances and temporal conjunction 18

instances. Then, substitution is the next position types of grammatical cohesion used in essay writing with 27 instances or 2.35 %. It divided into nominal substitution with 16 instances and verbal substitution with 11 instances. Clausal substitution is not found in their essay writing. The next position is ellipsis with 12 instances or 1.15 %. It divided into two items, such as nominal ellipsis with 1 instance, and verbal ellipsis with 11 instances. It is same with clausal substitution, clausal ellipsis is also not found in their essay writing. It means that the student only focuses in reference and conjunction ties to write their essay. It can find in the result of the data.

2. The Dominant Types of Grammatical Cohesion used in essays writing composed by fourth semester students of English Language Education Department UIN Walisongo in the academic year 2017/2018.

The result of the 33 essays writing composed by students, the researcher found the grammatical cohesion types that was dominantly used in their essays. the dominantly used in their essay writing is Reference items. Reference items sits in the first rank among all the types of grammatical cohesion with 61.35 % or 703 occurrences. This number is the highest among the four types of grammatic cohesion. The second rank is conjunction items which occurs 35.15% or 403 occurrences. This type occupies the second position because the number of these types is below the reference. The third position is substitution, which 2.35% or 27 occurrences.

All types of substitution not appear in their essay. The researcher only found 2 types of substitution that appeared in the essay. Including, nominal and verbal substitution. Clausal substitution is not found here by the researcher. The last position is ellipsis with 1.15 % or 12 occurrences in the essay writing. Ellipsis is the least common type than other types of grammatical cohesion. It means in their essay writing, students are more dominant using reference and conjunction than substitution and ellipsis. They often use these two items and rarely use substitution and ellipsis.

B. Suggestions

Considering the conclusion above, the following ideas should be considered the grammatical cohesion devices:

1. For teachers

Teachers suggested students to apply more types of grammatical cohesion in the writing essay. The teacher must give more treatment to the student in their writing abilities with the adding more the special writing event. Such as workshop of academic writing, to enhance their writing skill.

2. For students,

Using grammatical cohesion in the writing essay is really important for students. It makes the writing essay be able to understood by the readers. Moreover, the student should apply grammatical cohesion in their writing essay. The student must study hard about grammatical cohesion and be able to use the

types of grammatical cohesion in their writing essay. In order that, they have good writing essay.

3. For other researchers,

Other researchers can investigate more than this research, other researcher may search about the cohesion and coherence in the same text types. They can look for grammatical cohesion devices in the different types of text. Also, the other researcher may use different essays as the source of data.

BIBLIOGRAPHY

- Aghdam, Samira Hashemi, Yaser Hadidi, Cohesion and Coherence in Political Newspapers and Discussion Sections of Academic Articles, *ARC Journals*, Vol.3 No.3, Iran: Islamic Azad University, 2015
- Anker, Susan. *Real Essays with Readings with 2009 MLA Update: Writing Projects for College, Work, and Everyday Life*, Boston: Palgrave Macmillan, 2009
- Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT Rineka Cipta, 2016
- Bahaziq, Afnan, Cohesive Devices in Written Discourse: A Discourse Analysis of Students' Essay Writing, *Canadian Center of Science and Education*, Vol. 9 No. 7, Saudi Arabia: King Abdul Aziz University, 2016
- Brown, Gillian, George Yule, *Discourse Analysis*, Cambridge: University of Cambridge, 1983
- Creswell, John W, *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*, 3rd ed, USA: SAGE, 2009
- Fadlilah, Sayyidatul, Cohesion Analysis of Islamic Reading Textbook, *LET Journal*, Vol. 5 No. 1, Semarang: State Islamic University Walisongo Semarang, 2012
- Fadlilah, Sayyidatul, Cohesion of Reading Texts Used in English Textbooks for The Student of State Institute for Islamic

Studies (IAIN) Walisongo Semarang, Semarang: Walisongo State Islamic University Semarang, 2012

Ghasemi, Mohsen, An Investigation into the Use of Cohesive Devices in Second Language Writings, *TPLS Journal*, Vol. 3 No. 9, Iran: Department of English Language and Literature, Ferdowsi University of Mashad, 2013

Halliday, M.A.K, Cristian Matthiessen, *An Introduction to Functional Grammar: Third Edition*, Oxford: Hodder Arnold, 2004

Halliday, Hasan, *Cohesion in English*, New York: Longman Group, 1976

Johnstone, Barbara, *Discourse Analysis: Second Edition*, Oxford: Blackwell Publishing Ltd, 2008

Kaelan, *Metode Penelitian Kualitatif Interdisipliner Bidang Sosial, Budaya, Filsafat, Seni, Agama dan Humaniora*, Yogyakarta: Paradigma, 2012

Karadeniz, Abdulkerim, Cohesion and Coherence in Written Texts of Students of Faculty of Education, *RedFame Journal*, vol. 5 No. 2, Turkey: Department of Turkish Education, Faculty of Education, Ahi Evran University, 2017

Klimova, Blanka Frydrychova, Sarka Hubackova, Grammatical Cohesion in Abstracts, *Elsevier Journal*, vol. 116, Czech Republic: University of Hradec Kralove, Faculty of Informatics and Management, 2013

K.Yin, Robert, *Qualitative Research from Start to Finish*, New York: The Guilford Press, 2011

Gerot, Linda, Peter Wignell, *Making Sense of Functional Grammar*, Australia: Gerd Stabler, 1995

Masithoh, Hanita , The Grammatical Cohesion of Recount Text in English Textbooks (An Analysis Study of Pathway to English and English Zone Published by Erlangga for Tenth Grade of Senior High School), *Thesis*, Semarang: UIN Walisongo, 2016

Mashitoh, Hanita, Sayyidatul Fadlilah, “Grammatical Cohesion Found in Recount Texts of “Pathway to English” X Grade Curriculum 2013 General Program By Erlangga”, *Vision Journal*, Vol. 6 No.1, Semarang: UIN Walisongo, 2017

Ma'mun, Nadiah, The Grammatical Errors on Paragraph Writings, *Vision Journal*, Vol.5 No.1, Semarang: UIN Walisongo Semarang, 2016

Ma'rifatullah, Fuad, An Analysis of Cohesion and Coherence of the Descriptive Text, *Thesis*, Salatiga : IAIN Salatiga, 2016

Mohammed, Asabe Sadiya, Conjunctions as Cohesive Devices in the Writings of English as Second Language Learners, *Elsevier Journal*, Vol. 208, Nigeria: Bauchi State University, 2014

Musdiawardhani, Nafisah Dhuha, Grammatical Cohesion of the Jakarta Post and New York Times Articles in Opinion Columns, *Thesis*, Malang: UIN Malang, 2016

Muttaqin, Muhammad Zayyinul, Analysing Cohesion Device of Monologue Texts in Students Textbook for Eight Grade in Academic Year 2017/2018, *Journal Vision*, Vol.6 No.2, Semarang: UIN Walisongo, 2017

Nunan, David, *Introducing Discourse Analysis*, England: Penguin English, 1993

Rizaq, Daviq, *Lesson and Forum Modules of <http://daviqr.com> in the Subject of Discourse Analysis in the Faculty of Teacher Training and Education UIN Walisongo Semarang*, Vol. 1 No. 1, Semarang: Universitas Tidar, 2017

Sudjono, Anas, *Pengantar Statistik Pendidikan*, Jakarta: PT Raja Grafindo Persada, 2006

Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif*, Bandung: Alfabeta, 2010

University of Melbourne, *Tertiary Essay Writing*, Australia: Academic Enrichment Services, 2001

Zemach, Rumisek, *Academic Writing from Paragraph to Essay*, Oxford: Macmillan, 2005

<https://writingcenter.fas.harvard.edu/pages/essay-structure> accessed on 18 July 2018 at 14.44 WIB

<https://id.wikipedia.org/w/index.php?title=Esai&oldid=13801429> accessed on 30 July 2018 at 13.00 WIB

<https://play.google.com/store/apps/surah-al-alaq> accessed on 31 July
2018 at 10.29 WIB

www.thejakartapost.com/news accessed on 10 August 2018 at 10.00
WIB

Appendix 1

Table 5.1 Data of analyzing Grammatical Cohesion types of essays writing made by students

Essay	Codes	Sentence	Grammatical Cohesion Item	Code of Grammatical cohesion Device	Name of Data
1.	P1/S1	<u>The</u> difficulty of learning English lies <u>the</u> gap <u>that</u> occurs between <u>the</u> understanding of existing concepts <u>that</u> lead to difficult assumptions to learn and develop it.	The The That It and	Ref Dm Ref Dm Ref Dm Ref Pers Cj Add	Putri Sonia/ 1603046 040
	P1/S2	Currently <u>the</u> teaching method is still dominant used in teaching and learning activities is <u>the</u> lecturing method.	The And The	Ref Dm Cj Add Ref Dm	
	P1/S3	<u>The</u> method is centered on <u>the</u> teacher so that <u>the</u> learning process only takes one way.	The So That One Only	Ref Dm Cj.Cs Ref Dm Sub Nom Cj. Adv	
	P1/S3	<u>The</u> lecturing method causes students become bored and tired of <u>the</u> subject matter which is makes <u>the</u> students become passive in teaching and learning activities	The And	Ref Dm Cj. Cs	

	P1/S5	English learning is no longer a process of a process of knowledge transfer from teachers to students but is an effort to improve overall educational skills.	But	Cj. Adv	
	P1/S6	Many ways done by a teacher in delivering <u>the</u> subject matter <u>that</u> will make students happy, <u>such as</u> by using appropriate learning methods and able to change student's essence of saturation in learning.	Done That The Such as And	Sub Verb Ref Dm Ref Dm Ref Comp Cj Add	
	P2/S1	<u>The</u> method used to deliver English materials to make students happy and not feel bored	The And Not	Ref Dm Cj Add Ell Verb	
	P2/S2	Fun English contains sections of material <u>that</u> will be discussed, examples of problems and how to solve, and the tasks <u>that</u> will be done by students.	That And Done	Ref Dm Cj Add Subs Verb	
	P2/S3	By using fun English teachers can apply several teaching methods such <u>as</u> tutorial, demonstration, and programmed learning methods through	As And	Ref Comp Cj Add	

		games.			
	P2/S4	Learning by student centered learning method based on fun English is expected to motivate students to learn in a fun atmosphere without leaving <u>the</u> learning <u>the</u> objectives <u>that</u> have been determined can be achieved.	The That	Ref Dm Ref Dm	

2.	P1/S1	Speaking is being capable of speech, expressing <u>or</u> exchanging <u>thought</u> through using language.	Or thought	Cj Add Cj Add	Rois Hidayat/ 160304603 0
	P1/S2	In learning process especially in speaking, <u>there</u> are many things <u>that</u> can become problems <u>for</u> students.	There That For	Ref dm Ref dm Cj cs	
	P1/S3	<u>They</u> are categorized into two categories: internal <u>and</u> external factors.	They And	Ref Pers Cj add	
	P1/S4	Internal factors can be physic condition <u>and</u> healthy, motivation, external, factors can be <u>the</u>	And The Or	Cj add Ref dm Cj add	

	condition of school, family, or social life (Yusup Munawir, 2003).		
P1/S5	<u>The</u> student's problem in speaking such as <u>they</u> use <u>their</u> speaking skill rarely, passive.	The As Their	Ref dm Ref comp Ref pers
P1/S6	Some of <u>them</u> just wanted to have good mark from <u>their</u> lectures and ignore <u>the</u> progress of <u>their</u> ability in speaking.	Them Their The	Ref pers Ref pers Ref dm
P1/S7	<u>In addition</u> , <u>their</u> discipline in using English might be low <u>it</u> might be due to <u>their</u> motivation in learning English is low <u>and also</u> <u>it</u> might be <u>because</u> some of <u>them</u> chose unsuitable section <u>for</u> <u>their</u> interest.	In addition Their And also It Because Them for	Cj add Ref pers Cj add Ref pers Cj cs Ref pers Cj cs
P2/S1	<u>The</u> solution solve <u>these</u> problems <u>the</u> researcher needs to find out <u>the</u> real problems <u>that</u> students have in developing <u>their</u> speaking skill, after finding <u>the</u> problems the researcher	The These That Their And Those	Ref dm Ref dm Ref dm Ref pers Cj add Ref dm

		expects <u>the</u> lectures and students will be able to overcome <u>those</u> problems.			
	P2/S2	For <u>example</u> , if <u>the</u> problem about <u>the</u> lack of motivation to speak, <u>the</u> lectures can motivate <u>them</u> and create <u>the</u> most effective way to stimulate <u>them</u> , <u>so</u> <u>they</u> will be <u>more</u> interested in practicing <u>their</u> speaking.	For The Them And So They Their more	Cj cs Ref dm Ref pers Cj add Cj cs Ref pers Ref pers Ref comp	
	P2/S3	From above discussion, <u>the</u> researcher is interested in conducting a research of which purpose is to describe and reveal <u>the</u> problems <u>that</u> students face in developing <u>their</u> speaking skill.	The And That their	Ref dm Cj add Ref dm Ref pers	
	P2/S4	Hopefully, <u>the</u> problems can be overcome to increase <u>their</u> achievement in speaking skill.	The their	Ref dm Ref pers	
3.	P1/S1	Islamic senior high school of Al-Karimi <u>that</u> located in Gresik, East Java is an Islamic school <u>that</u>	that	Ref dm	Saidatul Barorah/ 160304601 0

	has implement two styles of education.			
P1/S2	Besides having different brain performance, boys and girls also have different characteristics.	And		Cj add
P1/S3	Confidence, fear, shyness, discrimination are psychology problems in <u>the</u> class.	the		Ref dm
P1/S4	Some students are afraid, shy and <i>not</i> confident to explore <u>their</u> potential and academic ability especially in speaking skill because <u>they</u> are embarrassed with opposite sex and even with <u>the</u> same sex.	And Not Their Because They the		Cj add Ell verb Ref pers Cj cs Ref pers Ref dm
P2/S1	Style of education must be appropriate to develop students' skill and intelligence without shyness, fear, prestige and discrimination.	and		Cj add

	P2/S2	However , many studies show <u>the</u> evidence <u>that</u> single-sex style is better to develop students' speaking skill.	However The	Cj adv Ref dm	
	P2/S3	The students can explore <u>their</u> speaking capability <u>because</u> <u>there</u> are confident and not shy if the class only consist of same sex.	The Their Because There And only	Ref dm Ref pers Cj cs Ref dm Cj add Cj adv	
	P2/S4	Boys and girls have <u>different</u> capability in speaking skill makes student more develop <u>the</u> speaking skill.	And Different the	Cj add Ref comp Ref dm	
	P2/S5	In single-sex style, <u>there</u> is no discrimination between boys and girls.	There And	Ref dm Cj add	
4.	P1/S1	Teaching English to young learners is different from teaching English to adult learners.	-	-	Amalia Eka Noviana/16 03046021
	P1/S2	The techniques and methods of teaching to young learners are not <u>the same as</u> <u>the</u> techniques and methods of teaching for adults.	The And The same as for	Ref dm Cj add Ref comp Cj cs	

P1/S3	<u>The</u> thing <u>that</u> makes children lazy to learn language is when <u>they</u> feel comfortable and feel depressed until make <u>them</u> confused.	The That They Them	Ref dm Ref dm Ref pers Ref pers
P1/S4	In true <u>that</u> no one can force children to learn <u>the</u> language (Shaheen: 2009).	That The	Ref dm Ref dm
P2/S1	Teaching English to young learners, <u>we</u> <u>as</u> a teacher must consider <u>the</u> characteristics of students, <u>such as</u> lazy to read long text and <i>feel</i> bored easily.	We As The And Feel	Ref pers Ref comp Ref dm Cj add Ell verb
P2/S2	Therefore , <u>it</u> is very important for <u>us</u> to understand how to overcome <u>this</u> (Lulu' H: 2005).	Therefore It For Us This	Cj cs Ref pers Cj cs Ref pers Ref dm
P2/S3	<u>This</u> is where <u>we</u> are required to create activities <u>that</u> attract students so <u>that</u> students do not feel bored.	This That We So Do	Ref dm Ref dm Ref pers Cj cs Sub verb
P2/S4	In <u>this</u> case a lot of activities <u>that</u> <u>we</u> can do .	This That Do We	Ref dm Ref dm Subs verb Ref pers

	P2/S5	<u>Here</u> , nursery rhymes can be used <u>as</u> a tool to teach grammar, on <u>the</u> other side by providing a conducive environment and learning atmosphere that is able to attract children, <u>it</u> is certain <u>that</u> children will be more comfortable in <u>the</u> classroom.	Here as The And It That is That	Ref dm Ref comp Ref dm Cj add Ref pers Cj add Ref dm	
	P2/S6	Another way children acquire language is to use all <u>the</u> sense, such as <u>as</u> observing gestures, by sight, hearing or watching.	The As Or	Ref dm Ref comp Cj add	
	P2/S7	<u>They</u> will also explore and experiment. <u>They</u> will also make mistakes <u>then</u> review <u>them</u> and understand them repeatedly.	They and then them	Ref pers Cj add Cj temp Ref pers	
	P2/S8	<u>It</u> will also make him feel confident.	It	Ref pers	
5.	P1/S1	English language in Indonesia became <u>the</u> second language after Indonesian.	The	Ref dm	M. Firdaus Annur

P1/S2	In optimizing <u>the</u> use of English, <u>then</u> in Indonesia learning English to be applied early on.	The Then	Ref dm Cj temp
P1/S3	English language learning in elementary schools is <u>only</u> included in local content.	only	Cj adv
P1/S4	One of <u>the</u> goals of learning English in primary school is to introduce English from an early age to students.	The	Ref dm
P1/S5	<u>So,</u> when student graduate from primary school <u>and</u> <u>then</u> go to higher education level, students are familiar with English.	So Then And	Cj cs Cj temp Cj add
P1/S6	Learning English at <u>the</u> primary school level includes several skills: listening, speaking, reading, <u>and</u> writing.	The And	Ref dm Cj add
P1/S7	<u>In addition</u> other English elements are also taught in elementary school, including vocabulary (vocabulary), grammar (grammar) <u>and</u> pronunciation (pronunciation).	In addition And	Cj add

P2/S1	Based on <u>these</u> four language skills, <u>the</u> learning of speech skills related to <u>the</u> pronunciation ability is still not running <u>as</u> <u>it</u> should be.	These The As It	Ref dm Ref dm Ref comp Ref pers
P2/S2	<u>The</u> ability of pronunciation is an important aspect for elementary school students in learning English.	The For	Ref dm Cj cs
P2/S3	Good pronunciation will be <u>the</u> basis for students to master English well.	The For	Ref dm Cj cs
P2/S4	For <u>that</u> students must be guided early on in order to have perfect pronunciation capabilities.	For That	Cj cs Ref dm
P2/S5	Otherwise , students will make fatal mistakes continuously.	Otherwise	Cj cs
P2/S6	Because , when students have applied <u>the</u> pronunciation of a particular word, <u>they</u> will always remember it <u>and</u> use <u>it</u> .	Because The They And It	Cj cs Ref dm Ref pers Cj add Ref pers
P2/S7	Even worse <u>the</u> error in pronunciation will cause a misunderstanding	the	Ref dm

		when students communicate in English.			
	P2/S8	<u>Here there</u> are <u>so many</u> problems arise in <u>the</u> teaching of English pronunciation.	Here There So many The	Ref dm Ref dm Ref comp Ref dm	
	P2/S9	<u>There</u> are <u>so many</u> students in primary schools consider pronunciation to be very confusing <u>and</u> difficult to learn, teachers rarely teach pronunciation to students.	There So many And	Ref dm Ref comp Cj add	
	P2/S10	Many students think <u>that</u> pronunciation is not important to learn <u>so that</u> students are lazy to learn <u>it</u> .	That So That It	Ref dm Cj cs Ref dm Ref pers	
	P2/S11	<u>And</u> the solution of <u>this</u> problem make <u>it</u> as a habit <u>for</u> student learning.	And The This It As For	Cj add Ref dm Ref dm Ref pers Ref comp Cj cs	
	P2/S12	<u>And</u> <u>the</u> teacher should guide <u>the</u> student when student get error pronunciation.	And The	Cj add Ref dm	

	P2/S13	<u>And</u> don't forget to motivate <u>them</u> to speak English well.	And them	Cj add Ref pers	
6.	P1/S1	In utilizing <u>the</u> learning media a lot of problems faced by teachers, <u>and</u> according to some teachers using learning media will increase <u>the</u> burden of teachers, <u>this</u> is <u>because</u> <u>they</u> are not able to use <u>the</u> media.	The And This Because They	Ref dm Cj add Ref dm Cj cs Ref pers	Ayu Ani Sartika Dewi/1603 046028
	P1/S2	<u>There</u> are still many teachers who rely on how to teach with <u>the</u> old paradigm, where teachers feel <u>the</u> <u>only</u> source of learning <u>for</u> learners.	There The Only For	Ref dm Ref dm Cj adv Cj cs	
	P1/S3	Due to <u>the</u> number of teachers who are <u>less</u> interested in using learning media will have an impact on <u>the</u> pattern of learning is monotonous <u>and</u> saturate.	The Less And	Ref dm Ref comp Cj add	
	P2/S1	In many educational institutions <u>there</u> are a number of learning media which <u>less</u> optimal, <u>such as</u> <u>the</u> number <u>and</u> components are	There Less As The And Or	Ref dm Ref comp Ref comp Ref dm Cj add Cj add	

		lacking, <u>the</u> quality is poor, and <u>the</u> media is not easy to get or accessed.			
	P2/S2	<u>This</u> is also <u>the</u> causes of educators and learners to be excluded from <u>the</u> available media.	This The And	Ref dm Ref dm Cj cs	
	P2/S3	In addition , students disinterest in <u>the</u> utilization of media not only comes from <u>the</u> state of <u>the</u> media itself, but comes from how educators in processing learning materials to be delivered through <u>the</u> media.	In addition The Only but	Cj add Ref dm Cj adv Cj adv	
	P2/S4	Because , one particular media is not necessarily suitable for all learning materials.	Because One For	Cj cs Subs nom Cj cs	
	P2/S5	Therefore , learners will feel <u>less</u> interested in utilizing <u>the</u> learning media because it requires a long process to digest <u>the</u> learning materials.	Therefore Less The Because it	Cj cs Ref comp Ref dm Cj cs Ref pers	
	P3/S1	From some problem of utilization of media of learning which often faced by	As Hence So That	Ref dm Cj cs Cj cs Ref dm	

		teacher <u>as</u> educators, <u>hence</u> need of intensive countermeasures <u>so</u> <u>that</u> available instructional media can help achievement of learning objectives conveyed by teacher.			
	P3/S2	As <u>for</u> solution <u>that</u> can be <u>done</u> is, <u>first</u> , conducting training to educators, <u>that is</u> by improving <u>the</u> quality in <u>the</u> use of learning media <u>and</u> most important is to form <u>the</u> mindset of teachers to consciously use <u>the</u> learning media in teaching.	As For That Done First That is The And	Ref comp Cj cs Ref dm Subs verb Cj temp Cj add Ref dm Cj add	
	P3/S3	<u>This</u> is very useful, <u>because</u> <u>it</u> will help educators in acquiring knowledge <u>and</u> skills in producing <u>and</u> developing learning media.	This Because It And	Ref dm Cj cs Ref pers Cj add	
	P3/S4	<u>However</u> , to take advantage of <u>the</u> media is also far <u>more</u> important than <u>the</u> training utilize a particular media.	However The More	Cj adv Ref dm Ref comp	

