



**STUDENTS' SEVENTH SEMESTER OF ENGLISH EDUCATION
(TBI) STAIN PADANGSIDIMPUAN ABILITY
IN ACADEMIC WRITING
IN 2011**

A THESIS

*Submitted to the English Program of State College for Islamic Studies (STAIN)
Padangsidimpuan in Partial Fulfillment of the Requirement for the Degree
of Islamic Scholar Educational in English Program (S.Pd.I)*

BY:

ELI SADORA

Reg No. 07 340 0042

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
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(STAIN)
PADANGSIDIMPUAN
2012**

Hal : Sidang Skripsi
a. n. Eli Sadora
Lamp : 5 (lima) Exemplar

Padangsidimpuan, Januari 2012
Kepada Yth.
Bapak Ketua STAIN Padangsidimpuan
di.
Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revise on the thesis belong to Eli Sadora, entitled "**Students' Seventh Semester of English Education (TBI) STAIN Padangsidimpuan Ability in Academic Writing in 2011 – 2012 Academic Year**", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam in education on Education Faculty of STAIN Padangsidimpuan.

Therefore, in a short time, we hoped that she could be summon to defend her thesis in munaqasyah session.

That's all and thank you for your attention.

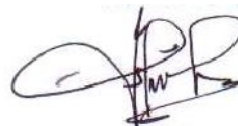
Wassalamu 'alaikum wr.wb.

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SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan di bawah ini:

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EDUCATION (TBI) STAIN PADANGSIDIMPUAN
ABILITY IN ACADEMIC WRITING IN 2011**

Menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

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TESTIMONY OF THESIS SELF-COMPOSING NOTE

The person mention below:

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ABILITY IN ACADEMIC WRITING IN 2011**

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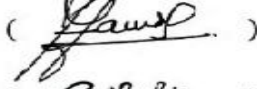

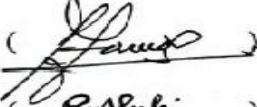
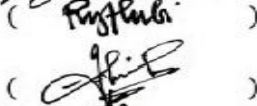

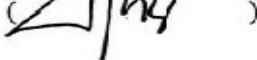
ELI SADORA
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**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

**DEWAN PENGUJI
UJIAN MUNAQASYAH SARJANA**

Nama : **ELI SADORA**
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Judul : **STUDENTS' SEVENTH SEMESTER OF ENGLISH
EDUCATION (TBI) STAIN PADANGSIDIMPUAN
ABILITY IN ACADEMIC WRITING IN 2011 – 2012
ACADEMIC YEAR**

Ketua	: Fatahuddin Aziz	()
Sekretaris	: Rayendriani Fahmei Lubis, M. Ag.	()
Anggota	: 1. Fatahuddin Aziz	()
	2. RayendrianiFahmeiLubis, M. Ag.	()
	3. EkaSustriHarida, M. Pd	()
	4. Abdul SattarDaulay, M.Ag	()

Diuji di Padangsidimpunan pada tanggal 31 Januari 2012
Pukul 09.30 s.d 11.00 WIB
Hasil/Nilai 81(A)
Indeks Prestasi Kumulatif (IPK) : 3,58
Predikat : Cukup/ Baik/ Amat Baik/ Cum Laude *)
) Coret yang tidak sesuai



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

PENGESAHAN

SKRIPSI berjudul : **STUDENTS' SEVENTH SEMESTER OF ENGLISH
EDUCATION (TBI) STAIN PADANGSIDIMPUAN
ABILITY IN ACADEMIC WRITING IN 2011 – 2012
ACADEMIC YEAR**

Ditulisoleh : **ELI SADORA**

N I M : **07 340 00042**

Telah dapat diterima sebagai salah satu syarat memperoleh gelar
Sarjana Pendidikan Islam (S. Pd. I)

Padangsidimpuan, 31 Januari 2012

Ketua/ Ketua Senat



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, the researcher would like to convey her grateful to Allah SWT The Al Mighty and Merciful who has given her the health, time and chance for finishing this thesis: **“Students’ Seventh Semester of English Education (TBI) STAIN Padangsidempuan Ability In Academic Writing In 2011 – 2012 Academic Year”**.

