

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the writer presents the data regarding errors in text structure and coherence in the fourth semester students' paragraph writing. The writer has given a writing test. There were 34 students in the class, but the writer only took 30 students as the subject of this research, because most of them did not attend the class. The test is asking the students to make a paragraph (descriptive), with the topic is "Things Around Us". So, the students need to write a paragraph based on the instruction given. After conducting the test, the writer analyzed the data from the students' writing to find out the coherence and the text structure that students made in their paragraph writing, whether there are topic sentence, supporting sentence, concluding sentence, in their writing, and also to find whether their writing is coherence or not. Furthermore, the following table shows the recapitulation of students' descriptive paragraph writing score.

Table 4.1
Recapitulation of Students' Descriptive Paragraph Writing Score

Number of Students	Topic Sentence	Supporting Sentence	Organization	Concluding Sentence	Mechanics	Total	Mean
1	4	3	3	4	3	17	3,4
2	4	4	3	4	3	18	3,6
3	3	3	3	1	2	12	2,4
4	4	4	3	1	3	15	3
5	3	3	3	1	3	11	2,6

6	1	3	3	1	3	11	2,2
7	4	3	3	1	2	13	2,6
8	4	4	3	1	3	14	2,8
9	4	3	2	1	3	13	2,6
10	4	4	3	3	2	16	3,2
11	4	3	3	3	3	16	3,2
12	4	4	3	1	3	15	3
13	1	3	2	3	3	12	2,4
14	1	3	3	1	3	11	2,2
15	4	3	3	1	3	14	2,8
16	4	3	2	1	3	13	2,6
17	4	2	3	1	3	13	2,6
18	4	3	3	1	3	14	2,8
19	4	3	4	4	3	18	3,6
20	4	3	3	1	3	14	2,8
21	1	3	2	3	3	12	2,4
22	4	3	3	1	3	14	2,8
23	4	3	3	3	3	16	3,2
24	1	3	3	3	3	13	2,6
25	1	3	2	3	3	12	2,4
26	1	3	3	3	3	13	2,6
27	4	3	2	1	3	13	2,6
28	3	3	3	1	3	13	2,6
29	4	3	2	1	3	13	2,6
30	1	3	3	3	3	13	2,6

Note: Rubric scoring can be seen in the appendix

According to the table above, here will be explained completely about the findings, both in coherence and also in text structure.

1. Coherence

According to Oshima and Hogue (2006, p.22), there are four ways to achieve coherence in writing. They are repeating key nouns, using consistent pronouns, using transition signals, and logical order. The findings below describe about the coherence which is made by each of students in their paragraph writing.

Table 4.2
Coherence of Student 1

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	I-Phone	1
Using Consistent Pronoun	I	12
Transition Signal	First	1
	So	1
Logical Order	Descriptive	1

Table 4.3
Coherence of Student 2

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	My idola	2
Using Consistent Pronoun	I	2
	My Idol	1
	Super Junior	1
	They	1
	Them	2
Transition Signal	So	1
Logical Order	Descriptive	1

Table 4.4
Coherence of Student 3

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	My-self	1
Using Consistent Pronoun	I	6
	Me	1
	His	1
Transition Signal	First	1
	So	1
Logical Order	Descriptive	1

Table 4.5
Coherence of Student 4

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	My family	1
Using Consistent Pronoun	My father	1
	My mother	2
	She	3
	He	1
Transition Signal	Finally	1
Logical Order	Descriptive	1

Table 4.6
Coherence of Student 5

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Hero	1
Using Consistent Pronoun	I	5
	Someone	1
Transition Signal	Who	1
Logical Order	Descriptive	1

Table 4.7
Coherence of Student 6

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Ideal room	1
Using Consistent Pronoun	I	1
	My room	1
	My chair	1
	My table	1
Transition Signal	And also	1
Logical Order	Descriptive	1

Table 4.8
Coherence of Student 7

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	My class	3
Using Consistent Pronoun	I	4
	My class	4
	It	1
Transition Signal	When	1
	In conclusion	1
Logical Order	Descriptive	1

Table 4.9
Coherence of Student 8

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Friend	1
Using Consistent Pronoun	I	2
	She	12
Transition Signal	And also	1
Logical Order	Descriptive	1

Table 4.10
Coherence of Student 9

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	My room	2
Using Consistent Pronoun	I	5
	My room	1
	My wardrobe	1
	Them	1
Transition Signal	-	-
Logical Order	Descriptive	1