	P3/S5	That is , if teachers are adept at using <u>the</u> media but do not want to use <u>it</u> then <u>the same</u> cannot help educators.	That is But The Do Then The same	Cj add Cj adv Ref dm Subs verb Cj temp Ref comp	
	P3/S6	Second, management of instructional media, which can be done by making a list of <u>the</u> amount of instructional media available in schools, creating a schedule of users of instructional media, forming a media maintenance management team, and making other relevant records for management of instructional media.	Done The And For	Subs verb Ref dm Cj add Cj cs	
7.	P1/S1	Communication is important aspect for human being.	For	Cj cs	M.Imron R/1603046 026/ <i>Writing as important skills to communicate for English learner.</i>
	P1/S2	<u>As</u> part of communication, writing is allowed <u>you</u> to communicate with <u>your</u> message clarity and with good writing make ease to understand.	As You And Your	Ref dm Ref pers Cj add Ref pers	

P1/S3	Learner usually found some difficulties and become serious problem <u>they</u> should face <u>for</u> writing.	And They For	Cj add Ref pers Cj cs
P1/S4	<u>There</u> are <u>so many</u> things <u>as</u> learner finds difficulty in writing, especially grammar is <u>the</u> most problem <u>you</u> can find to improve writing skills, learner always thoughts about how to make <u>less</u> errors grammar.	There So many As The You less	Ref dm Ref comp Ref comp Ref dm Ref pers Ref comp
P1/S5	In other side, <u>as</u> EFL learner problem is a habit in reading, <u>less</u> in reading makes <u>their less</u> in reference to write.	Less Their	Ref comp Ref pers
P1/S6	<u>The</u> other difficulty comes from vocabulary, <u>the</u> effect of <u>less</u> reading impact to <u>their</u> vocabulary also, <u>it</u> can makes easier to adjust and create good sentence if <u>they</u> are rich in vocabulary.	The Less Their It And They	Ref dm Ref comp Ref pers Ref pers Cj add Ref pers
P2/S1	<u>As</u> much <u>as</u> <u>the</u> problems, we should know how to solve the problem and find the solution.	As The And	Ref comp Ref dm Cj add

	P2/S2	Read more can help learner to improve <u>their</u> writing skills, many readable sources will make <u>their</u> view wider to something.	Their	Ref pers	
	P2/S3	<u>It</u> will give significant impact to <u>their</u> vocabulary after <u>they</u> changed <u>their</u> habit of reading.	It their	Ref pers Ref pers	
	P2/S4	<u>They</u> are really should learn and study deeper about grammar which is <u>the</u> biggest difficulty that <u>is</u> often encountered by <u>the</u> learner.	They And The That is	Ref pers Cj add Ref dm Cj add	
	P2/S5	It will give impact to <u>their</u> writing skill significantly by following <u>those</u> solutions, which is like reading more and deeping in <u>the</u> grammar <u>they</u> can apply in learning activities.	It Their Those And The They	Ref pers Ref pers Ref dm Cj add Ref dm Ref pers	
8.	P1/S1	<u>The</u> process of teaching and learning almost occurs in <u>the</u> classroom.	The And	Ref dm Cj add	Sheila Putri S/1603046 035/ Students

P1/S2	Classroom <u>as</u> a place where more than two people gather together for <u>the</u> purpose of learning, with one having <u>the</u> role of <u>the</u> teacher.	As For The one	Ref comp Cj cs Ref dm Subs nom	interest in speaking English
P1/S3	Classroom is not a place where <u>the</u> teacher just carries out predetermined routines, but rather than a place where various elements interact one another.	The But Rather One	Ref dm Cj cs Cj adv Subs nom	
P1/S4	<u>These</u> elements are <u>the</u> teacher with <u>their</u> educational background, <u>the</u> students, experience, knowledge, and expectation and also <u>the</u> activity in <u>the</u> classroom.	These The Their And And also	Ref dm Ref dm Ref pers Cj add Cj add	
P1/S5	Language learning occurs through meaningful interaction.	-	-	
P1/S6	Interaction, then , will certainly involve students.	Then	Cj temp	
P1/S7	<u>In other words</u> , it can be said <u>that</u> language learning is two-way interaction between all <u>the</u>	In other words It That The	Cj add Ref pers Ref dm Ref dm	

		elements in class.			
P1/S8	Those	<u>Those</u> elements handle <u>the</u> same significant role in deciding whether <u>the</u> learning will achieve <u>it</u> is aim or not .	Those The It Or Not	Ref dm Ref dm Ref pers Cj add Ell verb	
P1/S9	Each	Each element cannot be dominated <u>the</u> others.	The	Ref dm	
P2/S1	<u>The</u>	<u>The</u> teacher should handles a significant role in creating an atmosphere <u>that</u> stimulates students to participate in <u>the</u> classroom.	The That	Ref dm Ref dm	
P2/S2	<u>The</u>	<u>The</u> teacher also has to plan certain activities an interaction in order to achieve or produce a particular behavioral outcome.	The Or	Ref dm Cj add	
P2/S3	One	One important element, besides the teacher, is <u>the</u> student <u>that</u> also play many significant roles.	One The That	Subs nom Ref dm Ref dm	
P2/S4	In <u>the</u>	In <u>the</u> language classroom, <u>the</u> student can be positioned <u>as</u> object,	The As But They	Ref dm Ref comp Cj adv	

		but sometime <u>they</u> have to put themselves <u>as</u> subject.			
	P2/S5	It means <u>that they</u> are not only <u>as</u> receiver but also <u>as</u> an independent one who can speak up, give ideas, and contribute to language in <u>the</u> classroom.	It That They Only As But One They The And	Ref pers Ref dm Ref pers Cj adv Ref comp Cj adv Subs nom Ell verbal Ref dm Cj add	
	P2/S6	Learners have <u>their</u> own initiative, productivity, and strategies in classroom learning rather than passive absorption of <u>the</u> teacher's information of precise adherence to <u>the</u> performance of classroom activities.	Their And Rather The	Ref pers Cj add Cj add Ref dm	
9.	P1/S1	Vocabulary is an important aspect in learning language, especially in learning English <u>as</u> second or foreign language.	As Or	Ref comp Cj add	Nadhifatun N/1603046 041/ The effectiveness of using music and
	P1/S2	When learners are learning a new language, <u>they</u> should have enough vocabulary.	They	Ref pers	song to teach English vocabulary for students

P1/S3	Having enough vocabulary make <u>the</u> learners easier to learn new language.	The r	Ref dm	at eight grade of roudlotusys ysubban MTs Tawangrejo
P1/S4	Vocabulary can make <u>the</u> students convey <u>their</u> idea both in oral and written form effectively.	The Their And	Ref dm Ref pers Cj add	
P1/S5	<u>Their</u> idea can help <u>them</u> in understanding <u>the</u> subject with <u>the</u> teacher's guide.	Their Them The	Ref pers Ref pers Ref dm	
P1/S6	For some case <u>there</u> are some students still difficult to memorize and understand <u>the</u> vocabulary.	For There And The	Cj cs Ref dm Cj add Ref dm	
P1/S7	<u>They</u> tend to easily forget <u>their</u> vocabulary <u>that</u> have been taught by <u>their</u> teacher.	They Their That	Ref pers Ref pers Ref dm	
P1/S8	So , <u>they</u> become dislike English subject because lack of vocabulary.	So They because	Cj cs Ref dm Cj cs	
P2/S1	In <u>this</u> case <u>the</u> language teacher should find <u>the</u> appropriate method to teach <u>the</u> student <u>that</u> can attract students' attention to <u>the</u> material.	This The That	Ref dm Ref dm Ref dm	

P2/S2	<u>The</u> teacher can use media to make vocabulary learning <u>more enjoyable</u> and interesting.	The More And	Ref dm Ref comp Cj add
P2/S3	<u>There</u> are many types of media for teaching vocabulary to <u>the</u> student, one of <u>these</u> media is English song.	There For One These The	Ref dm Cj cs Subs nom Ref dm Ref dm
P2/S4	<u>The</u> use of English song can improve <u>the</u> quality of vocabulary in teaching learning process.	The	Ref dm
P2/S5	It happened because song can stimulate <u>the</u> student to achieve <u>the</u> new words <u>that</u> <u>they</u> had already listened.	It Because The That They	Ref pers Cj cs Ref dm Ref dm Ref pers
P2/S6	It is supported by Kittiya and Metas (2016) <u>that</u> music affects language accent, grammar, memory, mood, enjoyment, and motivation.	It That And	Ref pers Ref dm Cj add
P2/S7	Composing words and rhythm appropriately create relax atmosphere <u>that</u> can help students to learn new words easier.	And That	Cj add Ref dm

	P2/S8	While listening to music <u>it</u> can also improve students' pronunciation because <u>they</u> hear directly from native speaker.	It Because They	Ref pers Cj cs Ref pers	
10.	P1/S1	English education major is one of <u>the</u> majors in <u>the</u> faculty of tarbiyah and teacher training.	One The And	Subs nom Ref dm Cj add	Ambarwati Emira/ 160304600 2/The role of English in improving students speaking skill: a case of 4 th Semester in academic year 2016
	P1/S2	Talking about English education major is certainly related to foreigners.	-	-	
	P1/S3	<u>As</u> <u>we</u> know <u>that</u> English is <u>the</u> language of <u>the</u> world.	As We That The	Ref comp Ref pers Ref dm Ref dm	
	P1/S4	English is used in <u>the</u> world of aviation, technology and others.	The And	Ref dm Cj add	
	P1/S5	If <u>we</u> want to interact with strangers or have a relationship and communicate with <u>them</u> , <u>then</u> English is <u>the</u> answer.	We Or And Them Then The	Ref pers Cj add Cj add Ref pers Cj temp Ref dm	
	P1/S6	In <u>the</u> case English has important role on <u>the</u> international scale.	The	Ref dm	

P1/S7	<u>The</u> problem is students in English education 4A difficulty in speaking English.	The	Ref dm
P1/S8	<u>This</u> is due to lack of application <u>and</u> implementation of English.	This And	Ref dm Cj cs
P1/S9	<u>So, the</u> students are not used to speaking English.	So The	Cj cs Ref dm
P2/S1	From <u>the</u> problems <u>that</u> have been explained related to <u>the</u> weak application of English <u>and</u> <u>the</u> difficulties of student majoring in English to speak English.	The That And	Ref dm Ref dm Cj add
P2/S2	Can be found a solution.	-	-
P2/S3	Alternative way <u>that</u> <u>is</u> by applying English area (especially in class).	That is	Cj add
P2/S4	By applying <u>this</u> alternative way, students are expected to practice English in <u>the</u> class.	This The	Ref dm Ref dm

	P2/S5	<u>The</u> goal is also to train students in speaking English <u>and</u> <i>make</i> student accustomed to speak English.	The And The goal	Ref dm Cj add Ell verb	
11.	P1/S1	English language is difficult material <u>for</u> learner.	for	Cj cs	Lailatul Maghfiroh/ 160304603 7/students grammar mistakes in English language and effective teaching strategies in Islamic senior high school of raudlatul mutaalimin
	P1/S2	According to other learner which like English language, language is aesthetics <u>and</u> art <u>and</u> easier material especially English language.	And	Cj add	
	P1/S3	<u>There</u> are four language skills students should encourage to master English language are writing, reading, listening, <u>and</u> speaking, grammar also important too.	There and	Ref dm Cj cs	
	P1/S4	Grammar is a set of rules <u>that</u> explores <u>the</u> forms <u>and</u> structures of sentences <u>that</u> can be used in a language.	That The And	Ref dm Ref dm Cj add	
	P1/S5	All language learners make mistakes of grammar (krista and merili, 2015).	-	-	

P1/S6	When <u>you</u> write something, <u>you</u> must pay attention of grammatical error in <u>your</u> sentences.	You Your	Ref pers Ref pers
P1/S7	<u>The</u> reader needs to understand what <u>you</u> write, speaking skills too.	The you	Ref dm Ref pers
P1/S8	Usually learner can not try to speak and write English language because <u>he</u> or <u>she</u> afraid if <u>the</u> reader and audience do not understand what <u>she</u> or <u>he</u> mean.	And Because He Or She	Cj add Cj cs Ref pers Cj add Ref pers
P2/S1	Speaking does not use grammar item.	-	-
P2/S2	Automatically learner can speak whatever without grammar item.	-	-
P2/S3	If <u>you</u> still think of grammatical error in <u>your</u> sentence, <u>I</u> believe <u>you</u> will not speak English language.	You Your I	Ref pers Ref pers Ref pers
P2/S4	So learner try to speak English language is <u>more</u> <u>important</u> than think grammatical error.	So more	Cj cs Ref comp

	P2/S5	Writing skill need correct and clear sentences to make <u>the</u> reader understand what learner mean and write.	And The	Cj add Ref dm	
	P2/S6	Grammar item in writing skill is important.	-	-	
	P2/S7	Hence , we should learn grammar <u>as</u> much <u>as</u> is necessary to protect <u>the</u> beauty of language (Hasan, 2014).	Hence We As The	Cj cs Ref pers Ref comp Ref dm	
	P2/S8	<u>We</u> can study grammar with some interest and unique ways are sing a song, games, based on the text, dialogue, estafet story etc.	We And	Ref pers Cj add	
	P2/S9	<u>The</u> use of grammar in no way harmful to <u>the</u> spirit of <u>the</u> language <u>as</u> well.	The As	Ref dm Ref comp	
	P2/S10	<u>So</u> grammar is interest and easy material, if <u>we</u> try to learn <u>it</u> .	So And We It	Cj cs Cj add Ref pers Ref pers	
12.	P1/S1	Language is essentially a means of communication among <u>the</u> members of a society.	The	Ref dm	Destri Yuanita Lestari/ 160304602 4

	P1/S2	In <u>the</u> expression culture, language is a fundamental aspect (Naval academy bulletin, 2015)	The	Ref dm	
	P1/S3	Language is a tool of communication among human beings used to convey verbal or written messages, delivered meaning or purpose and feeling.	Or And	Cj add Cj add	
	P1/S4	And <u>the</u> language used in <u>the</u> world is English, <u>it</u> is an international language in <u>the</u> world.	And The It	Cj add Ref dm Ref pers	
	P1/S5	English has been generally accepted <u>as</u> an active language in <u>the</u> world, people who learn English consider English is very important <u>as</u> a provision for <u>them</u> in future.	As The For them	Ref comp Ref dm Cj cs Ref pers	
	P1/S6	With <u>the</u> passage of time <u>the</u> competition in <u>the</u> world will be <u>more stringent</u> .	The more	Ref dm Ref comp	
	P1/S7	Therefore , nowadays many people, particularly student, ought to master English language.	Therefore	Cj cs	

P1/S8	Mastering English language is an important value for <u>the</u> students to have.	For The	Cj cs Ref dm
P1/S9	By mastering <u>the</u> language, <u>the</u> students can <u>more</u> <u>confident</u> when competing with other friends in the competition, <u>or</u> other Olympics.	The More Or	Ref dm Ref comp Cj add
P1/S10	So, it is important for people to learn <u>it</u> .	So It for	Cj cs Ref pers Cj cs
P1/S11	Particularly in Indonesia, English is one of foreign languages.	-	-
P1/S12	<u>It</u> is the most famous foreign language which is taught from elementary school up to university school level.	It	Ref pers
P1/S13	By learning English, <u>the</u> students expected to understand <u>the</u> lesson through technology, for example: internet or social media whose system uses English writing, in other lesson <u>as</u> well.	The For Or As	Ref dm Cj cs Cj add Ref comp

P2/S1	<u>The</u> teaching of english is focused on the ability of learners to be capable of mastering <u>the</u> four language skills, namely: listening, speaking, reading, and writing (depdiknas, 2003: 6).	The And	Ref dm Cj add
P2/S2	<u>The</u> learners should have abilities in reading and listening to support <u>their</u> speaking and writing.	The Their And	Ref dm Ref pers Cj add
P2/S3	One of the language skills is writing skill.	-	-
P2/S4	<u>It</u> is one important skill in learning English.	It one	Ref pers Subs nom
P2/S5	<u>It</u> has always occupied a place in most English language course.	It	Ref pers
P2/S6	One of the reasons is <u>that</u> more and more people need to learn writing in English for occupational or academic purposes.	That For Or	Ref dm Cj cs Cj add
P2/S7	To write well, People must have good capability in writing.	-	-

P2/S8	Moreover, someone who wants to write an essay or a story must know <u>the</u> steps in writing process and aspects of writing.	Or The And	Cj add Ref dm Cj add
P2/S9	<u>The</u> writer must be able to organize <u>the</u> ideas, to construct <u>the</u> sentences, to use punctuation, and spelling well.	The And	Ref dm Cj add
P2/S10	Besides , <u>they</u> must be able to arrange <u>their</u> writing into cohesive and coherent paragraphs and texts.	Besides They Their And	Cj add Ref pers Ref pers Cj add
P2/S11	In academic writing, <u>the</u> flow of ideas from one sentence to <u>the next</u> should be smooth and logical (dr. Durga Sabnis, 2018).	The Next Sentence And	Ref dm Cj temp Ell verb Cj add
P2/S12	Without cohesion, <u>the</u> reader will not understand <u>the</u> main points <u>that you</u> are trying to make.	The That You	Ref dm Ref dm Ref pers
P2/S13	In the paragraph below, words and phrases <u>that</u> serve to increase <u>the</u> coherence of paragraph are highlighted and underlined.	And That The	Cj add Ref dm Ref dm

P2/S14	English is a language taught in <u>our</u> country and <u>our</u> government has taken several efforts, one of <u>them</u> is <u>that</u> English has been formally taught in all levels of schools starting from elementary school up to university.	Our And One Them That	Ref pers Cj add Subs Nom Ref pers Ref dm
P2/S15	It is of course <u>as the</u> consequence of <u>the</u> global era development where English is deeply needed <u>as</u> a means of communication.	It As The	Ref pers Ref comp Ref dmt
P2/S16	<u>The</u> government expects <u>that</u> by teaching English, Indonesian people are able to acquire science and technology in order to develop <u>our</u> country.	The That And Our	Ref dm Ref dm Cj add Ref pers
P2/S17	Furthermore, nowadays, <u>the</u> government applies <u>the</u> Genre-based Approach to develop <u>the</u> nation's education quality.	Furthermor e The	Cj add Ref dm

P3/S1	Teaching writing in secondary school needs appropriate technique in order <u>that the</u> students are active and creative in writing skill.	That The And	Ref dm Ref dm Cj add
P3/S2	The techniques for <u>the</u> teaching writing are copying, dictation, sentence completion, and written pattern drills.	The For And	Ref dm Cj cs Cj add
P4/S1	<u>The</u> writer's reason in considering SMP 16 Semarang by <u>the</u> students in writing skill at eight grade, <u>as</u> <u>the</u> source of data in <u>his</u> research paper is <u>that</u> <u>because</u> <u>the</u> student have some problems in writing skill, especially in writing recount text.	The As His That Because	Ref dm Ref comp Ref pers Ref dm Cj cs
P4/S2	Furthermore, <u>the</u> students do not know how to make a good sentence in paragraph, especially in using punctuation, diction, etc.	Furthermor e The	Cj add Ref dm
P4/S3	Based on <u>the</u> reason above, <u>the</u> writer wants to focus <u>his</u> study on writing recount text because <u>the</u> student of SMP	The His Because And	Ref dm Ref pers Cj cs Cj add

		16 Semarang can not write recount text correctly and understand more about writing skill.			
13.	P1/S1	English pronunciation has many ways in each individual.	-	-	Khafidatul Hasanah/ 160304603 3/English phonetic pronunciation app as alternative to learn pronunciation.
	P1/S2	<u>This</u> is influenced by various factors <u>such as</u> : culture, surrounding environment.	This Such as	Ref dm Ref comp	
	P1/S3	<u>This</u> differences often made a misunderstanding between individuals who communicate.	This	Ref dm	
	P1/S4	Although <u>they</u> used a manual dictionary <u>as their</u> pronunciation corrector.	They	Ref pers	
	P1/S5	But apparently <u>it</u> is not effective enough to justify <u>their</u> pronunciation.	It Their But	Ref pers Ref pers Cj adv	
	P1/S6	Using a manual dictionary one can only read without knowing clearly how to pronounce <u>it</u> .	Only it	Cj adv Ref pers	
	P2/S1	Technology sophistication has offered a pronounce learning alternative with <u>more effective</u>	More And	Ref comp Cj add	

