

USULAN
RISET KERJASAMA ANTAR PERGURUAN TINGGI
UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI DENGAN
UNIVERSITAS PASIR PENGARAIAN

IMPROVING STUDENT'S WRITING SKILL THROUGH TEACHER'S



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UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI
BULAN SEPTEMBER 2022 – JULI 2023
TAHUN AJARAN 2022 – 2023

Formulir Usulan Penelitian

1. Judul Penelitian : **IMPROVING STUDENTS' WRITING SKILL THROUGH TEACHER'S**
2. Kategori Penelitian : Pendidikan
3. Nama Ketua Peneliti : Dr. Masrul, M. Pd.
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4. Anggota Dosen /NIP/NIDN/Prodi
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- Biaya Penelitian Keseluruhan : Rp 20.400.000
Biaya Penelitian
- dana internal PT : Rp 12.400.000
- dana institusi mitra : Rp 8.000.000/ *in kind* tuliskan: tidak ada

Mengetahui, Bangkinang, 05 Februari
Ketua Prodi, 2023


(Dr. Ramdhan Witarsa, M.Pd)
NIDN: 0405078205

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(Dr. Masrul, M.Pd)
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HALAMAN PENGESAHAN
RISET KERJASAMA ANTAR PERGURUAN TINGGI

Judul Penelitian : IMPROVING STUDENTS' WRITING SKILL THROUGH TEACHER'S

Kode>Nama Rumpun Ilmu : 801 / Pendidikan bahasa inggris
Jenis Penelitian : Penelitian Dasar/Penelitian-Terapan)*
Bidang Fokus : Pendidikan

Ketua :

a. Nama Lengkap : Dr. Masrul, M.Pd
b. NIDN : 1005048402
c. Jabatan Fungsional : Lektor
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Anggota Peneliti Bahasa Inggris : 1. Citra Ayu, M.Pd/ 10230508002/ Pendidikan

Peneliti (MITRA)

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Biaya Penelitian Keseluruhan : Rp 20.400.000
Biaya Penelitian :
- dana internal PT : Rp 12.400.000
- dana institusi mitra : Rp 8.000.000 / *in kind* tuliskan: tidak ada

Bangkinang, 05 Februari 2023

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Ketua Prodi

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Mengetahui,
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IDENTITAS DAN URAIAN UMUM

1. Judul Penelitian : **IMPROVING STUDENTS' WRITING SKILL THROUGH TEACHER'S**

Tim Peneliti

No	Nama	Jabatan	Bidang Keahlian	Instansi Asal	Alokasi Waktu (jam/minggu)
1	Dr. Masrul, M.Pd.	Ketua	Bahasa Inggris	Universitas Pahlawan	4 jam/minggu
2	Dr.Citra Ayu, M.Pd.	Anggota	Bahasa Inggris	Universitas Pahlawan	2 jam/minggu
3	Dr. Ummi Rasyidah. M.Pd.	Anggota dari PT MITRA	Bahasa Inggris	Universitas Pasir Pengaraian	2 jam/minggu
4	Kasmawarni	Mahasiswa	Bahasa Inggris	Universitas Pahlawan	2 jam/minggu
5	Ela Yuhada	Mahasiswa	Bahasa Inggris	Universitas Pahlawan	2 jam/minggu

2. Objek Penelitian (jenis material yang akan diteliti dan segi penelitian):
Tuturan tokoh-tokoh komika di acara Lapor Pak Trans 7
3. Masa Pelaksanaan
Mulai : bulan: Maret tahun: 2023
Berakhir : bulan: Februari tahun: 2024
5. Usulan Biaya : Rp 20.400.000
6. Lokasi Penelitian (lab/studio/lapangan): Riau
7. Perguruan Tinggi lain yang terlibat (uraikan apa kontribusinya dalam kontrak kerja sama)
Dosen Universitas Pasir Pengaraian berkontribusi untuk mengumpulkan, menganalisis, dan memaparkan hasil penelitian
8. Temuan yang ditargetkan (penjelasan gejala atau kaidah, metode, teori, produk atau rekayasa sosial)
Mendeskripsikan Improving Students' Writing Skill Through Teacher's
9. Kontribusi mendasar pada suatu bidang ilmu (uraikan tidak lebih dari 50 kata, tekankan pada gagasan fundamental dan orisinal yang akan mendukung pengembangan iptek dalam pembelajaran mahasiswa)
Penelitian ini menganalisis Improving Students' Writing Skill Through Teacher's
10. Jurnal ilmiah yang menjadi sasaran (tuliskan nama terbitan berkala ilmiah)

internasional bereputasi, nasional terakreditasi, atau nasional tidak terakreditasi dan tahun rencana publikasi)
Jurnal Nasional terakreditasi