Table 4.11
Coherence of Student 10

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Bedroom	3
Using Consistent Pronoun	My bedroom I	4 1
Transition Signal	So Then	1 1
Logical Order	Descriptive	1

Table 4.12
Coherence of Student 11

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Shopping	4
Using Consistent Pronoun	Shopping It Those Women	4 1 1 1
Transition Signal	First Second Third	1 1 1
Logical Order	Descriptive	1

Table 4.13
Coherence of Student 12

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Cat	1
Using Consistent Pronoun	I The cat He	2 1 7
Transition Signal	In conclusion	1
Logical Order	Descriptive	1

Table 4.14
Coherence of Student 13

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	-	-
Using Consistent Pronoun	I	3
	English subject	3
	It	2
Transition Signal	And	1
Logical Order	Descriptive	1

Table 4.15
Coherence of Student 14

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Teacher	1
Using Consistent Pronoun	Mr. Hendra	2
	He	1
	His wife	1
	She	1
Transition Signal	In conclusion	1
Logical Order	Descriptive	1

Table 4.16
Coherence of Student 15

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	My hobbies	1
Using Consistent Pronoun	I	10
Transition Signal	Thus	1
Logical Order	Descriptive	1

Table 4.17
Coherence of Student 16

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	-	-
Using Consistent Pronoun	Park Chanyeol	4
	He	1
Transition Signal	And	1
Logical Order	Descriptive	1

Table 4.18
Coherence of Student 17

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Ideal cloth	1
Using Consistent Pronoun	I	8
	Me	1
Transition Signal	First	1
	When	2
	Thus	1
Logical Order	Descriptive	1

Table 4.19
Coherence of Student 18

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Parents	3
Using Consistent Pronoun	I	3
	My parents	2
	We	1
Transition Signal	When	1
	So	1
Logical Order	Descriptive	1

Table 4.20
Coherence of Student 19

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Room	4
Using Consistent Pronoun	I	6
	My room	1
	It	3
Transition Signal	Which	1
	When	1
Logical Order	Descriptive	1

Table 4.21
Coherence of Student 20

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Room	4
Using Consistent Pronoun	I	4
	My	4
Transition Signal	That	1
	Because	1
	So	1
Logical Order	Descriptive	1

Table 4.22
Coherence of Student 21

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	-	-
Using Consistent Pronoun	I	1
	My uncle	1
	He	3
Transition Signal	And	1
Logical Order	Descriptive	1

Table 4.23
Coherence of Student 22

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Juice	1
Using Consistent Pronoun	Orange juice	1
	It	2
	I	2
Transition Signal	That	1
Logical Order	Descriptive	1

Table 4.24
Coherence of Student 23

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Bicycle	1
Using Consistent Pronoun	I	3
	The bicycle	2
Transition Signal	In order to	1
Logical Order	Descriptive	1

Table 4.25
Coherence of Student 24

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Architecture	1
Using Consistent Pronoun	Borobudur	1
	It	4
Transition Signal	And	2
Logical Order	Descriptive	1

Table 4.26
Coherence of Student 25

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Bali	1
Using Consistent Pronoun	Bali It	1 3
Transition Signal	-	-
Logical Order	Descriptive	1

Table 4.27
Coherence of Student 26

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Rabbit	1
Using Consistent Pronoun	My rabbit It I	3 1 4
Transition Signal	And Because	1 1
Logical Order	Descriptive	1

Table 4.28
Coherence of Student 27

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Career women	1
Using Consistent Pronoun	She	4
Transition Signal	-	-
Logical Order	Descriptive	1

Table 4.29
Coherence of Student 28

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Pandas	1
Using Consistent Pronoun	Pandas They I	1 3 3
Transition Signal	And Because	1 1
Logical Order	Descriptive	1

Table 4.30
Coherence of Student 29

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	-	-
Using Consistent Pronoun	Penguin It	1 5
Transition Signal	Because When	1 1
Logical Order	Descriptive	1

Table 4.31
Coherence of Student 30

Type of Coherence	Coherence Item	Number of Coherence
Repeating Keynouns	Best friend	1
Using Consistent Pronoun	My best friend She	1 3
Transition Signal	And Because	1 1
Logical Order	Descriptive	1

Furthermore, the following table shows the data of number of occurrence and percentage of types of coherence.