		<u>and interesting.</u>			
P2/S2	One of <u>the</u> most widely used in <u>the</u> (English Phonetic Pronunciation) application.	The	Ref dm		
P2/S3	<u>This</u> application is quite easy in use, presented discussions and examples of pronunciation with <u>the</u> correct pronunciation in <u>the</u> form of audio and video.	This And The	Ref dm Cj add Ref dm		
P2/S4	All of phonetic notations are described and grouped into three phonetic groups, <u>that</u> are: vowels. Diphthongs, and consonants.	And That	Cj add Ref dm		
P2/S5	<u>This</u> application will be very helpful for users who have different pronunciations <u>that</u> have been carried by <u>the</u> regional accent.	This That The For	Ref dm Ref dm Ref dm Cj Cs		
P2/S6	<u>This</u> application also highly recommended for beginners who are developing <u>their</u>	This For their	Ref dm Cj cs Ref pers		

		speaking skills.			
14.	P1/S1	In many English language classroom, teaching pronunciation is granted <u>the</u> least attention.	The	Ref dm	Nanda Pambudi/1603046006/ Why is pronunciation so difficult to learn for nine grade of MTs Darul Hikmah Pekanbaru
	P1/S2	If <u>we</u> learn a second language in childhood, <u>we</u> learn to speak <u>it</u> fluency and without a foreign accent, if <u>we</u> learn in adulthood, <u>it</u> is very unlikely <u>that we</u> will get a native accent.	We It And That	Ref pers Ref pers Cj add Ref dm	
	P1/S3	<u>We</u> know about difficult to learn pronunciation from other country, so from different country <u>we</u> must to learn about how to pronunciation correctly.	We So	Ref pers Cj cs	
	P1/S4	Pronunciation has a positive effect on learning a second language and learners can get <u>the</u> skills <u>they</u> need for effective communication in English.	The They For	Ref dm Ref pers Cj cs	

P1/S5	If <u>we</u> have clear about pronunciation of English language fluently, <u>we</u> will get a native accent.	We	Ref pers	
P1/S6	All of depend on mother tongue, <u>because</u> each student has <u>different</u> culture <u>and</u> <u>different</u> background.	Because Different And	Cj cs Ref comp Cj add	
P1/S7	Mostly in Indonesia country, English language is different accent.	-	-	
P2/S1	To correct in pronunciation, <u>we as</u> from other country <u>and</u> different accent must understand about how stressing correctly, intonation each sentence <u>and</u> word, <u>and also</u> rhythm if <u>we</u> say about something.	We As And also	Ref pers Ref comp Cj add	
P2/S2	If <u>we</u> wrong in stress <u>or</u> intonation, <u>we</u> can get different meaning <u>or</u> misunderstanding with other people.	We Or	Ref pers Cj add	
P2/S3	Although <u>we</u> must know about how stressing, intonation each word <u>or</u> sentence.	We or	Ref pers Cj add	

	P2/S4	Many mistakes in Indonesia, especially if intonation <u>and</u> stress less of other.	and	Cj add	
	P2/S5	Mostly Indonesia people wrong <u>or</u> difficult also in intonation <u>and</u> stressing.	Or and	Cj add Cj add	
	P2/S6	<u>However,</u> learn pronunciation included stressing, intonation is very important to make native speaker understand about what <u>we</u> say.	However	Cj adv	
	P2/S7	Teacher in teaching pronunciation must given <u>the</u> material about how to pronunciation correctly <u>and</u> <u>the</u> teacher also understand about <u>the</u> student background.	The And	Ref dm Cj add	
15.	P1/S1	English pronunciation is <u>the</u> pronunciation of a word in English well <u>and</u> correctly.	The And	Ref dm Cj add	Miftahul Mahrus/16 03046007/ the difficulty
	P1/S2	<u>The</u> differences in <u>our</u> tongue habits with <u>the</u> tongue of <u>the</u> native speaker (<u>the</u> English speaking person <u>as</u> <u>the</u> mother	The Our As And It	Ref dm Ref pers Ref comp Cj add Ref pers	of pronunciation for English education department

	tongue) is <u>the</u> cause for making a mistake in English pronunciation and it makes <u>the</u> students feel difficulty in pronunciation.			4A at Islamic state university walisongo semarang.
P1/S3	English pronunciation in English education department 4A is taught very little even almost no lesson <u>that</u> teaches detail about pronunciation, so the student has limited time to learn and low confidence in English pronunciation.	That And	Ref dm Cj add	
P2/S1	<u>The</u> solution solve <u>these</u> problems <u>the</u> researcher needs to find out <u>the</u> real problems <u>that</u> students have in developing <u>their</u> English pronunciation, after finding <u>the</u> problems <u>the</u> researcher expects <u>the</u> lectures and students will be able to overcome <u>those</u> problems.	The These That Their After And those	Ref dm Ref dm Ref dm Ref pers Cj temp Cj add Ref dm	

	P2/S2	For example, <u>the</u> student must learn <u>the</u> sounds and sounds of <u>their</u> English and international phonetic alphabet (IPA) symbols, learn about phonetic transcription and word suppression. <u>They</u> should also choose <u>the</u> pronunciation model <u>such</u> as American or British and practice pronouncing English word from time to time.	For The And Their They Such as or	Cj cs Ref dm Cj add Ref pers Ref pers Ref comp Cj add	
16.	P1/S1	Student who learn a physical science tend to be bored when <u>they</u> are asked to learn English	They	Ref pers	Nurul Hakimah/1603046020/ a study on the effectiveness of using visual support to teach English for physical science's students in faculty of science.
	P1/S2	<u>The</u> problem with <u>this</u> is <u>that</u> students prefer to use <u>their</u> brain rather than their feeling.	This That The their	Ref dm Ref dm Ref dm Ref pers	
	P1/S3	<u>They</u> seem uninterested to learn English either in the class or <i>not</i> .	They Or They are	Ref dm Cj add Ell verb	
	P1/S4	<u>They</u> sometimes ignore <u>the</u> English teacher when <u>she</u> or <u>he</u> is explaining a material in front of	They She He Or the	Ref pers Ref pers Ref pers Cj add Ref dm	

		class.			
	P1/S5	<u>They</u> spend almost all day long everyday to do <u>their</u> assignment.	They their	Ref pers Ref perss	
	P1/S6	So, there is no time to learn English.	So there	Cj cs Ref dm	
	P2/S1	However , English is highly needed to <u>their</u> learning support.	However their	Cj adv Ref pers	
	P2/S2	<u>They</u> often look for some resources which using an English.	They For	Ref pers Cj cs	
	P2/S3	<u>They</u> also need English <u>as</u> a tool to communicate with scientist from another country when <u>they</u> do a research.	They	Ref pers	
	P2/S4	If <u>they</u> do not be accustomed with language, <u>they</u> will find some difficulties.	They do	Ref pers Subs verb	
	P3/S1	In response to <u>this</u> problem, <u>our</u> study proposes to investigate <u>the</u> effectiveness of using visual support to teach English for	This Our The for	Ref dm Ref pers Ref dm Cj csw	

		physical science's student in faculty of science.			
	P3/S2	<u>We</u> plan to do an experiment which applying visual report in some physics' classes to learn descriptive text.	we		Ref pers
	P3/S3	<u>We</u> also plan to do observation to conduct a comparison <u>for</u> this experiment by using text <u>as</u> a media to teach descriptive text in the same classes.	We For as		Ref pers Cj cs Ref comp
17.	P1/S1	In modern era technology are develop from time to time.	-	-	Farikha Kurnia Rahma/ 160304603 9
	P1/S2	Technology can connect one country to other country.	-	-	
	P1/S3	People can learn everything from other country <u>and</u> know different culture.	And	Cj add	
	P1/S4	One of different culture is language.	-	-	

	P1/S5	Every country has different language.	-	-	
	P1/S6	From <u>that</u> different language many people start curious about other language and <u>they</u> start to learn other language.	That And they	Ref dm Cj add Ref pers	
	P1/S7	First thing to learn new language is learn vocabulary.	first	Cj temp	
	P1/S8	<u>There</u> are many way to learn vocabulary <u>the</u> easy thing is listening music.	There the	Ref dm Ref dm	
	P2/S1	In this era music growth, <u>there</u> are many genre of music and every country has own genre automatically music has many language.	There And	Ref dm Cj add	
	P2/S2	Then music can use to learn foreign language.	Then	Cj temp	
	P2/S3	Music is an instrument, from <u>that</u> instrument people start to complete <u>the</u> instrument with lyric and music combine with lyric is called song.	That The And	Ref dm Ref dm Cj add	

	P2/S4	Almost people like music kids, teenager, adult, and old people like song.	And	Cj add	
	P2/S5	Because when <u>we</u> hear song, <u>we</u> know how to pronounce <u>the</u> vocabulary correctly then <u>we</u> looking for song lyric then curious with meaning of <u>that</u> song and <u>we</u> learn new vocabulary.	Because We The Then For That and	Cj cs Ref pers Ref dm Cj temp Cj cs Ref dm Cj add	
18.	P1/S1	Learning process is <u>the</u> activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something.	The Or	Ref dm Cj add	Heni Patmawati/ 160304601 7
	P1/S2	<u>There</u> are many problems in learning process, which one is problem <u>that</u> comes from <u>the</u> students.	There That The	Ref dm Ref dm Ref dm	
	P1/S3	Students who come to <u>the</u> class to learn have range or motivation, some of <u>them</u> may come with strong or weak motivation.	The Or Them	Ref dm Cj add Ref pers	

P1/S4	Student with weak motivation tend <u>more</u> passive than others and <u>less</u> attention to teacher's explanation in learning process.	More Less And	Ref comp Ref comp Cj add
P1/S5	So teacher's responsibilities to keep <u>her</u> or <u>his</u> students interested and motivated in learning.	So Her His Or And	Cj cs Ref pers Ref pers Cj add Cj add
P2/S1	<u>The</u> learning process is related to teaching methods.	The	Ref dm
P2/S2	<u>There</u> are many types of learning methods and each methods has advantages and weaknesses.	There And	Ref dm Cj add
P2/S3	So , <u>the</u> selection of methods have to appropriate to <u>the</u> topic or subject <u>that</u> will be taught.	So The Or	Cj cs Ref dm Cj add
P2/S4	<u>The</u> teacher have to prepare <u>the</u> best method for <u>the</u> material <u>that</u> will be delivered.	The For that	Ref dm Cj cs Ref dm
P2/S5	Using interesting methods can make students interest in listening to <u>the</u> material, in this case is English, so it can	The So It And their	Ref dm Cj cs Ref pers Cj add Ref pers

		help improve students' motivation and <u>their</u> learning result.			
	P2/S6	In <u>the</u> matter of <u>it</u> , we have to pay attention to various concepts and learning theories to improve learning achievement is by using group discussion method(study club).	It We and	Ref pers Ref pers Cj add	
	P2/S7	With group discussion method, students can <u>more</u> active because <u>they</u> are able to work together <u>as</u> a team work, interact and socialize, exchange ideas and share experiences with <u>their</u> peers during learning process in <u>the</u> classroom or outside the classroom.	More Because As They And Their Or the	Ref comp Cj cs Ref comp Ref pers Cj add Ref pers Cj add Ref dm	
19.	P1/S1	Education is something <u>that</u> must be obtained by all citizens from childhood to adult.	that	Ref dm	Fitria Rachim/16 03046038
	P1/S2	In Indonesia itself has obliged <u>the</u> community to study compulsory	The For Or	Ref dm Cj cs Cj add	

		education for intelligence or knowledge, practice, change behavior or responses caused by experience.			
	P1/S3	Learners in general have expertise in <u>their</u> respective fields-still in accordance with <u>the</u> talents and interest, including subject.	Their The And	Ref pers Ref dm Cj add	
	P1/S4	In Indonesia provides some lessons for learner to develop knowledge, and one of <u>them</u> is English language lesson <u>as</u> a foreign language.	For And One Them	Cj cs Cj add Subs nom Ref pers	
	P1/S5	Many of <u>the</u> students are <u>less</u> interested to deepen <u>this</u> one lesson, while English is an international language <u>that</u> is very important to learn.	The Less This One that	Ref dm Ref comp Ref dm Subs nom Ref dm	
	P1/S6	<u>The</u> <u>less</u> interest shown by <u>the</u> students is due to various factors, among factors <u>that</u> influence <u>it</u> is by teacher factors, factor of teaching method, and environmental factor.	The Less That and	Ref dm Ref comp Ref dm Cj add	

P2/S1	Some of <u>this</u> factors are very decisive interest of students learning English.	This	Ref dm
P2/S2	However , <u>these</u> interests can be rebuilt given <u>the</u> changes in <u>the</u> rules and ways of teaching.	However These The And	Cj adv Ref dm Ref dm Cj add
P2/S3	<u>The</u> teacher factor or <u>the</u> subject of <u>the</u> principal in teaching is <u>the</u> most important, <u>the</u> students need teachers who are not too relaxed and also not too fierce in delivering <u>the</u> material, but with patience is not a threat.	The Or and also But	Ref dm Cj add Cj add Cj adv
P2/S4	Learning methods used by teachers should also be appropriate, because <u>the</u> method determines <u>the</u> effect of student success in understanding <u>the</u> material being taught.	Because The	Cj cs Ref dm
P2/S5	Especially now the majority of school in Indonesia are already using curriculum 13, where student are invited to actively be	Now	Cj Temp

		creative with learning.			
	P2/S6	Supporting environment will learn English also can cultivate student's interest to deepen English, for example is English village of pare, Kediri and Desa Bahasa Borobudur, magelang.	And	Cj add	
	P2/S7	<u>The</u> environment <u>there</u> is very helpful human resources <u>that</u> exist in fostering interest to learn English.	The There That	Ref dm Ref dm Ref dm	
	P2/S8	So, the interest of student who had been lacking to learn English can be nurtured again with some of <u>the</u> above efforts.	So The	Cj cs Ref dm	
	P2/S9	Given <u>that</u> in <u>this</u> era of globalization is very necessary development for learning English as a communication tool.	That This For As	Ref dm Ref dm Cj cs Ref comp	

20.	P1/S1	Pronunciation is how <u>we</u> say a word in English well and correctly.	We And	Ref pers Cj add	Intan Wulandari/ 160304604 3
	P1/S2	<u>It</u> is <u>the</u> important point in English communication.	It The	Ref pers Ref dm	
	P1/S3	If <u>we</u> do not have good pronunciation, <u>it</u> can make miscommunication each others.	We It	Ref pers Ref pers	
	P1/S4	In fact, many problems are caused by misunderstanding.	-	-	
	P1/S5	One of <u>them</u> is <u>the</u> error in <u>the</u> pronunciation of <u>the</u> word.	One Them the	Subs nom Ref pers Ref dm	
	P1/S6	For example, <u>you</u> say “ <u>I</u> like beach”, but pronounce <u>it</u> like, “ <u>I</u> like bitch”.	For You I It But	Cj cs Ref pers Ref pers Ref pers Cj adv	
	P1/S7	People will think <u>that</u> <u>you</u> are a prostitute.	That You	Ref dm Ref pers	
	P1/S8	If <u>you</u> say,” <u>I</u> need a fan”, but <u>your</u> pronunciation is “ <u>I</u> need a van”.	You I But Your	Ref pers Ref pers Cj adv Ref pers	

P1/S9	<u>It</u> will make misunderstanding each other.	it	Ref pers
P1/S10	In <u>the</u> school, student is only learn grammar and skills of English, <u>such as</u> reading, writing, listening and speaking.	The Only Such as And	Ref dm Cj adv Ref comp Cj add
P1/S11	In speaking, most of teachers only teach <u>their</u> students how to speak English fluently.	Only Their	Cj adv Ref pers
P1/S12	<u>There</u> is no specific subject for pronunciation teaching.	There For	Ref dm Cj cs
P1/S13	So, do not let <u>it</u> happen.	So Do It	Cj cs Subs verb Ref pers
P1/S14	<u>We</u> have to learn more about pronunciation.	we	Ref pers
P2/S1	<u>The</u> best way to improve <u>our</u> pronunciation skills is not through reading a grammar book, but by watching native English programs, <u>such as</u> moves with subtitles and	The Our But Such as And	Ref dm Ref pers Cj adv Ref comp Cj add

		listening to English songs with lyrics in front of <u>us</u> .			
	P2/S2	Listening to <u>the</u> radio is another excellent way. <u>We</u> can have all of <u>our</u> concentration on what is said without visual disturbance and others.	The We Our and	Ref dm Ref pers Ref pers Cj add	
	P2/S3	Not only <u>that</u> , <u>we</u> have to learn more about phonetic, <u>there</u> are <u>so many</u> phonetic symbols <u>that</u> show a word is pronounced <u>as</u> “cat” or “cut”.	Only That We There So many That As or	Cj adv Ref dm Ref pers Ref dm Ref comp Ref dm Ref comp Cj add	
	P2/S4	<u>The</u> symbols are usually found in dictionaries.	The	Ref dm	
	P2/S5	So , <u>it</u> will be better when <u>we</u> bring a dictionary every time to get a reference how a word is pronounced.	So We	Cj cs Ref pers	
21.	P1/S1	Listening English, whether in classroom setting or a natural setting, requires strategies in order to achieve <u>the</u> goal of learning which is to	Or The	Cj add Ref dm	Kaamilah Tafrijyah/1 603046031

	be able to use <u>the</u> language well.			
P1/S2	But , there is <u>the</u> most critical component in language learning “ is strategy important for language learning?”.	But There The for	Cj adv Ref dm Ref dm Cj cs	
P1/S3	Some experts state <u>that</u> women and men use different strategic patterns <u>that</u> make <u>their</u> proficiency level in learning become different.	That And Their	Ref dm Cj add Ref pers	
P1/S4	Another expert state <u>that</u> female foreign language student are generally more successful than male students (Alfian, 2016).	That	Ref dm	
P2/S1	Related to <u>this</u> problem, research on language learning strategies has been conducted.	This	Ref dm	
P2/S2	<u>The</u> research was conduct a study which investigated <u>the</u> relationship between language learning strategies and language performance for	The And For	Ref dm Cj add Cj cs	

		student.			
	P2/S3	The focus of <u>these</u> learning strategies research is to exam whether <u>the</u> learner's proficiency depends on <u>the</u> use of specific strategies and used strategy is influenced learners successful in learning English.	The These	Ref dm Ref dm	
	P2/S4	<u>This</u> research involves several factors which are related to language learning strategies, <u>such as</u> gender, age and performance test scores.	This Such as and	Ref dm Ref comp Cj add	
22.	P1/S1	Today, <u>we</u> feel often concerned and angry with what is happen in <u>our</u> immediate environment.	We And Our	Ref Pers Cj Add Ref Pers	Nunung Purwati
	P1/S2	Many problems <u>that</u> arise and make <u>us</u> startled.	That And Us	Ref Dm Cj Add Ref Pers	
	P1/S3	Particularly in rural environments <u>that</u> are very much <u>different</u> from urban environments, even	That Different The For Their	Ref Dm Ref Comp Ref Dm Cj Cs Ref Pers	

	<p><u>the</u> children who are educated in <u>the</u> village are very few, most of <u>the</u> parents underestimate an education for <u>their</u> children, many children from rural areas who after graduating from primary school are not continuing their education because of <u>the</u> prohibition of parents, 60 % of <u>the</u> reasons parents do not continue <u>their</u> children to educate because of economic factors, and <u>the</u> minds of parents in <u>the</u> countryside <u>that</u> has passed down <u>that</u> education for children in rural areas is not important and will not affect <u>the</u> future of children.</p>	<p>Because And</p>	<p>Cj Cs Cj Add</p>	
P2/S1	<p><u>As</u> ordinary people, especially parents should pay more attention to education for <u>their</u> children.</p>	<p>For Their</p>	<p>Cj Cs Ref Pers</p>	
P2/S2	<p><u>The</u> government should be address <u>this</u> phenomenon in <u>the</u> rural environment, one way of</p>	<p>The This That And Their</p>	<p>Ref Dm Ref dm Ref dm Cj Add Ref pers</p>	

		counseling parents about <u>the</u> importance of education and <u>the</u> adverse effects on children who are not educated and <u>the</u> ideas <u>that</u> alert parents to <u>their</u> perspective on education, as well as designing special programs for village <u>such as</u> non-formal free tutoring for children and adolescents.	For Such as	Cj cs Ref Comp	
23.	P1/S1	<u>The</u> writer focused on the analysis of student's ability in writing narrative text in terms of schematic structure for junior high school which is taught in VIII grade of SMP Bina Bhakti Cibinong.	The For	Ref Dm Cj cs	Silvy Milchatir Rizqiyah/ 160304602 9
	P1/S2	<u>The</u> students still have problems in composing text.	The	Ref Dm	
	P1/S2	First , <u>the</u> problem in organizing <u>the</u> ideas to write, the students are still unable to transfer and develop <u>their</u> ideas into paragraphs well in	First The And Their They	Cj Temp Ref Dm Cj add Ref pers Ref pers	

	composing a text, <u>they</u> do not use orientation, complication, resolution, reorientation in writing appropriately.		
P1/S3	<u>They</u> do not follow the order of writing process, <u>they</u> just directly wrote what <u>they</u> thought without planning.	They The	Ref pers Ref dm
P1/S4	Second , some students lack of vocabularies, <u>it</u> made limitation in developing <u>their</u> ideas, <u>they</u> put words which were unsuitable contextually.	Second It Their They	Cj Temp Ref pers Ref Pers Ref pers
P2/S1	Based on conclusion of <u>the</u> researcher, <u>the</u> researcher concludes <u>that</u> writing needs practices, <u>the</u> teacher can give various ways to develop students' ideas in organizing ideas, by using outline before come to writing activities will help <u>the</u> students to organize <u>their</u> ideas well.	The That Their	Ref dm Ref dm Ref pers

24.	P1/S1	Most of students nowadays seem to be less motivated intrinsically.	Less	Ref comp	Rizqi Choirotun Nisa/ 160304600 5
	P1/S2	Most of <u>them</u> thinks English as a different subject.	Them	Ref Pers	
	P1/S3	<u>They</u> think <u>that</u> all about English are difficult to be learnt and <u>they</u> do not want to follow <u>the</u> learning process seriously.	They That And The	Ref pers Ref dm Cj add Ref dm	
	P1/S4	<u>It</u> happens because <u>they</u> have no interest in learning and have low motivation in learning English.	It Because They And	Ref pers Cj cs Ref pers Cj add	
	P2/S1	<u>The</u> weakness of student intrinsic motivation makes <u>the</u> teacher need to generate <u>the</u> students' motivation in extrinsic way.	The	Ref dm	
	P2/S2	One of <u>them</u> is by using rewards and punishments in order that students are able to move from <u>their</u> comfort zone and have <u>the</u> will to learn and do <u>their</u> tasks.	One The And Do Their	Subs nom Ref dm Cj add Subs verb Ref pers	