In writing this thesis, the researcher is assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

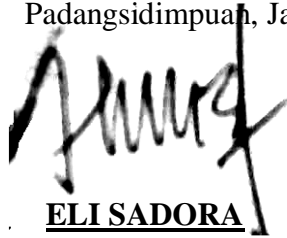
1. Special thanks are due to Rayendriani Fahmei Lubis, M.Ag., as her advisor I and also as the Leader of English Study Program of the State College for Islamic Studies (STAIN) Padangsidempuan.
2. Special thanks are due to Eka Sustris Harida, M.Pd., as her advisor II and also as her academic advisor who has helped the researcher to complete this research.
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This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, January 13th 2012

A handwritten signature in black ink, appearing to read 'Eli Sadora', written over a vertical line that extends downwards.

ELI SADORA
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ABSTRACT

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JURUSAN/PRODI : **TARBIYAH/ BAHASA INGGRIS – 2**
THESIS TITLE : **STUDENTS’ SEVENTH SEMESTER OF ENGLISH SECTION (TBI) STAIN PADANGSIDIMPUAN ABILITY IN ACADEMIC WRITING IN 2011**

This research is taken based on fact of the problems in academic writing especially in writing essay. The researcher identified many problems such as lack of interest, lack in the comprehension of the composition of academic writing, motivation to write is too low, the subject is difficult, lack of imagination to write, students tends to ignore some major parts of the composition, and lack of diction. So, the students should be more aware of the importance of the regulation in composing academic writing intentionally to provide the best result. At last, the researcher conducted a research based on this topic. The purpose of this research was to know how the students’ seventh semester of English Education (TBI) STAIN Padangsidempuan ability in writing essay in 2011 was and to know students’ difficulties in writing essay.

In this research, the researcher has taken 15 students as the source of the research. This research was qualitative approach by using descriptive method. As for the instrument for collecting the data the researcher used the interview and test.

After getting the result of the research, it can be concluded that the students’ seventh semester of English Education (TBI) STAIN Padangsidempuan ability in writing essay was 57,5%. It can be categorized into adequate categories. From the result of the research, the researcher found that there were some difficulties that faced by students when they composed essay, they were conclusion, vocabulary, paragraph development and diction.

Appendix I

THE INSTRUMENT OF WRITING ESSAY

A. Introduction

1. This instrument only intent to get data of the students' ability in writing essay.
2. Your answer will not influence your state in this college
3. Your answer will be kept in secrecy
4. Time available for a week

B. Write down an essay with the title below:

My Personal Perspective of STAIN Padangsidempuan

Appendix II

INTERVIEW GUIDE

1. What is your name? How should I call you?
2. How old are you?
3. Where do you live?
4. In what semester did you get scientific/academic writing class?
5. When you get the scientific/academic writing, have your teacher ever told you about essay?
6. What do you know about the organization of an essay?
7. What do you know about the elements of introduction?
8. Do you make introduction in your essay?
9. Do you make the body of your essay?
10. What do you know about conclusion of essay?
11. Do you make a conclusion in your essay?
12. What do you know about the vocabulary in essay?
13. What do you know about mechanics of essay?
14. Why do you have to put the right mechanics on your essay?
15. How important do you think is the coherence of a paragraph in essay?
16. Do have a particular method in developing your paragraph?
17. What do you know about diction?