Table 4.32
Number of Occurrences and Percentages of Types of Coherence in the
Students' Paragraph Writing

Students' Number	Types of Coherence			
	Repeating Key Nouns	Using Consistent Pronoun	Using Transition Signal	Logical Order
1	1	12	2	1
2	2	7	1	1
3	1	8	3	1
4	1	7	1	1
5	1	6	1	1
6	1	4	1	1
7	3	9	2	1
8	1	14	1	1
9	2	8	-	1
10	3	5	2	1
11	4	7	3	1
12	1	10	1	1
13	-	8	1	1
14	1	5	1	1
15	1	10	1	1
16	-	5	1	1
17	1	9	4	1
18	3	4	2	1
19	4	10	2	1
20	4	8	3	1
21	-	5	1	1
22	1	5	1	1
23	1	5	1	1
24	1	5	2	1
25	1	4	-	1
26	1	8	2	1
27	1	5	-	1
28	1	7	2	1
29	-	6	2	1
30	1	4	2	1
Total	43	210	46	30
%	13,07	63,83	13,98	9,12

Table 4.2 illustrates that there are 329 coherence in the 30 of students' paragraph writing. All the coherence types appear. Coherence divided the types into 4, they are: repeating key nouns, using pronouns, using transition signals, and logical order.

Using consistent pronouns is the most frequent type among all types of coherence. It appears 210 times, or 63,83%. The second level is using transition signals which occurs 46 times, or 13,98%. While repeating key nouns emerges 43 times, or 13,07% and the last is logical order which occurs 30 times, or 9,12%. Logical order is the less frequent type of coherence.

2. Text Structure

According to Calt (2003, p.1), a text structure is the framework of a text's beginning, middle, and end. It can be meant that in a text structure there are topic sentence in the beginning, supporting sentence in the middle, and concluding sentence in the end of the paragraph. Here is a recapitulation table of students' text structure, whether they miss the text structure or not.

Table 4.33
Recapitulation of Students' Text Structure in
Descriptive Paragraph Writing

Number of Students	Missing Topic Sentence	Missing Supporting/Description	Missing Concluding
1	-	-	-
2	-	-	-
3	-	-	✓
4	-	-	✓
5	-	-	✓
6	✓	-	✓

7	-	-	✓
8	-	-	✓
9	-	-	✓
10	-	-	-
11	-	-	-
12	-	-	✓
13	✓	-	-
14	✓	-	✓
15	-	-	✓
16	-	-	✓
17	-	-	-
18	-	-	✓
19	-	-	-
20	-	-	✓
21	✓	-	-
22	-	-	✓
23	-	-	-
24	✓	-	-
25	✓	-	-
26	✓	-	-
27	-	-	✓
28	-	-	✓
29	-	-	✓
30	✓	-	-
Total	8	-	17
	25		

As the calculation above, here is the percentage of error that made by the students by using this formula:

$$P = \frac{f}{n} \times 100\%$$

a. Missing Topic Sentence

$$\text{Percentage} = \frac{8}{25} \times 100\% = 32\%$$

b. Missing Supporting Sentence / Description

$$\text{Percentage} = 0\%$$

c. Missing Concluding Sentence

$$\text{Percentage} = \frac{17}{25} \times 100\% = 68\%$$

Based on the findings above, there are some students still miss topic and concluding sentence in their paragraph writing. Then, the writer makes the correction of the missing of topic and concluding sentence for the paragraph which is missed topic and concluding sentence.

Table 4.34
Correction of Students' Text Structure Error in
Descriptive Paragraph Writing

Number of Students	Correction
3	Concluding sentence: So, I have many friends.
4	Concluding sentence: I love my family so much.
5	Concluding sentence: Thus, I am busy every day.
6	Topic sentence: There are some criteria of my ideal room. Concluding sentence: I really love to be here.
7	Concluding sentence: I really love my classroom.
8	Concluding sentence: She is the best friend I've ever had.
9	Concluding sentence: It is the best room of my house.
12	Concluding sentence: In conclusion, I love everything about him.