25.	P1/S1	Mastering reading skills enables <u>the</u> learners to achieve a successful learning process.	The	Ref dm	Vira A DSA/16030 46013
	P1/S2	Skimming and scanning are <i>two</i> <u>different</u> strategies for speed reading and <u>this</u> technique very needed in <u>the</u> reading skill.	And Two Different This For	Cj add Ell nom Ref comp Ref dm Cj cs	
	P1/S3	<u>The</u> problem is still many students do not understand how to skim and scanning in detail.	The And	Ref dm Cj add	
	P1/S4	Then , some of people do not understand about steps for skimming and scanning.	Then For And	Cj temp Cj cs Cj add	
	P2/S1	From <u>the</u> problem can be found a solution.	The	Ref dm	
	P2/S2	Students can read more books related to skimming and scanning, and searching from many sources like internet.	And	Cj add	
	P2/S3	Actually differentiating of skimming and scanning are enough to remember <u>that</u>	And That But The	Cj add Ref dm Cj adv Ref dm	

		skimming is a quick reading and scanning to find something quickly but accordance with <u>the</u> steps.			
26.	P1/S1	Many students in Ma'had UIN Walisongo semarang are get high scores in written English test, <u>we</u> know <u>the</u> structure of English or grammar rules, and mastery <u>the</u> vocabulary but <u>they</u> cannot speak English fluently or express <u>their</u> feelings and thoughts in English in correct form.	We The Or And But Their	Ref pers Ref dm Cj adv Cj add Cj adv Ref pers	Ilma Rufaidahza hro/ 160030460 42
	P1/S2	<u>The</u> aim of <u>the</u> English teaching in Ma'had UIN walisongo semarang is to enable students to have ability in developing communicative competence in both oral and written form achieving functional literacy level to have <u>the</u> awareness about <u>the</u> essence and <u>the</u> important of English in increasing competition in global	The And Only Because	Ref dm Cj add Cj adv Cj cs	

	community based on <u>the</u> characteristic which has Ma'had UIN walisongo “having international knowledge <u>and</u> local wisdom”, <u>and</u> another problem is <u>only</u> few learners get opportunity to practice speaking English <u>because</u> practicing means getting knowledge, skills <u>and</u> experience.			
P2/S1	I think <u>the</u> solutions are with <u>the</u> habits <u>and</u> the greater <u>the</u> learning English language.	I The And	Ref pers Ref dm Cj add	
P2/S2	As language is spoken, <u>the</u> learners of a language have to be able to speak in <u>the</u> language.	The	Ref dm	
P2/S3	<u>We</u> must do lots of practices to be able to speak in a certain language.	We	Ref pers	
P2/S4	<u>But</u> , most of students are having little opportunity to practice speaking English outside <u>the</u> classroom <u>because</u> people around <u>them</u> accustomed to using	But The Because Them Their	Cj adv Ref dm Cj cs Ref pers Ref pers	

		<u>their</u> mother language (Javanese or Indonesia).			
	P2/S5	Therefore , <u>it</u> is conducted an alternative way to improve students' speaking skill.	Therefore It	Cj cs Ref pers	
	P2/S6	For example, English days are program in Ma'had UIN Walisongo.	For example	Cj add	
	P2/S7	Refer to <u>this</u> description, <u>the</u> students be able to intend and observe <u>the</u> contribution of <u>the</u> English day program.	This The And	Ref dm Ref dm Cj add	
27.	P1/S1	Since English is a foreign language in <u>our</u> country, most of students are not familiar with <u>it</u> .	Our It	Ref pers Ref pers	Erlistiana/1 603046034
	P1/S2	<u>The</u> students use English <u>more</u> frequent only inside <u>the</u> class and <u>less</u> frequent outside <u>the</u> class.	The More Only And Less	Ref dm Ref comp Cj adv Cj add Ref comp	
	P1/S3	Whereas, students' have limited time to learn English in class, and <u>they</u> still do not have enough encouragement to	And They The	Cj add Ref pers Ref dm	

	practice English outside <u>the</u> class in order to get familiar with English.		
P1/S4	<u>This</u> case brings a problem <u>that</u> make students have difficulties to communicate in English.	This That	Ref dm Ref dm
P1/S5	<u>The first</u> cause <u>that</u> makes <u>the</u> student difficult in speaking is <u>that</u> <u>the</u> environment does not support <u>the</u> students to speak English frequently.	The First That	Ref dm Cj temp Ref dm
P1/S6	<u>The</u> environment <u>here</u> means the people outside the class.	The Here	Ref dm Ref dm
P1/S7	<u>Those</u> people may think <u>that</u> <u>the</u> students just want to show off when <u>they</u> speak English <u>for</u> daily conversation.	Those That The They For	Ref dm Ref dm Ref dm Ref pers Cj cs
P1/S8	<u>The second</u> cause is problem with grammar, English always deals with reference of time while Indonesian does not have one .	The Second One	Ref dm Cj temp Subs nom

P1/S9	Moreover , <u>there</u> are singular and plural forms <u>that</u> <u>the</u> students have to distinguish and still many forms <u>that</u> have to be learned.	Moreover There And That The	Cj add Ref dm Cj add Ref dm Ref dm
P2/S1	To solve <u>this</u> problem, <u>we</u> can use a story telling method using a picture.	This We	Ref dm Ref pers
P2/S2	<u>This</u> method can encourage <u>the</u> students to speak English with tell <u>the</u> story based on the picture <u>that</u> <u>they</u> have.	This The That They	Ref dm Ref dm Ref dm Ref pers
P2/S3	<u>The</u> pictures can help <u>the</u> students easier to memorizing <u>the</u> sequences of <u>the</u> story, and <u>the</u> teacher must convince <u>the</u> students <u>that</u> making errors is a normal thing in learning.	The And That	Ref dm Cj add Ref dm
P2/S4	<u>This</u> way will raise students' confidence to try to speak English.	This	Ref dm
P2/S5	<u>It</u> will be better if <u>the</u> teacher does not give correction every time when <u>the</u> students make errors, but <u>he</u> should give feedback	It The But he he their	Ref pers Ref dm Cj adv Ref pers Ell verb Ref pers

		and give explanation for every error after <u>the</u> students finish <u>their</u> speech.			
28.	P1/S1	Today's learning is <u>more</u> oriented towards students actively in <u>the</u> learning process so <u>that they</u> will gain experience <u>that</u> can develop <u>their</u> thinking skill.	More The So That They Their	Ref comp Ref dm Cj cs Ref dm Ref pers Ref pers	Ninin Jariyah
	P1/S2	Therefore , students are required to think critically and <i>be</i> able to solve problems.	Therefore And Students	Cj cs Cj add Ell verb	
	P1/S3	Making students think critically is not easy because students must require imagination and awareness to look inside before expressing with other, so <u>it</u> makes student difficult to think critically and common obstacles experienced in teaching critical thinking skills come more from <u>the</u> culture of learning in <u>our</u> country	Because And So It The Our	Cj cs Cj add Cj cs Ref pers Ref dm Ref pers	

P1/S4	<u>For</u> example, learning is still centered on <u>the</u> teacher, <u>the</u> teacher still be everything in <u>the</u> classroom.	For example The	Cj add Ref dm
P1/S5	Teachers are lazy to design a learning activity <u>that</u> gives students <u>the</u> opportunity to actualize themselves.	That The	Ref dm Ref dm
P2/S1	Making student think critically is by <u>the</u> way of education <u>and</u> learning <u>that</u> explores <u>the</u> ability of student owned.	The And That	Ref dm Cj add Ref dm
P2/S2	To make students think critically <u>and</u> <i>be</i> able to solve the problem, <u>the</u> learning is done , not <u>only</u> provides <u>the</u> knowledge <u>and</u> skills needed <u>but</u> also required teaching the nature, attitude, value <u>and</u> character.	And Students The Done Only But	Cj add Ell verb Ref dm Subs verb Cj adv Cj adv
P2/S3	<u>It</u> is to support <u>the</u> student to be able to think critically <u>and</u> other ways to critical thinking, <u>it</u> is to provide some trainers to students <u>such as</u> , debate.	It The And Such as	Ref pers Ref dm Cj add Ref comp

	P2/S4	<u>The</u> student can develop <u>their</u> critical thinking and <u>the</u> student can make argument mapping, <u>it</u> makes be affective to think critically.	The Their It	Ref dm Ref pers Ref pers	
29.	P1/S1	In <u>this</u> era of globalization and technological advancement, English as an international language is very important to be taught.	This And	Ref dm Cj add	Muti'ah/ 160304603 2
	P1/S2	<u>It</u> is also <u>the</u> reason why English has been taught to <u>the</u> elementary learners.	It The	Ref pers Ref dm	
	P1/S3	But , many people still think English is difficult language and subject.	But And	Cj adv Cj add	
	P1/S4	Some of <u>them</u> also consider English as a dreaded thing, especially in <u>the</u> grammar.	Them The	Ref pers Ref dm	
	P1/S5	<u>They</u> consider grammar in English is very difficult and complex.	They And	Ref pers Cj add	
	P1/S6	<u>It</u> is also felt by <u>the</u> learners of grade 1 intensive language program at boarding	It The	Ref pers Ref dm	

		school darul falah be-songo semarang.			
	P1/S7	Many of <u>them</u> complained about grammar in English especially in tenses.	Them	Ref pers	
	P1/S8	Tenses are indeed quite a lot of division, which is 16 tenses make <u>them</u> feel scared first before learning <u>it for</u> various reasons.	Them It For	Ref pers Ref pers Cj cs	
	P2/S1	<u>It</u> becomes a challenge <u>for the</u> teacher, how to the learners able to master with regard to grammar in English <u>and</u> eliminate the various reasons that make them afraid.	It For And The	Ref pers Cj cs Cj add Ref dm	
	P2/S2	One of <u>the</u> initiatives of a teacher in solving <u>the</u> challenge is to use instructional media.	The	Ref dm	
	P2/S3	Media <u>that</u> will make <u>the</u> learners motivated <u>and</u> funny, <u>that is the</u> song.	That The And That is The	Ref dm Ref dm Cj add Cj add Ref dm	

	P3/S4	<u>The</u> use of songs in the learning process is very effective to make <u>the</u> students <u>more</u> passionate in following <u>it</u> and <u>the</u> use of songs will make <u>it</u> easier for students to remember <u>the</u> material have been delivered, when practiced repeatedly.	The More It And For	Ref dm Ref comp Ref pers Cj add Cj cs	
30.	P1/S1	Department of English education at UIN Walisongo Semarang is currently being intensively proclaimed English-speaking environment with <u>the</u> aim of improving <u>the</u> speaking skills of students and lecturers because of English education students which in <u>their</u> daily use opposite English.	The And Because Their	Ref dm Cj add Cj cs Ref pers	Ummy Izzatunida /160304601 5
	P1/S2	<u>This</u> lack of awareness <u>that</u> causes most student is very low in mastering speaking skills.	This That	Ref dm Ref dm	
	P1/S3	Speaking is often regarded as <u>the</u> most difficult skill learned by students.	The	Ref dm	

P1/S4	Brown <u>and</u> Yule (1983) stated <u>that</u> learning to speak in a foreign language is often regarded as one of <u>the</u> most difficult aspects of language learning for lectures to help students develop <u>their</u> speaking skills.	And That The For Their	Cj add Ref dm Ref dm Cj cs Ref pers	
P1/S5	<u>It</u> is not only for specific programs or for thesis or comprehensive examinations but also for more use common when <u>they</u> want use English in <u>the</u> outside world, so <u>they</u> include people who are good at expressing <u>their</u> ideas in English after learning <u>it</u> for several years.	It Only For Or But They The So	Ref pers Cj adv Cj cs Cj adv Cj adv Ref pers Ref dm Cj cs	
P2/S1	Therefore , a lecturer is challenged to develop various teaching techniques.	Therefore	Cj cs	
P2/S2	Various teaching techniques will help learners gain motivation to learn English higher.	-		

	P2/S3	In <u>this</u> study, talking teaching using video was introduced.	This	Ref dm	
	P2/S4	Video as an audio-visual tool is very useful for students in learning English.	For	Cj cs	
	P2/S5	Videos can be used to teach four skills: reading, listening, speaking, and writing.	And	Cj add	
	P2/S6	Students love videos because <u>they</u> are exciting, challenging and stimulating to watch.	Because They	Cj cs Ref pers	
	P2/S7	So hopefully students can hone <u>the</u> ability to speak one of <u>them</u> with video media.	So The One Them	Cj cs Ref dm Subs nom Ref dm	
31.	P1/S1	For <u>so many</u> years ago, language is used as a tool of communication.	For So many	Cj cs Ref comp	M. Nur Fallah/1603 04046016
	P1/S2	Everyone speaks for expressing <u>their</u> own ideas, understanding each other and exchanging some information in a variety of situations.	For Their And	Cj cs Ref dm Cj add	
	P1/S3	Hence , speaking skills are important and need to taught <u>as</u> <u>the</u> enormous us of <u>it</u>	Hence And The It	Cj cs Cj add Ref dm Ref pers	

	can be found all over the world.		
P1/S4	Previously , speaking skills are taught only for military purposes in 1943 by using audio lingual method which aimed to drill <u>the</u> students about speaking improvement and proficiency in certain foreign language (Richard & Rodgers. 2002).	Previously Only For The And	Cj temp Cj adv Cj cs Ref dm Cj add
P1/S5	However , <u>the</u> development of technologies and civilizations from time to time demand another way of teaching speaking as needs and situations in certain period are <u>different</u> from <u>the</u> previous <u>one</u> and <u>the</u> found of some preceded method which are no longer effective to use or even monotonous for few learning situations.	However The And Different One Or For	Cj adv Ref dm Cj add Ref comp Subs nom Cj adv Cj cs

P2/S1	Nowadays, <u>the</u> development of technology allows everyone to learn everything only in a click.	The Only	Ref dm Cj adv
P2/S2	As a result , everyone has to adapt to <u>the</u> current situations, so do the teaching speaking.	As a result The So Everyone	Cj cs Ref dm Cj cs Ell verb
P2/S3	In this case, teacher must be able to employ <u>the</u> use of media technology to teach speaking in order to follow <u>the</u> change and current trends which are considered as popular and attractive.	The And	Ref dm Cj add
P2/S4	One of <u>the</u> media technologies <u>that</u> can be used for teaching speaking based on <u>the</u> current trends is Youtube which currently become a renowned side.	The That For	Ref dm Ref dm Cj cs
P2/S5	Youtube provides a lot of interesting videos which can attract <u>the</u> user to watch and learn about <u>the</u> content of <u>the</u> video.	The And	Ref dm Cj add

	P2/S6	In this case, teacher can use some available English videos on Youtube as a media to attract <u>the</u> students' interest in learning speaking.	The	Ref dm	
	P2/S7	Combined with imitating style of teaching speaking, <u>the</u> use of English videos on Youtube, continuously, can improve students' speaking proficiency <u>as well as their</u> practical skills.	The As well Their	Ref dm Ref comp Ref pers	
32.	P1/S1	Students at all levels of education have problems with writing especially in countries <u>such as</u> Indonesia where English is a foreign language.	Such as	Ref comp	Anggi Pratiwi / 1603046011
	P1/S2	Based on pre-research data, <u>there</u> are some problem writing skills faced by students.	There	Ref dm	
	P1/S3	<u>The</u> problem is indicated by <u>the</u> first two indicators, indicators related to the students' writing skills.	The	Ref dm	

P1/S4	Problems in writing skills include: students have difficulty using correct and incorrect grammar, students often make technical errors, low vocabulary students, and students find it difficult to formulate <u>their</u> own writing ideas.	And It Their	Cj add Ref pers Ref pers
P1/S5	In addition , <u>the second</u> indicator is related to student learning motivation.	In addition The Second	Cj add Ref dm Cj temp
P1/S6	So , to achieve <u>it</u> all takes motivation from <u>the</u> teacher so <u>that</u> students do not think writing is difficult.	So It That The	Cj cs Ref pers Ref dm Ref dm
P2/S1	So , to solve <u>the</u> problem of learning to write a teacher can be overcome by using guided writing.	So The	Cj cs Ref dm
P2/S2	By using guided writing as a teaching technique, <u>the</u> teacher can control more student activities during <u>the</u> lesson.	The	Ref dm

	P2/S3	<u>Therefore</u> , <u>it</u> can be concluded <u>that</u> guided writing can increase student motivation.	Therefore It That	Cj cs Ref pers Ref dm	
	P2/S4	Teacher can manage <u>the</u> classroom situation by giving clear instructions using louder sounds.	The	Ref dm	
	P2/S5	Teachers are advised to maintain seating arrangements to avoid <u>the</u> noise of students in <u>the</u> teaching <u>and</u> learning process.	The And	Ref dm Cj add	
	P2/S6	Using <u>the</u> steps in guided writing, students are trained to organize <u>their</u> written text based on <u>the</u> writing aspect.	Their The	Ref pers Ref dm	
33.	P1/S1	Al-irsyad Islamic Senior High School located in Gajah Demak, is a school which have two language subjects in <u>its</u> curriculum.	It	Ref pers	Nurul Afrida Izzah/ 1603046014
	P1/S2	<u>The</u> two subjects are Arabic language <u>and</u> English language.	The And	Ref dm Cj add	

P1/S3	Arabic language divide into two subjects: Arabic and Arabic grammar but English language is not divided into any subject.	And But	Cj add Cj adv	
P1/S4	In this case, students are strange with <u>the</u> term “grammar”.	The	Ref dm	
P1/S5	Grammar of a language has <u>the</u> definition as <u>the</u> set of rules <u>that</u> govern <u>its</u> structure (Coghill and Magendanz, 2003).	The That It	Ref dm Ref dm Ref pers	
P1/S6	Students unknow about <u>the</u> grammar make <u>they</u> unpay attention to <u>the</u> awareness of using grammar which <u>we</u> called grammatical awareness.	The They We	Ref dm Ref pers Ref pers	
P1/S7	<u>They</u> only know English as a simple subject which is not divided into any part.	They Only	Ref pers Cj adv	
P1/S8	<u>Here</u> , grammar is not specifically introduced as an important component in English language.	Here	Ref dm	

P1/S9	<u>It</u> may cause students' ungrammatically in English skills <u>such as</u> writing and speaking.	It Such as And	Ref pers Ref comp Cj add
P2/S1	Grammatical awareness is very important in speaking skill because <u>it</u> helps <u>the</u> others understand what <u>we</u> want to speak about.	Because It The We	Cj cs Ref pers Ref dm Ref pers
P2/S2	Grammar helps <u>the</u> students sentence sounds correct and understandable.	The And	Ref dm Cj add
P2/S3	Grammar improves <u>the</u> development of fluency (2018).	The	Ref dm
P2/S4	When <u>the</u> students have learned grammar, <u>it</u> will be easier for <u>the</u> students to know how to organize and express <u>their</u> ideas in <u>their</u> mind without difficulty.	The It For And Their	Ref dm Ref pers Cj cs Cj add Ref pers

	P2/S5	<u>As a result</u> , <u>they</u> will be able to speak <u>more fluently</u> .	As a result They More	Cj cs Ref pers Ref comp	
	P2/S6	Grammar awareness can be increase with <u>the</u> specifically introduce <u>for</u> <u>the</u> teacher, <u>so</u> <u>the</u> term “grammar” will not be something strange <u>for</u> <u>the</u> students.	The For So	Ref dm Cj cs Cj cs	
	P2/S7	<u>The</u> stakeholder also can put grammar as a local subject as <u>they</u> <u>do</u> in Arabic grammar.	The They Do	Ref dm Ref pers Subs verb	
	P2/S8	<u>This</u> way may help <u>the</u> students early know more about grammar <u>and</u> can be affected to <u>their</u> speaking ability.	This The And Their	Ref dm Ref dm Cj add Ref pers	

Appendix 2

Table 4.1
Number of occurrences and percentages of Types and
dominantly used of grammatical cohesion in students' essay
writing

Essay	Types of Grammatical Cohesion												
	Reference			Substitution			Ellipsis			Conjunction			
	Prs	Dm	Com	Nm	Verb	Clau	Nm	Verb	Clau	Add	Adv	Cs	Tmp
1.	1	15	2	1	2	0	0	1	0	6	2	2	0
2.	13	13	2	0	0	0	0	0	0	10	0	5	0
3.	3	8	1	0	0	0	0	0	0	6	1	2	0
4.	11	15	4	0	2	0	0	1	0	6	0	4	1
5.	6	20	4	0	0	0	0	1	0	8	1	8	2
6.	3	19	7	1	2	0	0	0	0	10	5	12	2
7.	15	8	6	0	0	0	0	0	0	7	0	2	0
8.	6	19	3	3	0	0	0	2	0	9	4	2	1
9.	11	18	2	1	0	0	0	0	0	6	0	6	0
10.	3	14	1	1	0	0	0	1	0	7	0	2	1
11.	12	7	3	0	0	0	0	0	0	8	0	6	0
12.	16	30	6	2	0	0	0	1	0	22	0	10	1
13.	5	10	2	0	0	0	0	0	0	3	2	1	0
14.	8	4	2	0	0	0	0	0	0	9	1	3	0
15.	5	8	2	0	0	0	0	0	0	6	0	1	1
16.	14	8	1	0	1	0	0	1	0	2	1	4	0
17.	2	8	0	0	0	0	0	0	0	5	1	2	1
18.	9	12	4	0	0	0	0	0	0	11	0	5	0
19.	2	19	3	2	0	0	0	0	0	7	2	5	0
20.	21	11	3	1	1	0	0	0	0	5	6	4	0
21.	1	10	1	0	0	0	0	0	0	4	1	2	0
22.	6	6	1	0	0	0	0	0	0	4	0	4	0
23.	7	6	0	0	0	0	0	0	0	1	0	1	2
24.	5	4	1	1	1	0	0	0	0	3	0	1	0
25.	0	6	1	0	0	0	1	0	0	5	1	2	1
26.	7	7	0	0	0	0	0	0	0	4	4	3	0
27.	9	23	2	1	0	0	0	1	0	5	2	1	2
28.	7	11	2	0	1	0	0	1	0	6	2	4	0
29.	9	10	0	0	0	0	0	0	0	7	1	3	0
30.	5	10	0	1	0	0	0	0	0	2	3	8	0
31.	2	12	3	1	0	0	0	1	0	5	4	8	0
32.	5	11	1	0	0	0	0	0	0	3	0	3	1
33.	13	14	2	0	1	0	0	0	0	6	2	5	0
Σ	235	396	72	16	11	0	1	11	0	209	45	131	18
Total	703			27			12			403			
ΣT	1.145												
%	61,35			2,35			1,04			35,15			

Appendix 3

Essay 1

Name: Putri Sonia

NIM : 1603046040

- Line (1) The difficulty of learning English lies the gap that occurs between the understanding of existing concepts that lead to difficult assumptions to learn **and** develop it. Currently the teaching method is still dominant used in teaching **and** learning
- (5) activities is the lecturing method. The method is centered on the teacher **so** that the learning process **only** takes **one** way. The lecturing method causes students become bored **and** tired of the subject matter which is makes **the** students become passive in teaching **and** learning activities. English learning is
- (10) no longer a process of a process of knowledge transfer from teachers to students **but** is an effort to improve overall educational skills. Many ways **done** by a teacher in delivering the subject matter that will make students happy, such as by using appropriate learning methods and able to change
- (15) student's essence of saturation in learning. The method used to deliver English materials to make students happy **and** *not* feel bored. Fun English contains sections of material that will be discussed, examples of problems **and** how to solve, **and** the tasks that will be done by
- (20) students. By using fun English teachers can apply several teaching methods such as tutorial, demonstration, **and** programed learning methods through games. Learning by student centered learning method based on fun English is expected to motivate students to learn in a fun atmosphere
- (25) without leaving **the** learning **the** objectives **that** have been determined can be achieved.