Appendix III

The Students' Scores in Writing Essay Test

No	Initial Name	Intro.	Body	Conclusion	Vocab.	Mechanics	Paragraph Develop.	Coherence	Diction	Score
1.	RK	10	10	10	10	5	5	5	5	60
2.	EH	10	10	15	10	5	5	5	5	65
3.	SR	15	10	10	10	10	5	10	5	75
4.	SRH	10	10	10	10	10	5	5	10	70
5.	LA	15	10	15	10	10	5	5	5	75
6.	MK	10	10	10	10	10	5	10	5	70
7.	ZA	15	10	10	15	10	5	5	5	75
8.	IL	10	10	10	10	5	5	5	5	60
9.	MH	10	10	0	10	10	5	5	5	55
10.	RN	15	15	10	10	10	5	5	5	75
11.	FK	10	10	0	10	5	5	5	5	50
12.	AY	15	15	10	15	5	5	10	5	80
13.	LG	15	10	10	10	10	10	10	5	80
14.	SRS	10	10	10	10	5	5	5	5	60
15.	AR	15	15	15	15	5	5	10	5	85
Total										1035

The researcher calculated the score by using formula:

$$\begin{aligned} &= \frac{\sum \text{Score}}{\sum \text{respondent} \times \sum \text{item} \times \sum \text{nilai tertinggi}} \times 100\% \\ &= \frac{1035}{15 \times 8 \times 15} \times 100\% \\ &= \frac{1035}{1800} \times 100\% \\ &= 57,5\% \end{aligned}$$

CURRICULUM VITAE

A. Identity

Name : ELI SADORA
Place and Birthday : Hulim, July 11th 1989
Sex : Female
Religion : Moslem
Address : Jl. M. Nawawi Gg. Harahap II
Padangsidimpuan, North Sumatera
Phone number : 082162021616

B. Parents

Father : Sofyan Hasibuan
Mother : Masdalipa Harahap, S.Pd

C. Background of Education

1. Graduated from Elementary School in SD Negeri 200117 Sadabuan Padangsidimpuan in 2001
2. Graduated from Islamic Junior High School MTsn Model Padangsidimpuan in 2004
3. Graduated from Islamic Senior High School MAN 2 Model Padangsidimpuan in 2007
4. Student of State College for Islamic Studies Padangsidimpuan from 2007

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a communication system in speech and writing used by people of particular country, such as Japanese, French, and Arabic. It is used to convey a person's feeling, emotion, idea, or thought. English is language which now a language worldwide uses. It is one of the most common languages used by the international community in dealing with the other people from other different language countries. People use the language both in spoken and written form.

English itself allows not only the native speaker but also people around the world to communicate to the other easily and smoothly in many aspects. Almost every countries in the world submit English on their education curriculum as subject matter in order to supply the students the ability of speaking a foreign language as their second or foreign or even as their first language. The students are expected to have more universal perspective and wide open thought by learning speaking English.

In Indonesia, English has been submitted to the education curriculum for many years. Currently, English even has been applied to the elementary school curriculum. In the university, English is one of the education

departments of many subject matter choices. Learning English in the university, the students are required to write many essays or paper in the academic writing form.

At the university level, disciplinary knowledge and understanding are largely exhibited and valued through the medium writing. Students can begin to understand the significance of writing by becoming aware that writing takes particular conventional forms in different contexts.

Writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learner of English, it is important to note that writing is a process not a product. It means that a piece of writing, whether it is a composition for English class or examination is never complete; it is always possible to review or revise again.

Therefore, many students deal with complication in academic writing due to many rules of it. Frequently, many students are avoiding writing in this form. They, sometimes, in the process of making a paper or essay, abandon the most important part on the composition of a paper, such as the preface, quotation, the footnotes, suggestions or even the coherences of the sentences.

There are number reasons for these mistakes in making the composition of academic writing among the students particularly in STAIN Padangsidimpuan. *The first* one is that they are lack of interest in writing that makes their ability in writing is poor and the composition of their writing is

inappropriate structure. Although it is a paper which should be submitted for their college assignment, many students are not too much interest in writing, because it requires too many processes to get through.

The second is that they are lack in comprehension of the composition of academic writing. Academic writing is one of the most important subject matter in a college to take, for some universities it is the requirement of subject matter learnt with the purpose of passing the undergraduate degree.