13	Topic sentence: I have to tell you about my mother.
14	Topic sentence: I want to describe about my uncle. Concluding sentence: Everyone who saw this family will be impressed.
15	Topic sentence: Thus, I have many friends.
16	Concluding sentence: It is why I love him.
18	Concluding sentence: So that, we as their children feel comfortable with them.
20	Concluding sentence: So, it makes me feel comfort to stay in my bedroom.
21	Topic sentence: I am glad for having an uncle as a doctor.
22	Concluding sentence: Those are the reason why I love orange juice.
24	Topic sentence: Borobudur is one of world of seven wonder.
25	Topic sentence: Bali is an awesome place.
26	Topic sentence: My rabbit's name is Ivana.
27	Concluding Sentence: Of course, she is suitable to get one of awards. It is a success woman award.
28	Concluding sentence: It is why I collect everything related to Pandas.
29	Concluding sentence: It is why I love them.
30	Topic sentence: I have a best friend.

B. Discussion

1. Coherence

The discussions below is presented based on the findings before.

Coherence is categorized into repeating key nouns, using pronouns, using

transition signals, and logical order. The writer displays them into pie chart.

The pie chart covers the highest until the lowest rank as follows.

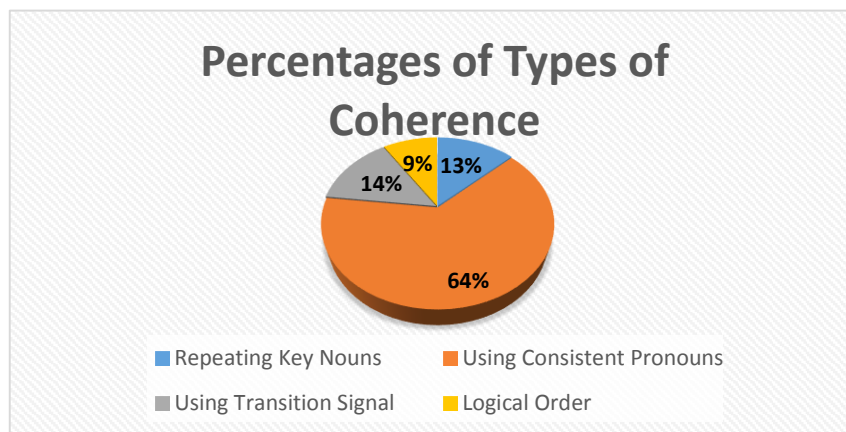


Figure 4.1 Percentages of Types of Coherence in the Students' Paragraph Writing

As mentioned before, the findings showed that there are 329 coherence in the 30 of students' paragraph writing. Paragraph writing that be analyzed in this research establishes all types of coherence. Using consistent pronouns is the most frequent type than the other types of coherence. It occurs 210 times. The less frequent type of coherence is logical order which appears 30 times. It is the less frequent because it seen from the whole paragraph, whether the paragraphs involve the logical order or not.

The writer would like to elaborate the pie chart of the students' coherence above into explanation started from the highest until the lowest rank as follows.

a. Using consistent pronouns

According to Oshima and Hogue (2006, p.41), using consistent pronouns is one of coherence type. Pronoun is a word that takes the place of a

noun. As mentioned before, the findings of using consistent pronouns is the most frequent type of coherence. There are 210 instances of using consistent pronoun in the students' paragraph writing. The pronouns that are used in the paragraph writing in this research involve personal pronoun, relative pronoun, demonstrative pronoun, and possessive pronoun. Personal pronoun such as "it", "we", "they", "them", and "she". Relative pronoun such as "that". Demonstrative pronoun such as "this", "these", and "those". Possessive pronoun such as our, their, and its.

For example, in the first sentence of student 13's, *There is a subject in this major that interesting for me.* The word *that* is relative pronoun which refers to *a subject*.

b. Using transition signal

Based on Oshima and Hogue (2006, p.42), we can assume that transition signals are used to signal relationship between ideas in the writing. It is similar to change from one item of idea to another. There are 46 instances of transition signals in the paragraph writing analyzed in this research. It is the second position of the most frequent type of coherence after the use of key nouns. It used words such as "when", "then", "and", "or", "finally", "because", "in conclusion", "therefore", "before that", "the first", "the last", "second", "third", "fourth", "until", "while", "also", "so", "after that", "but" and so on.

For example, in the student 17's, *When I go out with my friends, I usually use sweater and skirt, because it makes me comfortable.* The word *because* is used to introduce the cause or reason of the previous condition.

c. Repeating key nouns

Repeating key nouns is the easiest way for writers to make the sentences in the texts coherence, and it is also the easiest relation for readers to comprehend the sentences in the texts. The readers will get the connection of new material to material that already presented. Oshima and Hogue stated that repeating key nouns can keep thought of the paragraph flowing from sentence to sentence (2006, p.41). In this research, repeating key nouns appears 43 times.