Essay 2

Name: **Rois Hidayat**

NIM: 1603046030

Line (1) Speaking is being capable of speech, expressing **or** exchanging **thought** through using language. In learning process especially in speaking, there are many things that can become problems **for** students. They are categorized into two categories:

- (5) internal **and** external factors. Internal factors can be physic **and** healthy, motivation, external, factors can be the condition of school, family, **or** social life (Yusup Munawir, 2003). The student's problem in speaking such as they use their speaking skill rarely, passive. Some of them just wanted to have good mark from their
- (10) lectures **and** ignore the progress of their ability in speaking. **In addition**, their discipline in using English might be low **it** might be due to **their** motivation in learning English is low **and also it** might be **because** some of them chose unsuitable section **for** their interest.
- (15) The solution solve these problems the researcher needs to find out the real problems that students have in developing their speaking skill, after finding the problems the researcher expects the lectures **and** students will be able to overcome those problems. **For** example, if the problem about the lack of motivation to speak, the
- (20) lectures can motivate them **and** create the most effective way to stimulate them, **so** they will be more interested in practicing their speaking. From above discussion, the researcher is interested in conducting a research of which purpose is to describe **and** reveal the
- (25) problems that students face in developing their speaking skill. Hopefully, the problems can be overcome to increase their achievement in speaking skill.

Essay 3

Name: Saidatul Barorah

NIM: 1603046010

- Line (1) Islamic senior high school of Al-Karimi that located in Gresik, East Java is an Islamic school that has implement two styles of education. Besides having different brain performance, boys and girls also have different characteristics. Confidence, fear, shyness,
- (5) discrimination are psychology problems in the class. Some students are afraid, shy and *not* confident to explore their potential and academic ability especially in speaking skill because they are embarrassed with opposite sex and even with the same sex.
- Style of education must be appropriate to develop students' skill and intelligence without shyness, fear, prestige and discrimination. **However**, many studies show the evidence that single-sex style is better to develop students' speaking skill. The students can explore their speaking capability because there are confident and not shy if **the** class only consist of same sex.
- Boys
- (15) and girls have different capability in speaking skill makes student more develop the speaking skill. In single-sex style, there is no discrimination between boys and girls.

Essay 4

Name: Amalia Eka Noviana

NIM: 1603046021

- Line (1) Teaching English to young learners is different from teaching English to adult learners. The techniques **and** methods of teaching to young learners are not the same as the techniques **and** methods of teaching **for** adults. The thing that makes children lazy
- (5) to learn language is when they feel comfortable **and** feel depressed until make them confused. In true that no one can force children to learn the language (Shaheen: 2009).
- Teaching English to young learners, we as a teacher must
- (10) consider the characteristics of students, such as lazy to read long text **and** *feel* bored easily. **Therefore**, it is very important **for us** to understand how to overcome this (Lulu' H: 2005). This is where **we** are required to create activities that attract students **so that** students **do** not feel bored. In this case a lot of activities that we can **do**.
- (15) Here, nursery rhymes can be used as a tool to teach grammar, on the other side by providing a conducive environment **and** learning atmosphere **that is** able to attract children, it is certain that children will be more comfortable in the classroom. Another way children acquire language is to use all the sense, **such as** observing gestures,
- (20) by sight, hearing **or** watching. They will also explore **and** experiment. They will also make mistakes **then** review them **and** understand them repeatedly. It will also make him feel confident.

Essay 5

Name: M. Firdaus Annur

NIM:

- Line (1) English language in Indonesia became the second language after Indonesian. In optimizing the use of English, then in Indonesia learning English to be applied early on. English language learning in elementary schools is only included in local content. One of the
- (5) goals of learning English in primary school is to introduce English from an early age to students. So, when student graduate from primary school and then go to higher education level, students are familiar with English. Learning English at the primary school level includes several skills: listening, speaking, reading, and writing. In
- (10) addition other English elements are also taught in elementary school, including vocabulary (vocabulary), grammar (grammar) and pronunciation (pronunciation).
- Based on these four language skills, the learning of speech skills related to the pronunciation ability is still not running as it
- (15) should be. The ability of pronunciation is an important aspect for elementary school students in learning English. Good pronunciation will be the basis for students to master English well. For that students must be guided early on in order to have perfect pronunciation capabilities. Otherwise, students will make fatal
- (20) mistakes continuously. Because, when students have applied the pronunciation of a particular word, they will always remember it and use it. Even worse the error in pronunciation will cause a misunderstanding when students communicate in English. Here there are so many problems arise in the teaching of English
- (25) pronunciation. There are so many students in primary schools consider pronunciation to be very confusing and difficult to learn, teachers rarely teach pronunciation to students. Many students think that pronunciation is not important to learn so that students are lazy to learn it. And the solution of this problem make it as a habit for

- (30) student learning. **And** the teacher should guide the student when student get error pronunciation. **And** don't forget to motivate them to speak English well.

Essay 6

Name: Ayu Ani Sartika Dewi

NIM: 1603046028

- Line (1) In utilizing the learning media a lot of problems faced by teachers, **and** according to some teachers using learning media will increase the burden of teachers, this is **because they** are not able to use the media. There are still many teachers who rely on how to
- (5) teach with the old paradigm, where teachers feel the **only** source of learning for learners. Due to the number of teachers who are less interested in using learning media will have an impact on the pattern of learning is monotonous **and** saturate.
- In many educational institutions there are a number of
- (10) learning media which less optimal, such as the number **and** components are lacking, the quality is poor, **and the** media is not easy to get **or** accessed. This is also the causes of educators **and** learners to be excluded from the available media. **In addition**, students disinterest in the utilization of media not **only** comes from
- (15) the state of the media itself, **but** comes from how educators in processing learning materials to be delivered through the media. **Because**, one particular media is not necessarily suitable **for** all learning materials. **Therefore**, learners will feel **less** interested in utilizing the learning media **because it** requires a long process to
- (20) digest the learning materials.
- From some problem of utilization of media of learning which often faced by teacher as educators, **hence** need of intensive countermeasures **so that** available instructional media can help achievement of learning objectives conveyed by teacher. As for
- (25) solution that can be **done** is, **first**, conducting training to educators, **that is** by improving the quality in the use of learning media **and** most important is to form the mindset of teachers to consciously use the learning media in teaching. This is very useful, **because it** will help educators in acquiring knowledge **and** skills in producing **and**

- (30) developing learning media. **However**, to take advantage of the media is also far more important than the training utilize a particular media. **That is**, if teachers are adept at using the media **but do** not want to use it **then** the same cannot help educators. Second, management of instructional media, which can be **done** by making
- (35) a list of the amount of instructional media available in schools, creating a schedule of users of instructional media, forming a media maintenance management team, **and** making other relevant records **for** management of instructional media.

Essay 7

Name: M. Imron R.

NIM:1603046026

- Line (1) Communication is important aspect **for** human being. As part of communication, writing is allow you to communicate with your message clarity **and** with good writing make ease to understand. Learner usually found some difficulties **and** become
- (5) serious problem they should face **for** writing. There are so many things as learner finds difficulty in writing, especially grammar is the most problem you can find to improve writing skills, learner always thoughts about how to make less errors grammar. In other side, as EFL learner problem is a habit in reading, less in reading
- (10) makes their less in reference to write. The other difficulty comes from vocabulary, the effect of less reading impact to their vocabulary also, it can makes easier to adjust **and** create good sentence if they are rich in vocabulary.
- (15) As much as the problems, we should know how to solve the problem **and** find the solution. Read more can help learner to improve their writing skills, many readable sources will make their view wider to something. It will give significant impact to their vocabulary after they changed their habit of reading. They are really should learn **and** study deeper about grammar which is the
- (20) biggest difficulty **that is** often encountered by the learner. It will give impact to their writing skill significantly by following those solutions, which is like reading more **and** deeping in the grammar they can apply in learning activities.

Essay 8

Name: Sheila Putri S.

NIM: 1603046035

- Line (1) The process of teaching **and** learning almost occurs in the classroom. Classroom as a place where more than two people gather together **for** the purpose of learning, with **one** having the role of the teacher. Classroom is not a place where the teacher just carries out
- (5) predetermined routines, **but rather** than a place where various elements interact **one** another. These elements are the teacher with their educational background, the students, experience, knowledge, **and** expectation **and also** the activity in the classroom. Language learning occurs through meaningful interaction. Interaction, **then**,
- (10) will certainly involves students. **In other words**, it can be said that language learning is two-way interaction between all the elements in class. Those elements handle the same significant role in deciding whether the learning will achieve it is aim **or** *not*. Each element cannot be dominated the others.
- (15) The teacher should handles a significant role in creating an atmosphere that stimulates students to participate in the classroom. The teacher also has to plan certain activities an interaction in order to achieve **or** produce a particular behavioral outcome. **One** important element, besides the teacher, is the student that also play
- (20) many significant roles. In the language classroom, the student can be positioned as object, **but** sometime they have to put themselves as subject. It means that they are not **only** as receiver **but** also as an independent **one** who can speak up, give ideas, **and** *contribute* to language in the classroom. Learners have their own initiative,
- (25) productivity, **and** strategies in classroom learning **rather** than passive absorption of the teachers information of precise adherence to the performance of classroom activities.

Essay 9

Name: Nadhifatun N

NIM: 1603046041

- Line (1) Vocabulary is an important aspect in learning language, especially in learning English as second **or** foreign language. When learners are learning an new language they should have enough vocabulary. Having enough vocabulary make the learners easier to
- (5) learn new language. Vocabulary can make the students convey their idea both in oral **and** written form effectively. Their idea can help them in understanding the subject with the teacher's guide. **For** some case there are some students still difficult to memorize **and** understand the vocabulary. They tend to easily forget their
- (10) vocabulary that have been taught by their teacher. **So**, they become dislike English subject **because** lack of vocabulary.
In this case the language teacher should find the appropriate method to teach the student that can attract students' attention to the material. The teacher can use media to make
- (15) vocabulary learning more enjoyable **and** interesting. There are many types of media **for** teaching vocabulary to the student, **one** of these media is English song. The use of English song can improve the quality of vocabulary in teaching learning process. It happened **because** song can stimulate the student to achieve the new words
- (20) that they had already listened. It is supported by Kittiya **and** Metas (2016) that music affects language accent, grammar, memory, mood, enjoyment, **and** motivation. Composing words **and** rhythm appropriately create relax atmosphere that can help students to learn new words easier. While listening to music it can also improve
- (25) students' pronunciation **because** they hear directly from native speaker.

Essay 10

Name: Ambarwati Emira

NIM:1603046002

Line (1)

English education major is **one** of the majors in the faculty of tarbiyah **and** teacher training. Talking about English education major is certainly related to foreigners. As we know that English is the language of the world. English is used in the world of aviation,

- (5) technology **and** others. If we want to interact with strangers **or** have a relationship **and** communicate with them, **then** English is the answer. In the case English has important role on the international scale. The problem is students in English education 4A difficulty in speaking English. This is due to lack of application **and**
- (10) implementation of English. **So**, the students are not used to speaking English.

From the problems that have been explained related to the weak application of English **and** the difficulties of student majoring in English to speak English. Can be found a solution. Alternative

- (15) way **that is** by applying English area (especially in class). By applying this alternative way, students are expected to practice English in the class. The goal is also to train students in speaking English **and** make student accustomed to speak English.

Essay 11

Name: Lailatul Maghfiroh

NIM: 1603046037

- Line (1) English language is difficult material **for** learner. According to other learner which like English language, language is aesthetics **and** art **and** easier material especially English language. There are four language skills students should encourage to master English
- (5) language are writing, reading, listening, **and** speaking, grammar also important too. Grammar is a set of rules that explores the forms **and** structures of sentences that can be used in a language. All language learners make mistakes of grammar (krista and merili, 2015). When you write something, you must pay attention of
- (10) grammatical error in your sentences. The reader needs to understand what you write, speaking skills too. Usually learner can not try to speak **and** write English language **because** he **or** she afraid if the reader **and** audience do not understand what she **or** he mean.
- (15) Speaking does not use grammar item. Automatically learner can speak whatever without grammar item. If you still think of grammatical error in **your** sentence, I believe you will not speak English language. **So** learner try to speak English language is more important than think grammatical error. Writing skill need correct
- (20) **and** clear sentences to make the reader understand what learner mean **and** write. Grammar item in writing skill is important. **Hence**, we should learn grammar as much as is necessary to protect the beauty of language (Hasan, 2014). We can study grammar with some interest **and** unique ways are sing a song, games, based on the
- (25) text, dialogue, estafet story etc. The use of grammar in no way harmful to the spirit of the language as well. **So** grammar is interest **and** easy material, if we try to learn it.

Essay 12

Name: Destri Yuanita Lestari

NIM:1603046024

Line (1) Language is essentially a means of communication among the members of a society. In the expression culture, language is a fundamental aspect (Naval academy bulletin, 2015). Language is a tool of communication among human beings used to convey verbal

(5) **or** written messages, delivered meaning **or** purpose **and** feeling. **And** the language used in the world is English, it is an international language in the world. English has been generally accepted **as** an active language in the world, people who learn English consider

(10) English is very important **as** a provision **for** them in future. With the passage of time the competition in the world will be more stringent. **Therefore**, nowadays many people, particularly student, ought to master English language. Mastering English language is an important value **for**

(15) the students to have. By mastering the language, the students can more **confident** when competing with other friends in the competition, **or** other Olympics. **So**, it is important **for** people to learn **it**. Particularly in Indonesia, English is one of foreign languages. It is the most famous foreign language which is taught from elementary school up to

(20) university school level. By learning English, the students expected to understand the lesson through technology, **for** example: internet **or** social media whose system uses English writing, in other lesson as well.

The teaching of english is focused on the ability of learners to be capable of mastering the four language skills, namely:

(25) listening, speaking, reading, **and** writing (depdiknas, 2003: 6). The learners should have abilities in reading **and** listening to support their speaking **and** writing. One of the language skills is writing skill. It is **one** important skill in learning English. It has always occupied a place in most English language course. One of the

(30) reasons is that more and more people need to learn writing in English **for** occupational **or** academic purposes. To write well,

People must have good capability in writing. Moreover, someone who wants to write an essay or a story must know the steps in writing process and aspects of writing. The writer must be able to

- (35) organize the ideas, to construct the sentences, to use punctuation, and spelling well. **Besides**, they must be able to arrange their writing into cohesive and coherent paragraphs and texts. In academic writing, the flow of ideas from one sentence to the next should be smooth and logical (dr. Durga Sabnis, 2018). Without
- (40) cohesion, the reader will not understand the main points that you are trying to make. In the paragraph below, words and phrases that serve to increase the coherence of paragraph are highlighted and underlined. English is a language taught in our country and our government has taken several efforts, **one of them** is that English
- (45) has been formally taught in all levels of schools starting from elementary school up to university. It is of course as the consequence of the global era development where English is deeply needed as a means of communication. The government expects that by teaching English, Indonesian people are able to acquire science
- (50) and technology in order to develop our country. **Furthermore**, nowadays, the government applies the Genre-based Approach to develop the nation's education quality.

Teaching writing in secondary school needs appropriate technique in order that the students are active and creative in

- (55) writing skill. The techniques **for** the teaching writing are copying, dictation, sentence completion, and written pattern drills.

The writer's reason in considering SMP 16 Semarang by the students in writing skill at eight grade, as the source of data in his research paper is that **because** the student have some problems

- (60) in writing skill, especially in writing recount text. **Furthermore**, the students do not know how to make a good sentence in paragraph, especially in using punctuation, diction, etc. Based on the reason above, the writer wants to focus his

- study on writing recount text **because** the student of SMP 16 Semarang cannot write recount text
- (65) correctly **and** understand more about writing skill.

Essay 13

Name: Khafidatul Hasanah

NIM : 1603046033

- Line (1) English pronunciation has many ways in each individual. This is influenced by various factors such as: culture, surrounding environment. This differences often made a misunderstanding between individuals who communicate. Although they used a
- (5) manual dictionary as their pronunciation corrector. **But** apparently it is not effective enough to justify their pronunciation. Using a manual dictionary one can **only** read without knowing clearly how to pronounce it.
- Technology sophistication has offered a pronounce learning
- (10) alternative with more effective **and** interesting. One of the most widely used in the (English Phonetic Pronunciation) application. This application is quite easy in use, presented discussions **and** examples of pronunciation with the correct pronunciation in the form of audio **and** video. This application will be very helpful **for**
- (15) users who have different pronunciations that have been carried by the regional accent. This application also highly recommended **for** beginners who are developing their speaking skills.

Essay 14

Name: Nanda Pambudi

NIM: 1603046006

- Line (1) In many English language classroom, teaching pronunciation is granted the least attention. If we learn a second language in childhood, we learn to speak it fluency **and** without a foreign accent, if we learn in adulthood, it is very
- (5) unlikely that we will get a native accent. We know about difficult to learn pronunciation from other country, **so** from different country we must to learn about how to pronunciation correctly. Pronunciation has a positive effect on learning a second language and learners can get the skills they need **for**
- (10) effective communication in English. If we have clear about pronunciation of English language fluently, we will get a native accent. All of depend on mother tongue, **because** each student has different culture **and** different background. Mostly in Indonesia country, English language is different accent.
- (15) To correct in pronunciation, we as from other country **and** different accent must understand about how stressing correctly, intonation each sentence **and** word, **and also** rhythm if we say about something. If we wrong in stress **or** intonation, we can get different meaning **or** misunderstanding with other
- (20) people. Although we must know about how stressing, intonation each word **or** sentence. Many mistakes in Indonesia, especially if intonation **and** stress less of other. Mostly Indonesia people wrong **or** difficult also in intonation **and** stressing. **However**, learn pronunciation included stressing,
- (25) intonation is very important to make native speaker understand about what we say. Teacher in teaching pronunciation must given the material about how to pronunciation correctly **and the** teacher also understand about the student background.

Essay 15

Name: Miftahul Mahrus

NIM: 1603046007

- Line (1) English pronunciation is the pronunciation of a word in English well **and** correctly. **The** differences in our tongue habits with the tongue of the native speaker (the English-speaking person as the mother tongue) is the cause for making a mistake in
- (5) English pronunciation **and** it makes the students feel difficulty in pronunciation. English pronunciation in English education department 4A is taught very little even almost no lesson that teaches detail about pronunciation, so the student has limited time to learn **and** low confidence in English pronunciation.
- (10) **The** solution solve these problems the researcher needs to find out the real problems that students have in developing their English pronunciation, **after** finding the problems the researcher expects the lectures **and** students will be able to overcome those problems. **For** example, the student must learn the sounds **and**
- (15) sounds of their English **and** international phonetic alphabet (IPA) symbols, learn about phonetic transcription **and** word suppression. **They** should also choose the pronunciation model such as American **or** British **and** practice pronouncing English word from time to time.

Essay 16

Name: Nurul Hakimah

NIM: 1603046020

- Line (1) Student who learn a physical science tend to be bored when they are asked to learn English. The problem with this is that students prefer to use their brain rather than their feeling. They seem uninterested to learn English either in the class or
- (5) **not.** They sometimes ignore the English teacher when she **or** he is explaining a material in front of class. They spend almost all day long everyday to do their assignment. **So,** there is no time to learn English.
- However,** English is highly needed to their learning
- (10) support. They often look **for** some resources which using an English. They also need English as a tool to communicate with scientist from another country when they do a research. If they do not be accustomed with language, they will find some difficulties. In response to this problem, our study proposes to
- (15) investigate the effectiveness of using visual support to teach English **for** physical science's student in faculty of science. We plan to do an experiment which applying visual report in some physics' classes to learn descriptive text. We also plan to do observation to conduct a comparison **for** this experiment by
- (20) using text as a media to teach descriptive text in the same classes.