The next issue is that their motivation to write is too low, after asking several seventh semester students of TBI STAIN Padangsidempuan they explained that they are too idle in practicing writing on their daily life, they said that there many more things that attract their attention than just merely practice to write to be a good writer. Despite their lack interest in writing, they tend to ignore the necessary of practice.

The students also think that the subject is difficult due to the complexity of the sentence pattern. With so many rules of sentence pattern or paragraph, the students were confused or even unable to apply them to their writing in developing sentence or paragraph.

Some of them even said that they lack of imagination to write. Beside comprehension on the sentence structures and paragraphs, wide imagination or knowledge is also one of the elements that the students should posses to be

a good writer. Many of the students admit that they lack of imagination to develop their sentence so that they did not know what to write.

Writing is a process not a product as the writer mentioned above; which means that the students should expand their writing ability through practice. As college students, they must have many assignments to fulfill. Here, one can assumed that they should be able to write well since they have to write, think, and practice almost the whole week in making paper, essay, or the other assignments.

Moreover, the students do not have the writing habits in their family environment. Since they were born, their parents did not have the interest to teach their children to have the habits of writing particularly their daily activity. Consequently, when they enter to college or higher education, their ability in writing is poor, especially when it deals with foreign language. Because not only they are lazy but also they do not used to practice writing, which is derive them to be careless in writing.

Furthermore, during composing the writing, the students tend to ignore some major parts of the composition on their paper. In case of many regulation of the composition of academic writing, usually the students did not pay attention to the regulation. It means that they used to break the rules in order to shorten their composition of paper because they thought that it does not necessary to put into it. They also lack of verification of what they have

been written after they finish. The consequence of the act is that usually there are many mistakes in the sentence or paragraph structure of their paper.

The other basic source of the problem is that the students usually cooperate in a group with the other students in working their paper. In fact, the one who is working out the paper from the beginning until the end is just one or two of the members of the group. This means that a large number of the students are often did not work their paper themselves if they join in a discussion group. This kind of circumstance happens a lot around the students.

Beside, diction, punctuation and sentence structure are the most often mistakes found on the students' paper. The biggest mistake of the students in composing academic writing particularly a paper is that they do not comprehend the structure of a good sentence. Even though they have studied about how to put punctuation properly in sentences or what is the suitable term should they pick for a particular sentence, yet there still many students are wrong on their composition.

Actually, a good sentence structure, and a proper punctuation are highly demand on academic writing. The reader of academic writing usually is educated people such as, scientist, educators, and researcher. Hence, the students should be more aware of the importance of the regulation in composing academic writing intentionally to provide the best result.

Based on the explanations above, the writer is interested to search about essay paper in academic writing. Thus, the researcher conducted a research entitled: **“STUDENTS’ SEVENTH SEMESTER OF ENGLISH EDUCATION (TBI) STAIN PADANGSIDIMPUAN ABILITY IN ACADEMIC WRITING IN 2011”**.

B. Focus of the Research

Based on the background of the problem above, it was known that the students are lack of interest in writing that makes their ability in writing is poor and the composition of their writing is inappropriate structure.

They also lack in the comprehension of the composition of academic writing. Their motivation to write is too low that they are too idle in practicing writing on their daily life and they are lack of motivation both from their family and their environment. The students also think that the subject is pretty difficult due to the complexity of the sentence pattern. Some of them even said that they lack of imagination to write.

Next, they do not used to write since they were young so that they are facing complication in writing, during composing the writing the students tends to ignore some major parts of the composition on their essay, the students are often did not work their paper themselves if they join in a

discussion group, and they also lack of diction, punctuation, sentence structure in building a good sentence.

Based on the explanation above, the researcher focused the problem on the students' ability to write essay. Thus, the researcher is interested to search the students' ability in academic writing.

C. Formulation of the Research

Based on the focus of the research above, the researcher formulated the problem as follow:

1. How was the students' seventh semester of English Education (TBI) STAIN Padangsidempuan ability in academic writing in 2011?
2. What were the difficulties faced by the students in academic writing?
3. What were the efforts done by the students resolve the difficulties in academic writing?