11. Rencana luaran yang ditargetkan: Salah satu dari pilihan sebagai berikut: Bahan Ajar (ber ISBN) atau Publikasi ilmiah, baik dalam jurnal nasional (minimal Sinta 3) ataupun internasional. Adapun Luaran tambahan HKI

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RINGKASAN

Writing arguments in an essay is both a challenge and an obstacle for students in writing essays. In fact, students make writing arguments as a constraint due to their lack of understanding of the use of Cohesive Devices in the right writing. The purpose of this study was to analyze the extent to which the use of Cohesive Devices in Unity and Coherence to improve the ability to write Argumentation Essays of English Literature Department students. This research method is quantitative descriptive research. The instruments used in researching Cohesive Devices on Unity and Coherence aspects in argumentation essay are Writing Test, Checklist, Questionnaire, and Interview. The results of the study showed that the ability of English Literature students to write essays in the arguments that were integrated and unity and coherence was at a fairly good level although there were still weaknesses in the selection of transition signals and pronoun references as part of the aspects of Cohesive Devices. Based on observations during the study, students can explain the background of the problem they want to raise in their essay's argument, besides that the use of sentence structure is also quite well controlled by students. Furthermore, there are some transition signals as part of Cohesive Devices used by students in essay writing arguments in this study, starting with the most commonly used are and, but, because, however, so. Only a few use other transitions such as a result, on the other hand, although. According to Zemach and Rumisek (2015), the use of transitions is sufficient to meet the conditions for using transitions used in argumentation essays and / or cause and effect essays. However, students are still weak in writing essays coherently using cohesive devices especially in using transition signals. These constraints are caused by several things, among others, firstly students still cannot distinguish usage and place the transition signal in the sentence correctly. Second, students still cannot form the right argument by using the correct transition signal in the essay. Apart from that, students still try to express their ideas naturally in writing argumentation essays.

Keywords: Unity and Coherence, Cohesive Devices, Argumentation Essay

BAB I

INTRODUCTION

A. Background

According to Solehan, et al (2008: 9) the ability to write is not an ability that is obtained automatically. The ability to write someone does not come outwardly or is brought from birth, but is obtained through the learning process. Furthermore, Nurgiantoro (1988: 273) states that writing is an active productive activity, an activity that produces language. In line with this, according to Tarigan (2008) writing is an expressive productive activity that is used to communicate indirectly and not face to face with other parties. In essence, writing is an activity that produces a writing. But in reality, not all writers can automatically produce good and coherent writing between one subject and another. Coherence in writing is very necessary to control the idea and the mind of the writer in writing an article. In that control, an author produces important ideas that become the focus in the writing and expressed in sentences. In the absence of coherence in writing, a writer fails to make the writing that is made capable of being read and interpreted by the reader. According to Pilus (1997), inequality and incoherence in writing are often an obstacle for students in writing and can inhibit students in producing good writing and read. Students of the English Literature study program at the Faculty of Letters at Dehasen University of Bengkulu often face obstacles when they have to make a good and coherent writing, especially an essay. Some of these obstacles often arise especially in Writing courses. Based on the results of the Writing II test conducted by third semester students, it is known that the value of student achievement in the test is only 40%. This shows the ability to write student essays is still very weak, especially when writing an argumentation essay. Students tend to pour thoughts that are relatively the same over and over again in each line and in each paragraph of writing they make. In addition, students also have difficulty in connecting the main thoughts between one sentence with another sentence. So that it makes it difficult for students to develop reasoning based on the truth of the existing writing topics and write down the influence of other people's attitudes and opinions in order to strengthen their writing. This is what makes students constrained in making argumentative writing. Based on the statement

above, the author feels the need to conduct a study to improve the ability and experience of productive writing, especially from third semester students of English Literature study program at the Faculty of Literature at Dehasen University, Bengkulu. Through this research, it is hoped that later it can be a suggestion and input for improving the process of learning to write essays in the future.

B. Formulation of the problem

The formulation of the problem that can be formulated from the research focus above is the extent to which the use of Cohesive Devices in Unity and Coherence is to improve the ability to write Argumentative Essays of English Literature students?

C. Research purposes

To analyze the extent to which the use of Cohesive Devices in Unity and Coherence is to improve the ability to write Argumentative Essays of English Literature students.