Essay 17

Name: Farikha Kurnia Rahma

NIM: 1603046039

- Line (1) In modern era technology are develop from time to time. Technology can connect one country to other country. People can learn everything from other country **and** know different culture. One of different culture is language. Every country has
- (5) different language. From that different language many people start curious about other language **and** they start to learn other language. **First** thing to learn new language is learn vocabulary. There are many way to learn vocabulary the easy thing is listening music.
- (10) In this era music growth, there are many genre of music **and** every country has own genre automatically music has many language. **Then** music can use to learn foreign language. Music is an instrument, from that instrument people start to complete the instrument with lyric **and** music combine with lyric is called
- (15) song. Almost people like music kids, teenager, adult, **and** old people like song. **Because** when we hear song, we know how to pronounce the vocabulary correctly **then** we looking **for** song lyric **then** curious with meaning of that song **and** we learn new vocabulary.

Essay 18

Name: Heni Patmawati

NIM: 1603046017

- Line (1) Learning process is the activity **or** process of gaining knowledge **or** skill by studying, practicing, being taught, **or** experiencing something. There are many problems in learning process, which one is problem that comes from the students.
- (5) Students who come to the class to learn have range **or** motivation, some of them may come with strong **or** weak motivation. Student with weak motivation tend more passive than others **and** less attention to teacher's explanation in learning process. **So** teacher's responsibilities to keep her **or**
- (10) his students interested **and** motivated in learning. The learning process is related to teaching methods. There are many types of learning methods **and** each methods has advantages **and** weaknesses. **So**, the selection of methods have to appropriate to the topic **or** subject that will be taught.
- (15) The teacher have to prepare the best method **for** the material that will be delivered. Using interesting methods can make students interest in listening to the material, in this case is English, **so** it can help improve students' motivation **and** their learning result. In the matter of it, we have to pay attention to
- (20) various concepts **and** learning theories to improve learning achievement is by using group discussion method(study club). With group discussion method, students can more active **because** they are able to work together as a team work, interact **and** socialize, exchange ideas **and** share experiences with
- (25) their peers during learning process in the classroom **or** outside the classroom.

Essay 19

Name: Fitria Rachim

NIM:1603046038

- Line (1) Education is something that must be obtained by all citizens from childhood to adult. In Indonesia itself has obliged the community to study compulsory education **for** intelligence **or** knowledge, practice, change behavior **or** responses caused by
- (5) experience. Learners in general have expertise in their respective fields-still in accordance with the talents **and** interest, including subject. In Indonesia provides some lessons **for** learner to develop knowledge, **and** **one** of them is English language lesson **as** a foreign language. Many of the students are **less** interested to
- (10) deepen this **one** lesson, while English is an international language that is very important to learn. The **less** interest shown by the students is due to various factors, among factors that influence it is by teacher factors, factor of teaching method, **and** environmental factor.
- (15) Some of this factor are very decisive interest of students learning English. **However**, these interests can be rebuilt given the changes in the rules **and** ways of teaching. The teacher factor **or** the subject of the principal in teaching is the most important, the students need teachers who are not too relaxed **and also** not
- (20) too fierce in delivering the material, **but** with patience is not a threat. Learning methods used by teachers should also be appropriate, **because** the method determines the effect of student success in understanding the material being taught. Especially now the majority of school in Indonesia are already using
- (25) curriculum 13, where student are invited to actively be creative with learning. Supporting environment will learn English also can cultivate student's interest to deepen English, **for** example is English village of pare, Kediri **and** Desa Bahasa Borobudur, magelang. The environment there is very helpful human
- (30) resources that exist in fostering interest to learn English. **So**, the interest of student who had been lacking to learn English can be

nurtured again with some of the above efforts. Given that in this era of globalization is very necessary development **for** learning English as a communication tool.

Essay 20

Name : Intan Wulandari
NIM : 1603046043

- Line (1) Pronunciation is how we say a word in English well **and** correctly. It is the important point in English communication. If we do not have good pronunciation, it can make miscommunication each others. In fact, many problems
- (5) are caused by misunderstanding. **One** of them is the error in the pronunciation of the word. **For** example, you say “ I like beach”, **but** pronounce it like, “I like bitch”. People will think that you are a prostitute. If you say,” I need a fan”, **but** your pronunciation is “I need a van”. It will make misunderstanding
- (10) each other. In the school, student is **only** learn grammar and skills of English, such as reading, writing, listening **and** speaking. In speaking, most of teachers **only** teach their students how to speak English fluently. There is no specific subject **for** pronunciation teaching. **So, do** not let it happen.
- (15) We have to learn more about pronunciation.
The best way to improve our pronunciation skills is not through reading a grammar book, **but** by watching native English programs, such as moves with subtitles **and** listening to English songs with lyrics in front of us. Listening to the
- (20) radio is another excellent way. We can have all of our concentration on what is said without visual disturbance **and** others. Not **only** that, we have to learn more about phonetic, there are so many phonetic symbols that show a word is pronounced as “cat” or “cut”. The symbols are usually found
- (25) in dictionaries. **So, it** will be better when we bring a dictionary every time to get a reference how a word is pronounced.

Essay 21

Name: Kamilah Tafrijiyah

NIM: 1603046031

- Line (1) Listening English, whether in classroom setting **or** a natural setting, requires strategies in order to achieve the goal of learning which is to be able to use the language well. **But, there** is the most critical component in language learning “ is strategy
- (5) important **for** language learning?”. Some experts state that women **and** men use different strategic patterns that make their proficiency level in learning become different. Another expert state that female foreign language student are generally more successful than male students (Alfian, 2016).
- (10) Related to this problem, research on language learning strategies has been conducted. The research was conduct a study which investigated the relationship between language learning strategies **and** language performance **for** student. The focus of these learning strategies research is to exam whether
- (15)the learner’s proficiency depends on the use of specific strategies **and** used strategy is influenced learners successful in learning English. This research involves several factors which are related to language learning strategies, such as gender, age **and** performance test scores.

Essay 22

Name: Nunung Purwati

NIM: -

- Line (1) Today, we feel often concerned **and** angry with what is happen in our immediate environment. Many problems that arise **and** make us startled. Particularly in rural environments that are very much different from urban
- (5) environments, even the children who are educated in the village are very few, most of the parents underestimate an education **for** their children, many children from rural areas who after graduating from primary school are not continuing their education **because** of the prohibition of parents, 60 % of
- (10) the reasons parents do not continue their children to educate **because** of economic factors, **and** the minds of parents in the countryside that has passed down that education **for** children in rural areas is not important **and** will not affect the future of children.
- (15) As ordinary people, especially parents should pay more attention to education **for** their children. The government should be address this phenomenon in the rural environment, one way of counseling parents about the importance of education **and** the adverse effects on children
- (20) who are not educated **and** the ideas that alert parents to their perspective on education, as well as designing special programs **for** village such as non-formal free tutoring **for** children **and** adolescents.

Essay 23

Name: Silvy Milchatir Rizkiyah

NIM: 1603046029

Line (1) The writer focused on the analysis of student's ability in writing narrative text in terms of schematic structure **for** junior high school which is taught in VIII grade of SMP Bina Bhakti Cibinong. The students still have problems in composing text.

(5) **First**, the problem in organizing the ideas to write, the students are still unable to transfer **and** develop their ideas into paragraphs well in composing a text, they do not use orientation, complication, resolution, reorientation in writing appropriately. They do not follow the order of writing process, they just directly

(10) wrote what they thought without planning.

Second, some students lack of vocabularies, it made limitation in developing their ideas, they put words which were unsuitable contextually.

Based on conclusion of the researcher, the researcher

(15) concludes that writing needs practices, the teacher can give various ways to develop students' ideas in organizing ideas, by using outline before come to writing activities will help the students to organize their ideas well.

Essay 24

Name : Rizqi Choirotun Nisa

NIM: 1603046005

- Line (1) Most of students nowadays seem to be less motivated intrinsically. Most of them thinks English as a different subject. They think that all about English are difficult to be learnt **and** they do not want to follow the learning process
- (5) seriously. It happens **because** they have no interest in learning **and** have low motivation in learning English. The weakness of student intrinsic motivation makes the teacher need to generate the students' motivation in extrinsic way. **One** of them is by using rewards **and**
- (10) punishments in order that students are able to move from their comfort zone **and** have the will to learn and **do** their tasks.

Essay 25

Name: Vira A D S A

NIM: 1603046013

- Line (1) Mastering reading skills enables the learners to achieve a successful learning process. Skimming **and** scanning are two different strategies **for** speed reading **and** this technique very needed in the reading skill. The problem is still
- (5) many students do not understand how to skimming **and** scanning in detail. **Then**, some of people do not understand about steps **for** skimming **and** scanning. From the problem can be found a solution. Students can read more books related to skimming **and** scanning, **and**
- (10) searching from many sources like internet. Actually differentiating of skimming **and** scanning are enough to remember that skimming is a quick reading **and** scanning to find something quickly **but** accordance with the steps.

Essay 26

Name: Ilma Rufaidahzahro

NIM: 1603046042

- Line (1) Many students in Ma'had UIN Walisongo Semarang are getting high scores in written English tests, we know the structure of English or grammar rules, and mastery the vocabulary but they cannot speak English fluently or
- (5) express their feelings and thoughts in English in correct form. The aim of the English teaching in Ma'had UIN Walisongo Semarang is to enable students to have ability in developing communicative competence in both oral and written form achieving functional literacy level to have the
- (10) awareness about the essence and the importance of English in increasing competition in global community based on the characteristic which has Ma'had UIN Walisongo "having international knowledge and local wisdom", and another problem is only few learners get opportunity to practice
- (15) speaking English because practicing means getting knowledge, skills and experience.
- I think the solutions are with the habits and the greater the learning English language. As language is spoken, the learners of a language have to be able to speak
- (20) in the language. We must do lots of practices to be able to speak in a certain language. But, most of students are having little opportunity to practice speaking English outside the classroom because people around them are accustomed to using their mother language (Javanese or Indonesia). Therefore,
- (25) it is conducted an alternative way to improve students' speaking skill. For example, English days are program in Ma'had UIN Walisongo. Refer to this description, the students be able to intend and observe the contribution of the English day program.

Essay 27

Name: Erlistiana

NIM: 1603046034

- Line (1) Since English is a foreign language in our country, most of students are not familiar with it. The students use English more frequent **only** inside the class **and** less frequent outside the class. Whereas, students' have limited time to learn
- (5) English in class, **and** they still do not have enough encouragement to practice English outside the class in order to get familiar with English. This case brings a problem that make students have difficulties to communicate in English. The **first** cause that makes the student difficult in speaking is
- (10) that the environment does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English **for** daily conversation. The **second** cause is problem with grammar,
- (15) English always deals with reference of time while Indonesian does not have **one**. **Moreover**, there are singular **and** plural forms that the students have to distinguish **and** still many forms that have to be learned.
- To solve this problem, we can use a story telling method using
- (20) a picture. This method can encourage the students to speak English with tell the story based on the picture that they have. The pictures can help the students easier to memorizing the sequences of the story, **and** the teacher must convince the students that making errors is a normal thing in learning. This
- (25) way will raise students' confidence to try to speak English. It will be better if the teacher does not give correction every time when the students make errors, **but** he should give feedback **and** give explanation for every error after the students finish their speech.

Essay 28

Name: Ninin Jariyah

NIM:-

- Line (1) Today's learning is more oriented towards students actively in the learning process so that they will gain experience that can develop their thinking skill. **Therefore**, students are required to think critically **and** *be* able to solve
- (5) problems. Making students think critically is not easy **because** students must require imagination **and** awareness to look inside before expressing with other, **so it** makes student difficult to think critically **and** common obstacles experienced in teaching critical thinking skills come more from **the** culture
- (10) of learning in our country. **For** example, learning is still centered on the teacher, the teacher still be everything in the classroom. Teachers are lazy to design a learning activity that gives students the opportunity to actualize themselves. Making student think critically is by the way of education **and**
- (20) learning that explores the ability of student owned. To make students think critically **and** *be* able to solve the problem, the learning is **done**, not **only** provides the knowledge **and** skills needed **but** also required teaching the nature, attitude, value **and** character. **It** is to support the student to be able to think
- (25) critically **and** other ways to critical thinking, **it** is to provide some trainers to students such as, debate. **The** student can develop their critical thinking **and** the student can make argument mapping, **it** makes be affective to think critically.

Essay 29

Name: Muti'ah

NIM: 1603046032

- Line (1) In this era of globalization **and** technological advancement, English as an international language is very important to be taught. It is also the reason why English has been taught to the elementary learners. **But**, many people still
- (5) think English is difficult language **and** subject. Some of them also consider English as a dreaded thing, especially in the grammar. They consider grammar in English is very difficult **and** complex. It is also felt by the learners of grade 1 intensive
- (10) language program at boarding school Darul falah be-songo semarang. Many of them complained about grammar in English especially in tenses. Tenses are indeed quite a lot of division, which is 16 tenses make them feel scared first before learning it **for** various reasons.
- (15) It becomes a challenge **for** the teacher, how to the learners able to master with regard to grammar in English **and** eliminate the various reasons that make them afraid. One of the initiatives of a teacher in solving the challenge is to use instructional media. Media that will make the learners
- (20) motivated **and** funny, **that is** the song.
The use of songs in the learning process is very effective to make the students more passionate in following it **and** the use of songs will make it easier **for** students to remember the material have been delivered, when practiced repeatedly.

Essay 30

Name: Uummy Izzatunida

NIM: 1603046013

Line (1) Department of English education at UIN Walisongo Semarang is currently being intensively proclaimed English-speaking environment with the aim of improving the speaking skills of students **and** lecturers **because** of English education

- (5) students which in their daily use opposite English. This lack of awareness that causes most student is very low in mastering speaking skills. Speaking is often regarded as the most difficult skill learned by students. Brown **and** Yule (1983) stated that learning to speak in a foreign language is often regarded as one
- (10) of the most difficult aspects of language learning **for** lectures to help students develop their speaking skills. It is not **only for** specific programs **or for** thesis **or** comprehensive examinations **but** also **for** more use common when they want use English in the outside world, **so** they include people who are good at
- (15) expressing their ideas in English after learning it **for** several years.

Therefore, a lecturer is challenged to develop various teaching techniques. Various teaching techniques will help learners gain motivation to learn English higher. In this study,

- (20) talking teaching using video was introduced. Video as an audio-visual tool is very useful **for** students in learning English. Videos can be used to teach four skills: reading, listening, speaking, **and** writing. Students love videos **because** they are exciting,
- (25) challenging **and** stimulating to watch. **So** hopefully students can hone the ability to speak **one** of them with video media.

Essay 31

Name: M. Nur Fallah

NIM: 1603046016

- Line (1)** **For** so many years ago, language is used as a tool of communication. Everyone speaks **for** expressing their own ideas, understanding each other **and** exchanging some information in a variety of situations. **Hence**, speaking skills
- (5) are important **and** need to be taught **as** the enormous use of it can be found all over the world. **Previously**, speaking skills are taught **only for** military purposes in 1943 by using audio lingual method which aimed to drill the students about speaking improvement **and** proficiency in certain foreign
- (10) language (Richard & Rodgers. 2002). **However**, the development of technologies **and** civilizations from time to time demand another way of teaching speaking as needs **and** situations in certain period are different from the previous **one** **and** the found of some preceded method which are no longer
- (15) effective to use **or** even monotonous **for** few learning situations. Nowadays, the development of technology allows everyone to learn everything **only** in a click. **As a result**, everyone has to adapt to the current situations, **so do** the
- (20) teaching speaking. In this case, teacher must be able to employ the use of media technology to teach speaking in order to follow the change **and** current trends which are considered as popular **and** attractive. One of the media technologies that can be used **for** teaching speaking based on the current trends is
- (25) Youtube which currently become a renowned side. Youtube provides a lot of interesting videos which can attract **the** user to watch **and** learn about the content of the video. In this case, teacher can use some available English videos on Youtube as a media to attract the students' interest in learning speaking.
- (30) Combined with imitating style of teaching speaking, the use of English videos on Youtube, continuously, can improve students' speaking proficiency **as well as** their practical skills.

Essay 32

Name: Anggi Pratiwi

NIM: 1603046011

- Line (1) Students at all levels of education have problems with writing especially in countries such as Indonesia where English is a foreign language. Based on pre-research data, there are some problem writing skills faced by students. The
- (5) problem is indicated by the first two indicators, indicators related to the students' writing skills. Problems in writing skills include: students have difficulty using correct and incorrect grammar, students often make technical errors, low vocabulary students, and students find it difficult to
- (10) formulate their own writing ideas. In addition, the second indicator is related to student learning motivation. So, to achieve it all takes motivation from the teacher so that students do not think writing is difficult.
- So, to solve the problem of learning to write a
- (15) teacher can be overcome by using guided writing. By using guided writing as a teaching technique, the teacher can control more student activities during the lesson. Therefore, it can be concluded that guided writing can increase student motivation. Teacher can manage the classroom situation by
- (20) giving clear instructions using louder sounds. Teachers are advised to maintain seating arrangements to avoid the noise of students in the teaching and learning process. Using the steps in guided writing, students are trained to organize their written text based on the writing aspect.

Essay 33

Name: Nurul Afrida Izzah

NIM: 1603046014

- Line (1) Al-irsyad Islamic Senior High School located in Gajah Demak, is a school which have two language subjects in its curriculum. The two subjects are Arabic language **and** English language. Arabic language divide into two subjects: Arabic
- (5) **and** Arabic grammar **but** English language is not divided into any subject. In this case, students are strange with the term “grammar”. Grammar of a language has the definition as the set of rules that govern its structure (Coghill and Magendanz, 2003). Students unknow about the grammar make they unpay
- (10) attention to the awareness of using grammar which we called grammatical awareness. They **only** know English as a simple subject which is not divided into any part. Here, grammar is not specifically introduced as an important component in English language. It may cause students’ ungrammatically in
- (15) English skills such as writing **and** speaking.
Grammatical awareness is very important in speaking skill **because** it helps the others understand what we want to speak about. Grammar helps the students sentence sounds correct **and** understandable. Grammar improves the
- (20) development of fluency (2018). When the students have learned grammar, it will be easier **for** the students to know how to organize **and** express their ideas in their mind without difficulty. **As a result**, they will be able to speak more fluently. Grammar awareness can be increase with the
- (30) specifically introduce **for** the teacher, **so** the term “grammar” will not be something strange **for** the students. The stakeholder also can put grammar as a local subject as they **do** in Arabic grammar. This way may help the students early know more about grammar **and** can be affected to their speaking ability.

Appendix 4

List of Students Name

Essay	Student Number	Name of Student
1.	1603046040	Putri Sonia
2.	1603046030	Rois Hidayat
3.	1603046010	Saidatul Barorah
4.	1603046021	Amalia eka noviana
5.	-	M. Firdaus Annur
6.	1603046028	Ayu Ani Sartika Dewi
7.	1603046026	M.Imron R
8.	1603046035	Sheila Putri S
9.	1603046041	Nadhifatun N
10.	1603046002	Ambarwati Emira
11.	1603046037	Lailatul Maghfiroh
12.	1603046024	Destri Yuanita Lestari
13.	1603046033	Khafidatul Hasanah
14.	1603046006	Nanda Pambudi
15.	1603046007	Miftahul Mahrus
16.	1603046020	Nurul Hakimah
17.	1603046039	Farikha Kurnia Rahma
18.	1603046017	Heni Patmawati
19.	1603046038	Fitria Rachim
20.	1603046043	Intan Wulandari
21.	1603046031	Kaamilah Tafrijyah
22.	-	Nunung Purwati
23.	1603046029	Silvy Milchatir Rizqiyah
24.	1603046005	Rizqi Choirotun Nisa
25.	1603046013	Vira A D S A
26.	1603046042	Ilma Rufaidahzahro
27.	1603046034	Erlistiana
28.	-	Ninin Jariyah
29.	1603046032	Muti'ah
30.	1603046015	Ummi Izzatunida
31.	1603046016	M. Nur Fallah

32.	1603046011	Anggi Pratiwi
33.	1603046014	Nurul Afrida Izzah

Appendix 5

RESEARCH INSTRUMENT

Please fill completely and make the essay with your own ideas with the topic *problem and solution in English language!*

Name :

Class :

Student Number :

Title :

Appendix 6

The Comparison of Students' speaking Skill in Single-Sex Class and Coed Class in Islamic Senior High School of Al-Karimi

Saidatul Baroroh (1603016010) - PBI 1A

INTRODUCTION

Problem

Islamic senior high school of Al-Karimi that located in Gresik, East Java is an Islamic school that has implement two styles of education. Single-sex education is implemented for Tahfidzul Qur'an class and coed education for science and social class. Besides having different brain performance, boys and girls also have different characteristics. Confidence, fear, shyness, discrimination are psychology problems in the class. Some students are afraid, shy and not confident to explore their potential and academic ability especially in speaking skill because they are embarrassed with opposite sex and even with the same sex.

Alternative

Style of education must be appropriate to develop students' skill and intelligence without shyness, fear, prestige, and discrimination. Single-sex education and coed education have strengthen and weakness. Boys and girls have different capability in speaking skill. The present study is an effort in this direction. It intends to find out whether boys and girls develop more speaking skill by being in competition with the same sex in the single-sex class or in coeducational class by being in challenge with the opposite sex.

Miftahul Mahrus
1603046007
PBI-4A

**The Difficulty of Pronunciation For English Education Department 4A At
Islamic State University Walisongo Semarang**

Problem and Solution

English Pronunciation is the pronunciation of a word in English well and correctly. The differences in our tongue habits with the tongue of the native speaker (the English speaking person as the mother tongue) is the cause for making a mistake in English pronunciation and it makes the students feel difficulty in pronunciation. English pronunciation in English education department 4A is taught very little even almost no lesson that teaches detail about pronunciation, so the student has limited time to learn and low confidence in English pronunciation.

The solution solve these problems the researcher needs to find out the real problems that students have in developing their English pronunciation, after finding the problems the researcher expects the lecturers and students will be able to overcome those problems. For example, the student must learn the sounds and sounds of their English and International Phonetic Alphabet (IPA) symbols, Learn about phonetic transcription and word suppression. They should also choose the pronunciation model such as American or British and practice pronouncing English word from time to time.