D. Purpose of the Research

Based on the formulation of the research above, the aims were:

1. To know how the students seventh semester of English Education (TBI) STAIN Padangsidempuan ability in academic writing in 2011 was.
2. To know the difficulties faced by the students in academic writing.

3. To know the efforts done by the students to resolve the difficulties in academic writing

E. Significances of the Research

The findings expected to give the significances theoretically and practically as follow:

1. Theoretically, they will become very useful information for the students, the lecturers and other researchers as additional information to do further research in the same field.
2. Practically, to all of TBI students to write appropriately in writing essay, to the Lecturers of TBI to develop teaching learning process more, especially writing essay. To the Leader of Tarbiyah and the Leader of English study program to support the lecturers and students in learning process, to the leader of STAIN Padangsidempuan to support the lecturers to teach well and provide facilities involves with learning process.

F. Definition of the Key Term

To avoid the vagueness and misunderstanding between the researcher and the readers, the terminologies were as follows:

1. Students' seventh semester

- a. Student is a person who is studying at a university or college.¹
- b. Seventh semester is the fourth of semester in academic year in college.

2. Ability

Ability is a level of skill or intelligence.²

So, students' seventh semester ability is the level of skill or intelligence of a person studying at a university or college at seventh semester.

3. TBI STAIN Padangsidimpuan

TBI (Tadris Bahasa Inggris) is English department. STAIN Padangsidimpuan is a State Collage of Islamic Studies located in Padangsidimpuan, North Sumatera, Indonesia.

4. Academic writing

- a. Academic is connected with education, especially studying in schools and universities.³
- b. Writing is written works of an author or person's handwriting.⁴

Based on the statements above, the researcher can conclude that students' of TBI STAIN Padangsidimpuan ability in academic writing in 2011-2012 academic year is the level of skill or intelligence of a person

¹ A.S. Hornby. *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 13444.

² Ibid., p. 2.

³ Ibid., p. 6.

⁴ A. S. Hornby. *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2000), p. 502.

studying at a university or college at seventh semester English department in educational written works or handwriting, it is writing a paper.

G. Thesis Outline

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In chapter one, it consists of; *first*, background of the problem. In the background of the research, the researcher explained about the students' weaknesses in writing essay such as lack of interest, lack of comprehension, students' motivation to write were too low and they do not have the habit of practice to write since they were young. *Second*, focus of the research, in this section the researcher summed up the background of the problem and explained that the focus of the research was on writing essay.

Third, formulation of the research, here, the researcher made 2 questions of the research they are; how was the students' seventh semester of English Education (TBI) STAIN Padangsidempuan ability in academic writing and what were the difficulties usually faced by the students.

Next, purposes of the research, in this section the researcher explain about the purpose of the research, they are: to know how the students seventh semester of English Education (TBI) STAIN Padangsidempuan ability in

academic writing in 2011 was and to know the difficulties usually faced by the students in learning academic writing.

Then, significances of the research, the researcher explain to whom was the significances of the research would be useful. *Last*, definition of the key terms, it contents the researcher explanation about the terms used in this research they were: students' seventh semester, ability, academic writing, and TBI STAIN Padangsidimpuan.

In chapter two, it consists of theoretical description, and review of related findings. In theoretical review consists of the nature of academic writing, the purpose of academic writing, the characteristic of academic writing, types of text, the organization of paper, paragraph development, and diction.

Chapter three contains research methodology. The research methodology consists of research design, place and time of the research, sources of data, instrumentations, technique of data collection, and technique of data analysis.

The design of this research was qualitative approach and using description method. The research was placed in STAIN Padangsidimpuan, and the time of the research begins from March 2011 until January 2012. The source of data taken was 15 students, and the research instrumentation using interview and test.