BAB II

LITERATURE REVIEW

A. Writing Ability

Writing is a process of expressing ideas in the form of written language. A person who has the ability to write is someone who has a creative and productive soul in producing a writing. The subject matter in a writing is called an idea or a thought. The idea is the basis for the development of a writing. An author can express ideas, feelings, and opinions through the writing he made. Writing made by a writer is the result of combining language skills (mastery of vocabulary, grammar, and knowledge) that is owned so as to make a person have the ability to write. According to Koentjaraningrat in Kurniawan (2009), writing ability is the involvement of one's feelings and knowledge in total so that in writing it is required to be as creative as possible in empowering knowledge and feelings. Having a myriad of knowledge does not make someone able to write well automatically. As we know, the ability to write is not a basic ability possessed from birth. This ability is forged through active learning. In connection with how to acquire writing skills, someone who has received writing learning does not necessarily have the competence to write reliably without going through a lot of routine writing exercises. Therefore, writing is an active and productive ability that is pursued through a continuous learning process in producing good writing. In making good writing there are at least four elements involved, namely:

1. The author as the messenger;
2. The contents of the text or message;
3. Channels or media in the form of writing, and;
4. The reader as the recipient of the message (yunus: 2008).

The writer as the messenger of the message must be able to express their ideas and opinions in a straightforward and clear manner. An article that is clearly

expressed by the author represents an article that can be accepted by the reader well. The channel or media in the form of writing is a forum for the expression of ideas, thoughts, and feelings that the writer wants to express.

B. Writing Objectives

The purpose of writing is 1) to tell something; 2) to give instructions or direction; 3) to explain something; 4) to be sure; 5) to summarize (Atar Semi: 2007). In addition, according to Darmadi (1996: 3) as for the benefits of writing are: as a means of finding something, generating new ideas, training the ability to organize concepts or ideas that are owned, practice objective attitudes that exist in a person, and make themselves active in finding information. In addition, Yunus (2008) stated the various objectives of the writer are: 1. Making the reader come to think; 2. Making readers know; 3. Make the reader opinion; 4. Make the reader persuaded by the contents of the reading; and 5. Make the reader live the values expressed in the writing. Based on the opinions of some of these experts, the authors conclude that the purpose of writing is to explain something and also provide information related to the topic raised. But more importantly in the purpose of writing is the author can put forward the values of goodness that can be shared with readers so that they can exercise an objective attitude in the writer.

2.3. Essay There are various types of writing that can be made by a writer. One of them is an essay. An essay is an article that contains one main subject matter. These main thoughts can be developed through subjects contained in several paragraphs. Arieza (2013) revealed that essays are part of academic writing or more accurately called advanced writing. This is because essays are generally studied by students. Therefore, many consider writing essays to be quite challenging and even difficult for students. This is considered difficult because many students tend to be reluctant to practice writing regularly.

To make a good essay, basic writing skills and continuous training are needed. Basically, an essay is divided into three parts, namely introduction, content, and closing. Introduction in the form of a paragraph that introduces the

topic to be presented. In the introduction there is also a thesis statement which acts as a controller of the main idea or main topic in writing. Then, there is an essay content consisting of several paragraphs (between two to five paragraphs, depending on the ideas developed by the author). Finally, the closing of the essay is a conclusion paragraph. Zemach and Rumisek (2006) state that an essay is a group of paragraphs written based on one main topic that has a central central idea. An essay has at least three paragraphs and a maximum of five paragraphs. According to Elina et al (2009) the writing stage consists of six steps, namely:

1. Rough draft,
2. Sharing,
3. Improvement,
4. Editing,
5. Rewriting, and,
6. Evaluation.

Meanwhile, according to Margaretha (2005), the steps in writing an essay are choosing a topic, setting goals, writing interests, evaluating potential topics, making outlines, writing essays, and concluding. The key to writing a good essay lies in the structure of the essay writing itself and how an author can put his ideas logically and linearly in every statement or argument. Karim and Rachmadie (1996) explain that ideas in essays are developed through thesis statements or can also be referred to as main topics. Furthermore, the development of the idea is written in a logical and linear sequence in the paragraphs. The logical and linear sequence in the essay must be coherent or continuous or related to each other. Whatever form the essay will be created by the author should follow these conditions, because it is the key to successful writing.