Nurul Hakimah (1603046020)

PBI-4A

**A Study on the Effectiveness of Using Visual Support to Teach English for Physical
Science's Students in Faculty of Science**

Students who learn a physical science tend to be bored when they are asked to learn English. The problem with this is that students prefer to use their brain rather than their feeling. They seem uninterested to learn English either in the class or not. They sometimes ignore the English teacher when she/he is explaining a material in front of class. They spend almost all day long everyday to do their assignment. So, there is no time to learn English.

However, English is highly needed to their learning support. They often look for some resources which using an English. They also need English as a tool to communicate with scientist from another country when they do a research. If they do not be accustomed with language, they will find some difficulties.

In response to this problem, our study proposes to investigate the effectiveness of using visual support to teach English for physical science's students in Faculty of science. We plan to do an experiment which applying visual report in some physics' classes to learn descriptive text. We also plan to do observation to conduct a comparison for this experiment by using text as a media to teach descriptive text in the same classes.

Name : Farikha Kumia Rahma

Class : PBI 4A

NIM : 1603046039

Problem- solution

In modern era technology are develop from time to time. Technology can connect one country to other country. People can learn everything from other country and know different culture. One of different culture is language. Every country has different language. From that different language many people start curious about other language and they start to learn other language. First thing to learn new language is learn vocabulary. There are many way to learn vocabulary the easy thing is listening music.

In this era music growth, there are many genre of music and every country has own genre automatically music has many language. Then music can use to learn foreign language. Music is an instrument, from that instrument people start to complete the instrument with lyric and music combine with lyric is called song. Almost people like music kids, teenager, adult and old people like song. Because when we hear song, we know how to pronounce the vocabulary correctly then we looking for song lyric then curious with meaning of that song and we learn new vocabulary.

Name : Fitria Rachim

NIM : 1603046038

Academic Writing Problem-Solution

Education is something that must be obtained by all citizens from childhood to adulthood. In Indonesia itself has obliged the community to study compulsory education for at least 12 years. According to Big Indonesian Dictionary, learning is trying to gain intelligence or knowledge, practice, change behavior or responses caused by experience. Learners in general have expertise in their respective fields-still in accordance with the talents and interests, including subjects. In Indonesia provides some lessons for learners to develop knowledge, and one of them is the English language lesson as a foreign language. Many of the students are less interested to deepen this one lesson, while English is an international language that is very important to learn. The less interest shown by the students is due to various factors, among factors that influence it is by teacher factor, factor of teaching method, and environmental factor.

Some of these factors are very decisive interest of students in learning English. However, these interests can be rebuilt given the changes in the rules and ways of teaching. The teacher factor or the subject of the principal in teaching is the most important, the students need teachers who are not too relaxed and also not too fierce in delivering the material, but with patience is not a threat. Learning methods used by teachers should also be appropriate, because the method determines the effect of student success in understanding the material being taught. Especially now the majority of schools in Indonesia are already using curriculum 13, where students are invited to actively be creative with learning. Supporting environment will learn english also can cultivate student's interest to deepen english, for example is English Village of Pare, Kediri and Desa Bahasa Borobudhur, Magelang. The environment there is very helpful human resources that exist in fostering interest to learn English. So, the interest of students who had been lacking to learn English can be nurtured again with some of the above efforts. Given that in this era of globalization is very necessary development for learning English as a communication tool.

Intan Wulandari (1603046043) PBI 4A

Pronunciation is how we say a word in English well and correctly. It is the important point in English communication. If we do not have good pronunciation, it can make miscommunication each others. In fact, many problems are caused by misunderstanding. One of them is the error in the pronunciation of the word. For example, you say "I like beach", but pronounce it like, "I like bitch". People will think that you are a prostitute. If you say, "I need a fan", but your pronunciation is "I need a van". It will make misunderstanding each other. In the school, students only learn grammar and skills of English, such as reading, writing, listening and speaking. In speaking, most of teachers only teach their students how to speak English fluently. There is no specific subject for pronunciation teaching. So, do not let it happen. We have to learn more about pronunciation.

The best way to improve our pronunciation skills is not through reading a grammar book, but by watching native English programs, such as movies with subtitles and listening to English songs with lyrics in front of us. Listening to the radio is another excellent way. We can have all of our concentration on what is said without visual disturbance and others. Not only that, we have to learn more about phonetic, there are so many phonetic symbols that show a word is pronounced as "eat" or "cut". The symbols are usually found in dictionaries. So, will be better when we bring a dictionary every time to get a reference how a word is pronounced.

Kaamilah Tafrijiyah
1603046031/PBI-4A
Writing for Academic Purposes

Problem Solution

Learning English, whether in the classroom setting or a natural setting, requires strategies in order to achieve the goal of learning which is to be able to use the language well. But, there is the most critical component in language learning "Is strategy important for language learning?". Some experts state that women and men use different strategic patterns that make their proficiency level in learning become different. Another expert state that female foreign language students are generally more successful than male students (Alfian, 2016).

Related to this problem, research on language learning strategies has been conducted. The researcher was conduct a study which investigated the relationship between language learning strategies and language performance for students. The focus of these learning strategies research is to exam whether the learner's proficiency depends on the use of specific strategies and the used strategy is influenced learners' successful in learning English. This research involves several factors which are related to language learning strategies, such as gender, age, and performance test scores..

Name : Heni Patnawati
Number : 1603046017/PBI 4A

PROBLEM-SOLUTION

Learning process is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something. There are many problems in learning process, which one is problem that comes from the students. Students who come to the class to learn have range of motivation, some of them may come with strong or weak motivation. Students with weak motivation tend more passive than others and less attention to teacher's explanation in learning process. So teacher's responsibilities to keep her/his students interested and motivated in learning.

The learning process is related to teaching methods. There are many types of Learning methods and each methods has advantages and weaknesses. So, the selection of methods have to appropriate to the topic or subject that will be taught. The teacher have to prepare the best method for the material that will be delivered. Using interesting methods can make students interest in listening to the material, in this case is English, so it can help improve student's motivation and their learning result. In the matter of it, we have to pay attention to various concepts and learning theories to improve learning achievement is by using group discussion method (study club). With group discussion method, students can more active because they are able to work together as a team work, interact and socialize, exchange ideas and share experiences with their peers during learning process in the classroom or outside the classroom.

Ambarwati Emira Putri (1603046002)

“ The role of English in improving students speaking skill : A case of the 4th semester in academic year 2018 “

Problem : English education major is one of the majors in the faculty of tarbiyah and teacher training. Talking about English education major is certainly related to foreigners. As we know that English is the language of the world. English is used in the world of aviation, technology and others. If we want to interact with strangers or have a relationship and communicate with them, then English is the answer. In the case English has an important role on the international scale. The problem is students in English education 4A difficulty in speaking English. This is due to lack of application and implementation of English. So the students are not used to speaking English.

Solving : from the problems that have been explained related to the weak application of English and the difficulties of students majoring in English to speak English. Can be found a solution. Alternative way that is by applying English area (especially in class). By applying this alternative way, students are expected to practice English in the class. The goal is also to train students in speaking English and make students accustomed to speak English.

Naura Ramadhani
1603096006
PBI 4A

Why is Pronunciation so Difficult to Learn for Nine Grade of Islamic Junior High School of Darul Hikmah Pekanbaru

Problem

In many English language classroom, teaching pronunciation is granted the least attention. If we learn a second language in childhood, we learn to speak it fluently and without a 'foreign accent', if we learn in adulthood, it is very unlikely that we will get a native accent. We know about difficult to learn pronunciation from other country, so from different country we must to learn about how to pronunciation correctly. Pronunciation has a positive effect on learning a second language and learners can get the skills they need for effective communication in English. If we have clear about pronunciation of English language fluently, we will get a native accent. All of depend on mother tongue, because each student has different culture and different background. Mostly in Indonesia country, English language is different accent.

Solution

To correct in pronunciation, we as from other country and different accent must understand about how stressing correctly, intonation each sentence and word, and also rhythm if we say about something. If we wrong in stress or intonation, we can get different meaning or misunderstanding with other people. Although we must know about how stressing, intonation each word or sentence. Many mistakes in Indonesia especially if intonation and stress less of other. Mostly Indonesian people wrong or difficult also in intonation and stressing. However, learn pronunciation included stressing, intonation is very important to make native speaker understand about what we say. Teacher in teaching pronunciation must given the material about how to pronunciation correctly and the teacher also understand about the student background.

Name : Khafidatul Hasanah

Classs : PBI-4A

NIM : 1603046033

“English Phonetic Pronunciation app” as a new alternative to learn pronunciation.

English pronunciation has many ways in each individual. This is influenced by various factors such as: culture, surrounding environment. This differences often made a misunderstanding between individuals who communicate. Although they used a manual dictionary as their pronunciation corrector. But apparently it is not effective enough to justify their pronunciation. Using a manual dictionary one can only read without knowing clearly how to pronounce it.

Technological sophistication has offered a pronounce learning alternative with more effective and interesting. One of the most widely used is the (English Phonetic Pronunciation) application. This application is quite easy in use, presented discussions and examples of pronunciation with the correct pronunciation in the form of audio and video. All of phonetic notations are described and grouped into three phonetic groups, that are: vowels, diphthongs, and consonants. This application will be very helpful for users who have different pronunciations that have been carried by the regional accent. This application also highly recommended for beginners who are developing their speaking skills.

Nama : LAHLATUL MAGEIROH

NIM : 1603046037

STUDENTS' GRAMMAR MISTAKES IN ENGLISH LANGUAGE AND EFFECTIVE
TEACHING STRATEGIES IN ISLAMIC SENIOR HIGH SCHOOL OF RAUDLATUL
MUTAALLIMIN

A. Problem

English language is difficult material for learner. According to other learner which like English Language, language is aesthetics and art and easier material especially English language. There are four language skills students should encourage to master English Language are writing, reading, listening, and speaking, grammar also important too. Grammar is a set of rules that explores the forms and structures of sentences that can be used in a language. All language learners make mistakes of grammar (Krista and Merili, 2015). When you write something, you must pay attention of grammatical error in your sentences. The reader need to understand what you write, speaking skills too. Usually leaner can not try to speak and write English language because he/she afraid if the reader and audience do not understand what he/she mean.

B. Solution

Speaking does not use grammar item. Automatically learner can speak whatever without grammar item. if you still think of grammatical error in your sentence, I believe you will not speak English language. So learners try to speak English language is more important than think grammatical error. Writing skill need correct and clear sentences to make the reader understand what leaner mean and write. Grammar item in writing skill is important. Hence, we should learn grammar as much as is necessary to protect the beauty of the language (Hasan, 2014). We can study grammar with some interest and unique ways are sing a song, games, based on the text, dialogue, estafet story etc. The use of grammar in no way harmful to the spirit of the language as well. So grammar is interest and easy material, if we try to learn it.

REFERENCE

- Chowdhury, H. 2014. Teaching Grammar in the English Language Classroom in Sandi Universities. *Expert An International Journal of Multi Disciplinary Research*. 1, 1.
- Uibu, K and Liver, M. 2015. Students' Grammar Mistakes and Effective Teaching Strategies. *International Journal of Teaching and Education*. 11, 1.

Name : Hma Rufeisah Zahro (1603046042)

Problem Solving

-Problem

Many students in Ma'had UIN Walisongo Semarang get high scores in written English test, we know the structure of English or the grammar rules, and mastery the vocabulary but they cannot speak English fluently or express their feelings and thoughts in English in correct form. The aim of the English teaching in Ma'had UIN Walisongo Semarang is to enable students to have ability in developing communicative competence in both oral and written form achieving functional literacy level to have the awareness about the essence and the important of English in increasing competition in global community based on the characteristic which has Ma'ahad UIN Walisongo "having international knowledge and local wisdom", and another problem is only few learners get opportunity to practice speaking English because practicing means getting knowledge, skills and experience.

-solving

I think the solutions are with the habits and the greater the learning English language. As language is spoken, the learners of a language have to be able to speak in the language. We must do lots of practices to be able to speak in a certain language. But, most of students have little opportunity to practice speaking English outside the classroom because people around them accustomed to using their mother language (Javanese or Indonesia). Therefore, it is conducted an alternative way to improve student's speaking skill. For example, English Days program in Ma'had UIN Walisongo Semarang. Refer to this description, the students can intend to observe the contributions of the English Day program.

Destri Yuanita Lestari (1603046024)

PBI 4-A

INTRODUCTION

A. Background the study

Language is essentially a means of communication among the members of a society. In the expression culture, language is a fundamental aspect (Naval academy bulletin, 2015). Language is a tool of communication among human beings used to convey verbal or written messages, delivered meaning or purpose and feeling. And the language used in the world is English. It is an international language in the world. English has been generally accepted as an active language in the world. People who learn English consider English is very important as a provision for them in the future. with the passage of time the competition in the world will be more stringent. Therefore, nowadays many people, particularly students, ought to master English language. Mastering English language is an important value for the students to have. By mastering the language the students can more confident when competing with other friends in the competition, or other Olympics. So, it is important for people to learn it. Particularly in Indonesia, English is one of foreign languages. It is the most famous foreign language which is taught from elementary school up to university school level. By learning English, the students are expected to understand the lesson through technology, for example; Internet or social media whose system uses English writing, in other lessons as well.

The teaching of English is focused on the ability of learners to be capable of mastering the four language skills, namely: listening speaking, reading, and writing (Depdiknas, 2003: 6). The learners should have abilities in reading and listening to support their speaking and writing. 2 One of the language skills is writing skill. It is one important skill in learning English. It has always occupied a place in most English language course. One of the reasons is that more and more people need to learn writing in English for occupational or academic purposes. To write well, people must have good capability in writing. Moreover, someone who wants to write an

essay or a story must know the steps in writing process and aspects of writing. The writer must be able to organize the ideas, to construct the sentences, to use punctuation, and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts. In academic writing, the flow of ideas from one sentence to the next should be smooth and logical (Dr.Durga Sabnis, 2018). Without cohesion, the reader will not understand the main points that you are trying to make. In the paragraph bellow, words and phrases that serve to increase the coherence of the paragraph are highlight and underlined. English is a language taught in our country and our government has taken several efforts, one of them is that English has been formally taught in all levels of schools starting from elementary school up to university. It is of course as the consequence of the global era development where English is deeply needed as a means of communication. The government expects that by teaching English, Indonesian people are able to acquire science and technology in order to develop our country. Furthermore, nowadays, the government applies the Genre-based Approach to develop the nation's education quality.

Teaching writing in secondary school needs appropriate technique in order that the students are active and creative in writing skill. The techniques for the teaching writing are copying, dictation, sentence completion, and written pattern drills.

The writer's reason in considering SMP 16 Semarang by the students in writing skill at the eight grade, as the source of data in his research paper is that because the students have some problems in writing skill, especially in writing recount text. Furthermore, the students do not know how to make a good sentence in paragraph, especially in using punctuation, diction, etc. Based on the reason above, the writer wants to focus his study on writing recount text because the students of SMP 16 Semarang cannot write recount text correctly and understand more about writing skill.

Erlistiana (1603046034)

PBI 4A

PROBLEM SOLVING

Problem :

Since English is a foreign language in our country, most of students are not familiar with it. The students they use English more frequent only inside the class and less frequent outside the class. Whereas, students' have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. This case brings a problem that make students have difficulties to communicate in English. The first cause that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The second cause is problem with grammar, English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned.

Solution :

To solve this problem, we can use a story telling method using a pictures. This method can encourage the students to speak English with tell the story based on the picture that they have. The pictures can help the students easier to memorizing the sequences of the story, and the teacher must convince the students that making errors is a normal thing in learning. This way will raise students' confidence to try to speak English. It will be better if the teacher does not give correction every time when the students make errors, but he should give feedback and give explanation for every error after the students finish their speech.

Nurain Jariyah

APPLYING CRITICAL THINKING IN THE LEARNING PROCESS

Today's learning is more oriented towards students actively in the learning process so that they will gain experience that can develop their thinking skills. Therefore, students are required to think critically and to be able solve problems. Making students think critically is not easy because students must require imagination and awareness to look inside before expressing it to others, so it makes student difficult to think critically and common obstacles experienced in teaching critical thinking skills come more from the culture of learning in our country, for example learning is still centered on the teacher, the teacher still be everything in the classroom. Teachers are lazy to design a learning activity that gives students the opportunity to actualize themselves

Making students think critically is by the way of education and learning that explores the ability of students owned. To make students think critically and be able to solve the problem, the learning is done not only provides the knowledge and skills needed but also required teaching the nature, attitude, values and character that support the student to be able to think critically and other ways to critical thinking is to provide some trainers to students such as debate, the student can develop their critical thinking and the student can make argument mapping, it makes be affective to think critically

Name: Muti'ah (1603046032) PBI-4A

In this era of globalization and technological advancement, English as an international language is very important to be taught. It is also the reason why English has been taught to the elementary learners. But, many people still think English is a difficult language and subject. Some of them also consider English as a dreaded thing, especially in the grammar. They consider grammar in English is very difficult and complex. It is also felt by the learners of grade 1 intensive language program at boarding school darul falah be-songo semarang. Many of them complain about grammar in English especially in tenses. Tenses are indeed quite a lot of division, which is 16 tenses make them feel scared first before learning it for various reasons.

It becomes a challenge for the teacher, how to make the learners able to master with regard to grammar in English and eliminate the various reasons that make them afraid. One of the initiatives of a teacher in solving the challenge is to use instructional media. Media that will make the learners motivated and funny, that is the song. The use of songs in the learning process is very effective to make the students more passionate in following it and the use of songs will make it easier for students to remember the material have been delivered, when practiced repeatedly.

Vira Ayukandhi DSA
1603046013 (PBI 4A)

**Improving Students Reading Skill Through Skimming and Scanning
Techniques A Study of English Department Islamic State University
Walisongo Semarang**

Mastering reading skills enables the learners to achieve a successful learning process. Skimming and scanning are two different strategies for speed reading and this technique very needed in the reading skill. The problem is still many students do not understand how to skimming and scanning in detail. Then, some of people do not understand about steps for skimming and scanning.

From the problem can be found a solution. Students can read more books related to skimming and scanning, and searching from many sources like internet. Actually differentiating of skimming and scanning enough to remember that skimming is a quick reading and scanning to find something quickly but accordance with the steps.

PROBLEM – SOLUTION

Rizqi Choirotun Nisa (1603046005)

Most of students nowadays seem to be less motivated intrinsically. Most of them think English as a difficult subject. They think that all about English are difficult to be learnt and they do not want to follow the learning process seriously. It happens because they have no interest in learning and have low motivation in learning English.

The weakness of student intrinsic motivation makes the teachers need to generate the students' motivation in extrinsic way. One of them is by using rewards and punishments in order that students are able to move from their comfort zone and have the will to learn and do their tasks.

Problematic in Writing Narrative Text

The writer focused on the analysis of student's ability in writing narrative text in terms of schematic structure⁶⁴ Junior High School which is taught in VIII grade of SMP Bina Bakti Cibinong. the students still have problems in composing text. First, the problem in organizing the ideas to write, the students are still unable to transfer and develop their ideas into paragraphs well in composing a text, they do not use orientation, complication, resolution, reorientation in writing appropriately. They do not follow the order of writing process, they just directly wrote what they thought without planning. Second, Some students lack of vocabularies, it made limitation in developing their ideas, they put words which were unsuitable contextually.

Based on conclusion of the researcher, the researcher concludes that writing needs practices, the teacher can give various ways to develop students' ideas in organizing ideas, by using outline before come to writing activities will help the students to organize their ideas well.

Name: Nunung Purwati

Class: PBI-4A

Course: Writing for academic purposes

Efforts to Increase Awareness of Parents on the Importance of Children's Education in the Village (Case Study in Bekoso Village Pasir Belengkong Sub-district Paser District)

Problem

Today, we feel often concerned and angry with what is happen in our immediate environment. Many problems that arise and make us startled. Particularly in rural environments that are very much different from urban environments, even the children who are educated in the village are very few, most of the parents underestimate an education for their children, many children from rural areas who after graduating from primary school are not continuing their education because of the prohibition of parents, 60% of the reasons parents do not continue their children to educate because of economic factors, and the minds of parents in the countryside that has passed down that education for children in rural areas is not important and will not affect the future of children.

Solution

as ordinary people, especially parents, should pay more attention to education for their children. The government must address this phenomenon in the rural environment, one way of counseling parents about the importance of education and the adverse effects on children who are not educated and the ideas that alert parents to their perspective on education, as well as designing special programs for villages such as non-formal free tutoring for children and adolescents.

Ummy Izzatunida (1603046015)

PBI 4A

Draft Of Introduction

Topic: English Education

Theme: Lack of awareness of second grade English Education at UIN Walisongo Semarang to improve speaking skill

Title: Improving Student Speaking Capability through Video at UIN Walisongo Semarang

1. Knowing factors causing low students' speaking ability
2. Identify the effectiveness of video in speech classes in improving students' speaking skills
3. Describe the effectiveness of video in improving student motivation in speech class
4. Lecturers develop various techniques in the teaching process
5. With the expected video students can be creative and have innovation in developing the ability to speak
6. Most students do not hone their speaking skills in the classroom
7. Students tend to like fun activities in learning so that through video students can develop skills well
8. Lecturers and professionals can provide some needed facilities such as computers, speakers and more
9. Video as an audio visual aid is very useful for students and lecturers in teaching English

Problem and solution :

Department of English education at UIN Walisongo Semarang is currently being intensively proclaimed English-speaking environment with the aim of improving the speaking skills of students and lecturers because of English education students which in their daily use in English is the opposite, this lack of awareness that causes most students is very low in mastering speaking skills or speaking skills. Speaking is often regarded as the most difficult skill learned by students. Brown and Yule (1983) stated that learning to speak in a foreign language is often regarded as one of the most difficult aspects of language learning for lecturers to help students develop speaking skills not only for specific programs or for thesis or comprehensive examinations but also for more use common when they want to use English in the outside world, so they include people who are good at expressing their ideas in English after learning it for several years.

Therefore, a lecturer is challenged to develop various teaching techniques. Various teaching techniques will help learners gain motivation to learn English higher. In this study, talking teaching using video was introduced. Video as an audio visual tool is very useful for students in learning English. Videos can be used to teach four skills: reading, listening, speaking, and writing. Students love videos because they are exciting, challenging and stimulating to watch. So hopefully students can hone the ability to speak one of them with video media.