The technique of data collection was done systematically from make the list of the instrument until collecting the answer sheet and doing interview. The researcher analyzed the data through some steps, editing of data, reduction of the data, tabulation of the data, description of the data, and taking conclusion. Chapter four is the result of the research which consists of description of the data. Finally, chapter five contains conclusion and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Literature

1. The Nature of Academic Writing

a. Writing

Writing is one of the elements of skill in language. The main goals in writing activity are able to write ideas, information in a good logical order, expressing their thought clearly, and improve that they have in mind so that the reader easier to know what that read.

David Nunan said “writing is both a physical and a mental act. It is a mental work in creating ideas to express and to organize them in paragraphs so that the reader will be easier to understand the writer’s intention.”¹ Writing is process and product as well. The process of begins from imagine until rereads and become some kinds of writing such as essay, letter, story or research report.

Beside, according to Hullon Willis the meaning of writing is “oneself expression or a report or a masterpiece and suggestion. Its content is subject to fallible human scrutiny for inaccuracy and bias.”²

¹ David Nunan. *Practical English Language Teaching*, (USA: The McGraw Hill Companies, 2003), p. 88.

² Hulon Willis. *Structure, Style, and Usage A guide to Expository Writing*, (California: Holt, Rinehart And Winston, 1966), p. 1.

Writing correctness depends on social conventions and prejudices as well as on linguistic logic. In addition, A.S. Hornby said “writing is written works of an author or person’s feeling”.³

So based on the scientists estimation above, the researcher concludes that writing is a written work to express one’s feeling, ideas, and thinking, and organize them into a good statements and paragraphs in order to be understand by all of the reader easily of what the writer wants to say.

b. Academic writing

Academic writing is one of writing genre which is usually used in a complex writing composition. Academic writing also called as scientific writing. In a higher education or university, this genre of writing is highly demand on students’ writing in fulfilling most of their assignments.

Alice Oshima said that academic writing is the kind of writing that required to do in college or university. It is different from other kinds of writing such as personal, literary, journalistic, or business writing. It has a special audience, tone, and purpose.⁴

³ A.S. Hornby. *Op.Cit.* p. 502.

⁴ Alice Oshima. *Writing Academic English*, (New York: Longman, 1999), p. 2.

According to Raul Oliver, he said “Academic writing is a particular genre, with its own distinctive style, form of expression and vocabulary.”⁵ In addition, Madyo Ekosusilo said:

Tulisan ilmiah adalah tulisan yang di dasari oleh hasil pengamatan, peninjauan, penelitian dalam bidang tertentu, disusun menurut metode tertentu dengan sistematika penulisan yang bersantun bahasa dan isinya dapat dipertanggungjawabkan kebenarannya (keilmiahannya).⁶

(Academic writing is writing based on the result of observation and research of a particular field composed based on a certain method with systematic writing composition which has a proper language structure and accountable scientific content).

From the statements above, the researcher concludes that academic writing is a kind of writing usually done by the college students with a particular arrangements, tone, purpose and audience based on an observation, whether it is field observation or literature observation. The researcher also can conclude from the expert opinion that essay paper in academic writing has principle outline, they are: (1) organization of the paper, (2) paragraphs development, (3) sentence composition, and (4) diction as the researcher will explain later.

⁵ Raul Oliver. *Writing Your Thesis*, (London: Sage Study Skills, 2004), p. 14.

⁶ Madyo Susilo and Bambang Triyanto. *Pedoman Penulisan Karya Ilmiah*, (Ujung Pandang: Dahara Prize, 1995), p. 11.

2. The Purpose of Academic Writing

Students' writing is at the center of teaching and learning in higher education, fulfilling a range of purposes according to the various contexts in which it occurs. The purposes include:

- a. Assessment, which is often a major purpose for student writing. Students may be required to produce essays, written examinations, or laboratory reports whose main purpose is to demonstrate their mastery of disciplinary course content.
- b. Learning, which can help students grapple with disciplinary knowledge as well as develop more general abilities to reason and critique.
- c. Entering particular disciplinary communities, whose communication norms are the primary means by which academics transmit and evaluate ideas.⁷

Hullon Willis pointed out that: "It may be designed to amuse, to inspire, to persuade, to inform, to deceive, to guide, to enlighten."⁸ The purpose of a piece of writing determines the rhetorical form chosen for it. A persuasive essay will be recognized in one way and expository essay in another way.