C. Argumentative Essay

Argumentative essays present debates on both the pros and cons of an idea. Argumentative essay writing sharpens the ability to see the benefits or advantages and disadvantages of an idea. The writer must evaluate opinions by comparing and contrasting his ideas. Facts are presented to support his opinion. Furthermore, the idea of pros and cons is separated in order to facilitate analysis of existing data. Gorys Keraf (2007) explains that argumentation is a form of rhetoric that seeks to influence the attitudes and opinions of others so that they believe and act as desired by the author. Endy (2011) added, the quality of an argumentative essay depends on the sharpness of the argumentation, the accuracy of the use of terms, the insertion of evidence, and the last is clarity and conciseness. Basically, writing an argument essay is the same as writing another type of essay, which requires a preliminary, content, and closing stage. What distinguishes the argumentation essay from the other essays is that the argumentation essay requires the support of the arguments outlined in the sentence besides that the argumentation essay is also supported by logical examples in the written argument. Meanwhile, the purpose of writing an essay argument is to express opinions and arguments held. Barnwell (1983) mentions the purpose of writing an argumentative essay is to convince the reader of the truth from the point of view of a subject and argue the beliefs that they have that will be told to the reader. Therefore, writing an argument essay is not easy. The author must really be able to plan writing in an organized manner that is supported by a strong thesis statement so that it can produce a good argumentation essay writing.

In making good writing, in addition to paying attention to the selection of words and grammatical arrangements, the writer must also make the ideas or ideas to be written connected and related to each other. Zemach and Rumisek (2003) suggest that unity in writing means the relationship between the whole idea on a topic. In the essay, the whole idea should be related to the Thesis Statement. Oshima and Hogue (2002) state that coherence in writing means sentences in writing must be linked together. In addition, in the Literacy Information and

Computer Education Journal (LICEJ), coherence also means a complex concept that is owned in a text. This is caused by the involvement between the number of readings read by the reader from the reading (Ahmed: 2010). Therefore, the existence of a coherence or not an article depends on the reader's understanding of the text that is read, because the reader who understands the reading tends to flow his ideas into coherent writing.

According to Koutsoyanni (2008), students can make their writing coherent through composing ideas or writing material in a logical sequence and providing signals to help readers understand the relationship between ideas in paragraphs. But sometimes students also experience problems in writing that make their writing incoherent. There are three components that are often overlooked so that coherence is not achieved in a writing, namely: 1) lack of organized order of time, distance, and needs; 2) absence of writing transitions; 3) lack of combination between sentences. In principle, learning to write coherently can benefit students themselves, especially in the field of academic writing. Coherent writing plays an important role for readers to be able to absorb ideas and understand what the authors express in each paragraph. Oshima and Hogue (1983) further stated that there are four stages that must be ensured by each writer in making coherent writing. This step is to repeat the main noun / key; use pronouns; using the right transition signal; arrange sentences in a logical order. Of the four stages, repeating the main / key noun is the simplest way to do it, but even if it looks simple, not all students can easily apply it. Based on the above theories, it can be concluded that the most important part in making an argument essay is that the argument made has a clear basis and is stated simply but still coherent. Students can make their writing coherent by composing ideas or writing material in a logical sequence and providing signals to help readers understand the relationship between ideas in paragraphs. Finally, students can follow four steps or steps to make coherent writing that is repeating the key noun, including transition, and expressing logical ideas.

D. Cohesive Devices

Cohesive Devices are words and phrases that connect sentences and paragraphs together which create a series of ideas that flow smoothly (Zemach and Rumisek: 2003). Furthermore, Zemach and Rumisek stated that there are three ways to make a connection between ideas expressed in the writings, namely Transitions, Pronoun Reference, and Repetition of Key nouns or Ideas. In English there are many words and phrases that function as transitions. These words and phrases are used to connect sentences and ideas with each other. Examples of transitional words or phrases are before, after, next, compared to, and, however, on the other hand, in addition, for instance, therefore, because, in conclusion, finally, etc. Whereas in Pronoun Reference, pronouns can be used to connect between one sentence and another. These pronouns can refer to people, goods, places, or ideas. The pronoun can be a word he, she, it, they. In almost the same way, Repetition of Key Nouns or Ideas is another way of expressing the relationship between ideas in a particular essay. This method is to repeat important words which are the main ideas in the essay or essay. This method also helps readers remember the main ideas in writing.

BAB III RESEARCH METHOD

A. Research design

This research was conducted using quantitative descriptive research. Quantitative descriptive research is research that provides information about the conditions, situations, and events that occur that can be proven through a survey of the physical conditions of the study of a subject (Postlethwaite: 2005). This study also aims to find out the Cohesive Devices used to measure Unity and Coherence in argumentative essays made by students.

B. Population and Sample

The population in this study were all students of the English Literature Study Program of Bengkulu Dehasen University Faculty of Literature who had taken Writing III courses in even semester 2017/2018. This research was conducted by taking samples of argumentative essays written by students of English Literature Study Program, Faculty of Letters, Dehasen University, Bengkulu.