For example, in the student 19's, *At my house, I have my own bedroom. It is a small room but it can make me comfort there.* From the example, the writers repeat the key noun *room* in order to ease the comprehension for the readers and to strengthen the argumentation of the readers. By repeating the key nouns, the readers will easily expect the topic that is being written.

d. Logical order

The use of logical order in the text is based on the topic and the purpose of the text. Logical order help the writers create a paragraph with a clear purpose that is easy for the readers to follow. According to Oshima and Hogue (2006, p.56), logical order categorized into three common kinds, there are chronological order, logical division of ideas, and comparison or contrast

paragraph. There is only one instance of logical order in the paragraph writing that be analyzed in this research, it is chronological order. Because in the 30 paragraph in this research are in the same topics, which describe something around them, then each of the paragraphs involve chronological order.

For example, in the student 12's, *My cat is cute. His body is fat. He has black and white fur.* In this writing, the writer describes about her pet, it is a cat.

2. Text Structure

After getting the percentages from the recapitulation of students' text structure in descriptive paragraph writing above, the writer displays them into pie chart. The pie chart covers the highest until the lowest rank as follows.

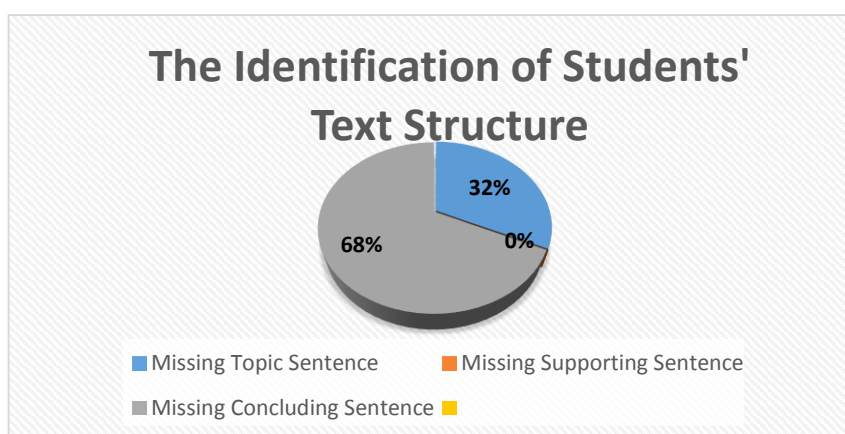


Figure 4.2 The Identification of Students' Text Structure in Descriptive Paragraph Writing

The writer would like to elaborate the pie chart of the students' errors above into explanation started from the highest until the lowest rank as follows.

a. Missing Concluding Sentence

According to Bate in Melbourne University's journal (2011, p.2), conclusions or concluding sentence wrap up what have been discussing in the paragraph or text. After moving from general to specific information in the introduction and body paragraphs, conclusion should begin pulling back into more general information that restates the main points of the writers' argument.

There are 17 students miss the concluding sentence. The percentage of this error is 7,80%. More than half of students do the error. They are very focused on the supporting sentences but forgot to wrap up all the text with making concluding sentence.

b. Missing Topic Sentence

Djuharie states that topic sentence can be placed in the beginning of paragraph, in the middle of paragraph, and also in the last of paragraph (2008, p:19). There are 8 students miss the topic sentence. The percentage of it is 3,67%.

Most of the students that do the errors begin their paragraph with supporting sentences, and after that they forgot to make topic sentence, although the topic sentence identifies the main idea of a paragraph.

Without topic sentence, that paragraph will be understandable. The reader can be misunderstood about the main of the text. So, the topic sentence is important to be written by the writer.

c. Missing Supporting Sentence

Djuharie states that “Supporting sentences are sentences that develop topic sentences by offering examples, reasons, facts, definitions, events, comparisons, causations, statistics, or quotations” (2008, p:33). Supporting sentences give information that explains and expands the topic of the paragraph.

All of the students have supporting sentences, so there is no percentage of this type of coherence. In this case, the students can explain about their supporting sentence in their paragraph, even among of them still miss topic and concluding sentence in their paragraph.

These problem were made because most of the students did not understand about the rules of organization in a writing and text structure as well, so that the students generalized the rule and applied it incompletely. To sum up, it showed that the students are still lack of understanding the organization of English text, especially descriptive text. Therefore, they tended to make errors in writing organization.