Improving Students' Speaking Proficiency Through English Videos on YouTube for Eleventh Grade Students

Problem-Solution for Research Introduction

For so many years ago, language is used as a tool of communication. Everyone speaks for expressing their own ideas, understanding each other and exchanging some informations in a variety of situations. Hence, speaking skills are important and need to be taught as the enormous use of it can be found all over the world. Previously, speaking skills are taught only for military purposes in 1943 by using audio lingual method which aimed to drill the students about speaking improvement and proficiency in certain foreign language (Richards & Rodgers, 2002). However, the development of technologies and civilizations from time to time demand another ways of teaching speaking as the needs and situations in certain period are different from the previous one and the found of some preceded methods which are no longer effective to use or even monotonous for few learning situations.

Nowadays, the development of technology allows everyone to learn everything only in a click. As a result, everyone have to adapt to the current situations, so do the teaching speaking. In this case, teacher must be able to employ the use of media technology to teach speaking in order to follow the change and current trends which are considered as popular and attractive. One of the media technology that can be used for teaching speaking based on the current trends is YouTube which currently become a renowned site. YouTube provides a lot of interesting videos which can attract the user to watch and learn about the content of the video. In this case, teacher can use some available English videos on YouTube as a media to attract the students' interest in learning speaking. Combined with imitating style of teaching speaking, the use of English videos on YouTube, continuously, can improve students' speaking proficiency as well as their practical skills.

ANGGI PRATIWI (1603046011)

IMPROVING STUDENTS' WRITING SKILLS BY USING GUIDED WRITING

Students at all levels of education have problems with writing especially in countries such as Indonesia where English is a foreign language. Based on pre-research data, there are some problem writing skills faced by students. The problem is indicated by the first two indicators, indicators related to the students' writing skills. Problems in writing skills include: students have difficulty using correct and correct grammar; students often make technical errors; low vocabulary students; and students find it difficult to formulate their own writing ideas. In addition, the second indicator is related to student learning motivation. So to achieve it all takes motivation from the teacher so that students do not think writing is difficult.

So to solve the problem of learning to write a teacher can be overcome by using guided writing. By using guided writing as a teaching technique, the teacher can control more student activities during the lesson. Therefore, it can be concluded that guided writing can increase student motivation. Teachers can manage the classroom situation by giving clear instructions using louder sounds. Teachers are advised to maintain seating arrangements to avoid the noise of students in the teaching and learning process. Using the steps in guided writing, students are trained to organize their written text based on the writing aspect.

THE INFLUENCE OF GRAMMATICAL AWARENESS ON STUDENTS' SPEAKING
SKILL IN AL-IRSYAD ISLAMIC SENIOR HIGH SCHOOL

INTRODUCTION

(Nurul Afrida Izzah – 1603046014)

Al-Irsyad Islamic Senior High School located in Gajah Demak, is a school which have two language subject in its curriculum. The two subjects are Arabic Language and English Language. Arabic language divide into two subject: Arabic and Arabic Grammar but English Language is not divided into any subject. In this case, students are strange with the term "grammar". Grammar of a language has the definition as the set of rules that govern its structure (Coghill and Magendanz, 2003). Students' unknow about grammar make they unpay attention to the awareness of using grammar which we called grammatical awareness. They only know English as a simple subject which is not divided into any part. Here, grammar is not specifically introduced as an important component in English Language. It may cause students' ungrammatically in English skills such as writing and speaking.

Grammatical awareness is very important in speaking skill because it helps the others understand what we want to speak about. Grammar helps the students' sentence sounds correct and understandable. Grammar improves the development of fluency (2018). When the students have learned grammar, it will be easier for the students to know how to organise and express their ideas in their mind without difficulty. As a result, they will be able to speak more fluently. Grammatical awareness can be increase with the specifically introduce from the teacher, so the term "grammar" will not be something strange for the students. The stakeholder also can put Grammar as a local subject as they do in sArabic grammar. This way may help the students early know more about grammar and can be affected to their speaking ability.

References

Coghill, Jeffrey and Stacy Magendanz. 2003. *English Grammar*. New York: Wiley Publishing
Is Grammar Important?. Retrieved 29 May, 2018 from www.wislanguageschool.com

Putri Sonia – 1603046040 – PBI JA

Problem'Solution – Writing for Academic Purposes

Effectiveness of Student Centered Learning Method Based on Fun English to Improve Student Learning English Outcomes

The difficulty of learning English lies in the gap (that) occurs between the understanding of existing concepts that lead to difficult assumptions to learn and develop it. Currently the teaching method is still dominant used in teaching and learning activities is the Learning Method. The method is centered on the teacher so that the learning process only takes one way. The Learning Method causes students become bored and tired of the subject matter which makes the students become passive in teaching and learning activities. English learning is no longer a process of knowledge transfer from teachers to students but is an effort to improve overall educational skills. Many ways done by a teacher in delivering the subject matter that will make students happy, such as by using appropriate learning methods and able to change students' sense of saturation in learning.

The method used to deliver English learning materials to make students happy and not feel bored is Student Centered Learning based on Fun English. Fun English contains sections of material that will be discussed, examples of problems and how to solve, and the tasks that will be done by students. By using Fun English teachers can apply several teaching methods such as tutorial, demonstration, and programmed learning methods through games. Learning by Student Centered Learning method based on Fun English is expected to motivate students to learn in a fun atmosphere without leaving the learning objectives that have been determined can be achieved.

Rois Hidayat (1603046030)

PBI 4A

Students Problems in Developing Speaking Skill

Problem and Solution

Speaking is being capable of speech, expressing or exchanging thoughts through using language. In learning process especially in speaking, there are many things that can become problems for students. They are categorized into two categories; internal and external factors. Internal factors can be physic condition and healthy, motivation, external factors can be the condition of school, family, or social life (Yusup Munawir, 2003). The students' problem in speaking such as they use their speaking skill rarely, passive. Some of them just wanted to have good mark from their lecturers and ignore the progress of their ability in speaking. In addition, their discipline in using English might be low it might be due to their motivation in learning English is low and also it might be because some of them chose unsuitable section for their interest.

The solution solve these problems the researcher needs to find out the real problems that students have in developing their speaking skill, after finding the problems the researcher expects the lecturers and students will be able to overcome those problems. For example, if the problem about the lack of motivation to speak, the lecturers can motivate them and create the most effective way to stimulate them, so they will be more interested in practicing their speaking. From above discussion, the researcher is interested in conducting a research of which purpose is to describe and reveal the problems that students face in developing their speaking skill. Hopefully, the problems can be overcome to increase their achievement in speaking skill.

Amalia Eka Noviana A.
1603046021

Nursery Rhymes to Teach Grammar to Young Learners

Problem and Solution

Teaching English to young learners is different from teaching English to adult learners. The techniques and methods of teaching to young learners are not the same as the techniques and methods of teaching for adults. The thing that makes children lazy to learn language is when they feel uncomfortable and feel depressed until make them confused. In the end, they will feel bored and not interested in learning in the classroom. Therefore, it is true that no one can force children to learn the language (Shaheen: 2009).

Teaching English to young learners, we as a teacher must consider the characteristics of students, such as lazy to read long text and feel bored easily. Therefore, it is very important for us to understand how to overcome this (Lulu' H: 2015). This is where we are required to create activities that attract students so that students do not feel bored. In this case a lot of activities that we can do. Here, nursery rhymes can be used as a tool to teach grammar. On the other side by providing a conducive environment and a learning atmosphere that is able to attract children, it is certain that children will be more comfortable in the classroom. Another way children acquire language is to use all the senses, such as observing gestures, by sight, hearing or watching. They will also explore and experiment. they will also make mistakes then review them and understand them repeatedly. it will also make him feel confident.

References

- Ara, Shaheen (2009). Use of Songs, Rhymes and Games in Teaching English to Young Learners in Bangladesh. *The Dhaka University Journal of Linguistic*, 2, 167.
- Hidayati, Lulu' (2015). *The Use of Nursery Rhyme by Teacher in English for Young Learner in Cordova Course*. Malang : University of Muhammadiyah Malang.

The Comparison of Students' speaking Skill in Single-Sex Class and Coed Class in Islamic Senior High School of Al-Karimi

Saidatul Baroroh (1603046010) – PBI 4A

INTRODUCTION

Problem

Islamic senior high school of Al-Karimi that located in Gresik, East Java is an Islamic school that has implement two styles of education. Single-sex education is implemented for Tahfidzul Qur'an class and coed education for science and social class. Besides having different brain performance, boys and girls also have different characteristics. Confidence, fear, shyness, discrimination are psychology problems in the class. Some students are afraid, shy and not confident to explore their potential and academic ability especially in speaking skill because they are embarrassed with opposite sex and even with the same sex.

Alternative

Style of education must be appropriate to develop students' skill and intelligence without shyness, fear, prestige, and discrimination. Single-sex education and coed education have strengthen and weakness. However, many studies show the evidence that single-sex style is better to develop students' speaking skill. The students can explore their speaking capability because there are confident and not shy if the class only consists of same sex. Boys and girls have different capability in speaking skill makes students more develop the speaking skill. In single-sex style, there is no discrimination between boys and girls.

ANDROID BASED LEARNING CAN IMPROVE LEARNING MOTIVATION
CHILDREN IN JUNIOR HIGH SCHOOL 1 TRIPE JAYA

In utilizing the learning media a lot of problems faced by teachers, and according to some teachers using learning media will increase the burden of teachers, this is because they are not able to use the media. In certain educational institutions not all teachers in the school utilize optimal learning resources. There are still many teachers who rely on how to teach with the old paradigm, where teachers feel the only source of learning for learners. Due to the number of teachers who are less interested in using learning media will have an impact on the pattern of learning is monotonous and saturate.

In many educational institutions there are a number of learning media which less optimal, such as; the number and components are lacking, the quality is poor, and the media is not easy to get / accessed. This is also the causes of educators and learners to be excluded from the available media. In addition, students' disinterest in the utilization of media not only comes from the state of the media itself, but comes from how educators in processing learning materials to be delivered through the media. Because, one particular media is not necessarily suitable for all learning materials. Therefore, learners will feel less interested in utilizing the learning media because it requires a long process to digest the learning materials.

From some problem of utilization of media of learning which often faced by teacher as educator, hence need of intensive countermeasures so that available instructional media can help achievement of learning objectives conveyed by teacher. As for solution that can be done, is: First, Conducting training to educator, that is by improving the quality in the use of learning media and most important is to form the mindset of teachers to consciously use the learning media in teaching. This is very useful, because it will help educators in acquiring knowledge and skills in producing and developing learning media. However, to take advantage of the media is also far more important than the training utilize a particular media. That is, if teachers are adept at using the media but do not want to use it then the same can not help educators. Second, management of instructional media, which can be done by making a list of the amount of instructional media available in schools, creating a schedule of users of instructional media, forming a media maintenance management team, and making other relevant records for management management of instructional media.

M. Inron Rosadi
1603046026
PBI 4A

Writing as Important Skills to Communicate for English Learner

Problem and Solution

Communication is important aspect for human being. As part of communication, writing is allow you to communicate with your message clarity and with good writing make ease to understand. Learner usually found some difficulties and become serious problem they should face for writing. There are so many things as learner finds difficulty in writing, especially grammar is the most problem you can find to improve writing skills, learner always thought about how to make less errors in grammar. In other side as EFL learner problem is a habit in reading, less in reading makes their less in reference to write. The other difficulty comes from vocabulary, the effect of less reading impact to their vocabulary also, it can makes easier to adjust and create good sentence if they are rich in vocabulary .

As much as the problems, we should know how to solve the problem and find the solution. Read more can help learner to improve their writing skills, many readable sources will make their view wider to something. It will give significant impact to their vocabulary after they changed their habit of reading. They are really should learn and study deeper about grammar which is the biggest difficulty that is often encountered by the learner. It will give impact to their writing skill significantly by following those solutions, which is like reading more and deepening the grammar they apply in learning activities.

Students Interest in Speaking English

Problem

The process of teaching and learning almost occurs in the classroom. Classroom as a place where more than two people gather together for the purpose of learning, with one having the role of the teacher. Classroom is not a place where the teacher just carries out predetermined routines, but rather than a place where various elements interact one another. These elements are the teacher with their educational background, the students, experience, knowledge, and expectation and also the activity in the classroom. Language learning occurs through meaningful interaction. Interaction, then, will certainly involves students. In other words, it can be said that language learning is a two way interaction between all the elements in class. Those elements handle the same significant role in deciding whether the learning will achieve its aim or not. Each element cannot dominate the others.

Solving

The teacher should handles a significant role in creating an atmosphere that stimulates students to participate in the classroom. The teacher also has to plan certain activities and interactions in order to achieve or produce a particular behavioral outcome. One important element, besides the teacher, is the students that also play many significant roles. In the language classroom, the students can be positioned as object; but sometime they have to put themselves as subject. It means that they are not only as receiver but also as an independent one who can speak up, give ideas, and contribute to language in the classroom. Learners have their own initiative, productivity, and strategies in classroom learning rather than passive absorption of the teachers' information of precise adherence to the performance of classroom activities.

Name: Nadhifatun Ni'mah (1603046041)

“The Effectiveness of Using Music and Song to Teach English Vocabulary for Students at Eight Grade of ‘Roudlotusysysubban’ Islamic Junior High School Tawangrejo”.

Problem Solution

Vocabulary is an important aspect in learning language, especially in learning English as second or foreign language. When learners are learning a new language they should have enough vocabulary. Having enough vocabulary make the learners easier to learn new language. Vocabulary can make the students convey their idea both in oral and written form effectively. Their idea can help them in understanding the subject with the teacher's guide. For some case there are some students still difficult to memorize and understand the vocabulary. They tend to easily forget their vocabulary that have been taught by their teacher. So they become dislike English subject because lack of vocabulary.

In this case the language teacher should find the appropriate method to teach the student that can attract students' attention to the material. The teacher can use media to make vocabulary learning more enjoyable and interesting. There are many types of media for teaching vocabulary to the student, one of these media is English song. The use of English song can improve the quality of vocabulary in teaching learning process. It happened because song can stimulate the students to achieve the new words that they had already listened. It is supported by Kitiya and Metas (2016) that Music affects language accent, grammar, memory, mood, enjoyment, and motivation. Composing words and rhythm appropriately create relax atmosphere that can help students to learn new words easier. While listening to music it can also improve students' pronunciation because they hear directly from native speaker.

Appendix 7

TRANSCRIPT OF INTERVIEW

A1

Name : Umy Izzatunida

Student Number : 1603046015

B	Do you know about cohesion?
A1	Yes, I know. Cohesion is the connection when the interpretation of textual element is dependent on another element in the texts.
B	Ok, if you know cohesion. of course, you know grammatical cohesion, right? Do you know about grammatical cohesion?
A1	Yes, I know. Grammatical cohesion is the way that grammatical features are attaches together across sentence, such as reference, substitution, ellipsis, and conjunction.
B	Ok, good answer, and how many grammatical cohesion devices that you used in your written text?
A1	As I know there are 4 devices grammatical cohesion. Like reference, substitution, ellipsis and conjunction. But I always used in my written text is reference.
B	And also, does this thesis or this research contribute in your course?
A1	I think of course, it can. Because it will contribute in our course, especially in academic writing. why? Because it is help us as the beginner or writer to make our writing better.
B	So, how important is grammatical cohesion in writing?
A1	I think the grammatical cohesion is the crucial part in our writing because it will make sense our writing and the reader will understand what we say in our writing, it means our text an understandable.

A2

Name : Putri Sonia

Student Number : 1603046040

B	Do you know about cohesion?
A2	Yes, I know about Cohesion?
B	Do you know about grammatical cohesion?

A2	Yes, I know about grammatical cohesion
B	if you know grammatical cohesion, how many grammatical cohesion devices? What else?
A2	Reference and cohesion.
B	Does my research or this thesis contribute in your course?
A2	Yes, cohesion contribute in my course because the good writing should apply grammatical cohesion.
B	Ok, how important is grammatical cohesion in writing, especially in your writing?
A2	Grammatical cohesion is very important in our writing, especially in academic writing because it is play for creating meaning and unity to peace of writing like a linking word in sentence, linking between paragraph and etc.

A3

Name : M. Firdaus Annur

Student Number : -

B	Do you know about cohesion?
A3	Yes of course I know about cohesion.
B	Do you know about grammatical cohesion?
A3	Sure, I know it, really know it.
B	How many grammatical cohesion devices that you know and often you used? What else?
A3	Let me remember first, I think they are three devices of grammatical cohesion. there are reference, substitution and conjunction.
B	Next question, does my thesis or this thesis contribute in your course?
A3	Well, I think your thesis is really contribute to my course. In my academic writing purposes of course when I write a text, of course it should apply grammatical cohesion in written text.
B	It is good opinion. How important is grammatical cohesion in our writing? is it important?
A3	Well, grammatical cohesion is really important to our course or writing because without grammatical cohesion in the text or written text, it cannot link to another sentences. It is my opinion.

A4

Name : Vira A D S A

Student Number : 1603046013

B	Do you know about cohesion?
A4	Yes, I know.
B	Do you know grammatical cohesion?
A4	Yes, I know about grammatical cohesion devices.
B	How many grammatical cohesion devices? What else?
A4	I think two, there are reference and conjunction.
B	Ok, does my thesis contribute to your course?
A4	Yes, I think yes.
B	Why?
A4	Because in my academic writing purposes should be attached grammatical cohesion.
B	How important is grammatical cohesion in writing?
A4	Yes, I think it is very important because it can make connect each other.

A5

Name : Lailatul Maghfiroh

Student Number : 1603046037

B	Do you know about cohesion?
A5	Yes, I know the cohesion
B	If you know cohesion, I think you know about grammatical cohesion. do you know grammatical cohesion?
A5	Yes, of course. I know grammatical cohesion devices.
B	how many grammatical cohesion devices that you know and often used?
A5	Yes, there are 4 grammatical cohesion. there are reference, substitution, ellipsis and conjunction.
B	Ok good, and then for next. Does my research contribute in your course?
A5	Yes of course, because grammatical cohesion it is very important and contribute and giving contribution in my

	subject because it is making easy my writing.
B	How important is grammatical cohesion in your writing?
A5	Yes, I think it is very important for my writing, because in writing we need to make the texts well. It is need the grammatical cohesion for linking the sentences to another.

A6

Name : Ambarwati Emira

Student Number : 1603046002

B	Do you know cohesion?
A6	No, I don't know about cohesion. and I'm sure I don't know about it.
B	You don't know about cohesion, but do you know about grammatical cohesion?
A6	No, I also don't know about grammatical cohesion.
B	How many grammatical cohesion devices that you know?
A6	I just know conjunction.
B	Does my thesis contribute in your course?
A6	Yes, it does. I need to know and apply cohesion in writing well.
B	Oh well, how important is grammatical cohesion in our writing?
A6	It is very important in education requirement especially writing.

A7

Name : Sheila Putri S.

Student Number : 1603046035

B	Do you know about cohesion?
A7	Yes, I know, Cohesion is part of link to one sentence, clause and word to other.
B	Do you know grammatical cohesion?
A7	Yes, I know grammatical cohesion.
B	How many grammatical cohesion devices? What else?
A7	There are four devices, but I often used reference and

	conjunction when I write down a text.
B	Does my thesis contribute in your course?
A7	I think yes, it can be contributed in my course because it is very needed.
B	How important is grammatical cohesion in your writing?
A7	Grammatical cohesion is very important, without it we can not link the paragraph to another paragraph.

A8

Name : Rois Hidayat

Student Number : 1603046030

B	Do you know about cohesion?
A8	Yes, I know
B	If you know cohesion. You also know grammatical cohesion, right? Do you know grammatical cohesion?
A8	Yes, I know that. I know a little bit about grammatical cohesion.
B	Can you mention it the devices of grammatical cohesion? what else?
A8	I think, I wanna remember about it. Wait a minute, I think there are three devices from grammatical cohesion. the first is reference, substitution and conjunction.
B	Does this thesis contribute in your course or subject?
A8	Yes, it does. Definitely. Because I think it can be help use to learn more about academic writing in study together more in academic writing purposes.
B	And how important is grammatical cohesion in writing?
A8	Yeah, it is very important, because if we write something, we also must be have a correlation from the sentence to another sentence and link sentence to another sentence.

A9

Name : Nanda Pambudi

Student Number : 1603046002

B	Do you know about cohesion?
A9	Yes, I know. Cohesion in writing means linking our words, phrases, sentences and paragraphs together.
B	Do you know grammatical cohesion?
A9	Yes, I know. Grammatical cohesion devices which hold different part or link together.
B	How many devices of grammatical cohesion?
A9	There are 3, reference, substitution and conjunction
B	Does my research or this thesis contribute on your course?
A9	It does, every text in academic writing purposes should apply grammatical cohesion devices.
B	How important is grammatical cohesion in writing?
A9	Grammatical cohesion is such an essential object for writing so, it is impossible to link sentences to another sentences without the devices of grammatical cohesion.

A10

Name : M. Imron R

Student Number :1603046026

B	Do you know about cohesion?
A10	I know that, yes I know cohesion
B	Do you know grammatical cohesion?
A10	Im not sure that I remember
B	How many devices of grammatical cohesion?
A10	I think, 3 or 4. It is reference and conjunction. Two of them I cannot remember
B	Does my research or this thesis contribute on your course?
A10	Yes, It can contribute and important.
B	How important is grammatical cohesion in writing?
A10	it is so important because it to link one sentence to other sentence.

CURRICULUM VITAE

Personal Details

Name : Aryani Medinatul Rofiq'ah
Student Number : 1403046070
Place/ Date of Birth : Grobogan, 05 September 1996
Address : Jl. Arjuna IV Rt. 06/02, Wolo,
Penawangan, Grobogan
Mobile Phone : +6285727680959
Email : aryanibizzle@gmail.com

Educational Background:

1. MI Hidayyatussyar'iyah Penawangan
2. SMP N 1 Penawangan
3. MAN 1 Grobogan
4. Education and Teacher Training Faculty UIN Walisongo Semarang

Semarang, January 2019
The Writer,

Aryani Medinatul R
NIM. 1403046070