C. Research Instruments

The instruments used in researching Cohesive Devices on Unity and Coherence aspects in essay arguments are Writing Test, Checklist, Questionnaire, and Interview.

C. Writing Test

In the first stage, the researcher explains the definition of essays and argumentative essays. Next, the researcher asked the students to write an essay of three paragraphs with the argument Social Media. This activity is done in the classroom. In the next session, the researcher

explained the use of Cohesive Devices as an aspect of creating integrity (Unity) and the coherence between meanings contained in the essay. After listening to the explanations and discussions conducted between researchers and students about Cohesive Devices in the aspect of Unity and Coherence, students were asked to write an essay again in the argument with the same title, Social Media.

Checklist The checklist is used as the second main instrument to analyze the Cohesive Devices used in the student's essay argument that has been collected. The checklist contains various forms of links between ideas, between sentences, and between paragraphs that are good for use in an article that is sourced from Transitions, Pronoun Reference, and Noun or Ideas Repetition of Key. The checklist format is adapted from *College Writing from Paragraph to Essay* by Zemach and Rumisek (2003). **Questionnaire** The questionnaire was used as the third main instrument used in answering research questions. This questionnaire is used to examine students' ability to understand Cohesive Devices in making coherent writing. In addition, this questionnaire is also used to view students' point of view about a coherent writing. **Interview** The interview sheet consists of a description of the questions related to the development of the essay writing argument during the research. The interview was conducted after the research ends.

BAB IV
BIAYA DAN JADWAL PENELITIAN

A. Anggaran Biaya

Justifikasi Anggaran Penelitian

No	Uraian	Satuan	Volume	Besaran	Volume x Besaran
1.	Honorarium				
	a. Honorarium Koordinator Peneliti/Perekayasa	OB	1	Rp.550.000	550.000
	b. Pembantu Peneliti/Perekayasa	OJ	10	Rp. 250.000	2.500.000
	c. Honorarium Petugas Survei	OR	30	Rp.80.000	2.400.000
	Subtotal Honorarium				5.450.000
2	Bahan Penelitian				
	a. ATK				
	1) Kertas A4	Rim	3	60.000	180.000
	2) Pena	Kotak	1	60.000	60.000
	3) Map	Lusin	1	60.000	60.000
	Subtotal Bahan Penelitian				400.000
3.	Pengumpulan Data				
	a. Transport	Ok	20	100.000	2.000.000
	b. Biaya Konsumsi	Ok	20	250.000	5.000.000
	Subtotal biaya pengumpulan data				7.000.000
4.	Pelaporan, Luaran Penelitian				
	a. Foto Copy Proposal dan Laporan, Kuisioner dsb	OK	200	Rp. 250	50.000
	b. Jilid Laporan	OK	3	Rp. 25.000	75.000
	c. Luaran Penelitian				
	a) Jurnal Nasional Sinta 2				7.000.000
	Subtotal biaya Laporan dan Luaran Penelitian				7.000.000
	Total				20.400.000

B. Jadwal Penelitian

No.	Penerapan	Tahun ke-1											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pembuatan Proposal dan Survei Lokasi												
2	Pengambilan data												
3	Pengumpulan data												
4	Menganalisis data												
5	Penyusunan laporan												
6	Seminar												

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SURAT PERNYATAAN ANGGOTA PENELITIAN MITRA

Yang bertanda tangan di bawah ini,

Nama : Dr. Ummi Rasyidah, M.Pd
NIP/NIDN : 1016118702
Pangkat/Golongan :
Jabatan Fungsional : Lektor
Perguruan Tinggi : Universitas Pasir Pengaraian
Mata Kuliah Yang Diampu : Bahasa Inggris

Menyatakan bersedia untuk bekerja sama dalam pelaksanaan kegiatan penelitian, "IMPROVING STUDENTS' WRITING SKILL THROUGH TEACHER'S" dengan:

Nama : Dr. Masrul, M.Pd
NIP/NIDN : 1005048402
Pangkat/Golongan : Penata Tk.I / III d
Jabatan Fungsional : Lektor
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Perguruan Tinggi : Universitas Pahlawan Tuanku Tambusai
Mata Kuliah Yang Diampu : Writing
Judul Penelitian : IMPROVING STUDENTS' WRITING SKILL THROUGH TEACHER'S

Demikian surat pernyataan ini dibuat dengan penuh kesadaran dan tanggung jawab untuk dapat dipergunakan sebagaimana mestinya.

Rokan Hulu, 05 Februari 2023

fembuat Pernyataan,



(Dr. Ummi Rasyidah, M.Pd)