⁷ Caroline Coffin. *Teaching Academic Writing*, (London: Routledge, 2003), p. 2.

⁸ Hullon Willis. *Op. Cit.* p. 1.

While writing the students should consider the tone of their writing which depend on their subject matter and their audience. Tone is the style or manner of expression. It is revealed by the choice of words and grammatical and even by the length of the sentences. Academic writing is formal and serious in tone.

The purpose of academic writing is also as an aid to critical thinking and understanding memory, to extend the students' learning beyond lecturers and other formal meetings. It is also to improve students' communication skill and to train students as future professionals in particular disciplines.⁹

H. Douglas Brown said "writing is one self expression in order to succeed in master the subject matter."¹⁰ Academic writing ranges from short phrases (as in fill-in-the-blank), to brief paragraphs (as in "essay question" exercises and test), to brief reports or many different kinds, to a full-length research paper.

Based on the explanations in the quotations above, the researcher concludes that the purpose of academic writing are as an aid to critical thinking and understanding memory, to extend the students' learning beyond lecturers and other formal meetings. It is also to improve students' communication skill and to train students as future professionals in particular disciplines.

⁹ Caroline Coffin. *Op.Cit.*, p. 20.

¹⁰ H. Douglas Brown. *Teaching by Principles*, (New Jersey: Prentice Hall, 1994), p. 324.

3. The Characteristic of Academic Writing

There are some characteristic marking a scientific writing, they are;

- a. Common sense, which mean every information presented have a make sense argumentation.
- b. Systematic, which indicates that all the things proposed organize based on the level orderly and continually.
- c. Objective, all of the information provided is just the way they are, not fictitious.
- d. Complete and total, which mean all of the side of the problems provided studied completely and totally.
- e. Accurate, that is try to avoid oneself form various mistakes, no matter how small they are.
- f. Clear, every information stated can convey the meaning clearly
- g. The truth can be tested
- h. Open, which mean that all of the things proposed are able to be alter when a new opinion appear.
- i. Universal, it means that all of the conclusions are universal for all of the populations.
- j. The presentation concern about the language manner and the standard grammar.¹¹

4. The Terms of Academic Writing

The most important thing to be noticed in academic writing is that the writing must be able to provide comprehension onto the readers. Deborah C. Andrews in Madyo Ekosusilo puts five basic principles for a good writing,¹² they are:

- a. Accurate

It means that the writing provide a matter of fact description without reversing the fact.

¹¹ Madyo Ekosusilo. *Op.Cit.*, p. 12.

¹² *Ibid.*, p. 13-15.

b. Clear

Writing is able to be called clear if the content easily to comprehend by the readers.

c. Concise

What meant by concise is that the writing is straight to the point of the problem.

d. Conventional

Conventional in this case means conventional in using the language (spelling, word, phrase, and sentence) and also in writing.

e. Appropriate

Appropriate means that if the three things (subject matter, goal, and reader) are intertwined well.

5. The Forms of Academic Writing

Generally, academic writing can be categorized based on the level of the problem study on the writing. Some of the academic writing examines the problem in simple terms, and others examine it into detail. The kinds of writing including into academic writing are: report, paper, project script, thesis, dissertation, textbook/ lectures textbook.¹³

¹³ Ibid., p. 16-18.

a. Report

Report is a form of writing made by someone after conducted an experiment, observation, reference and so on. It composed based on the data within the evaluation objectively and also some necessary suggestion.

b. Paper

The term of paper define as every kinds of written assignment related to a subject matter, the result of a book study or writing about a certain matter.

c. Project paper

It is a scientific writing written based on the end result of an observation or library research as a conditional requirement to get an undergraduate degree in a college or university and assert on seminar examination.

d. Thesis

Thesis is a scientific writing which level is higher and methodic than a project paper.

e. Dissertation

It is a scientific writing to fulfill one of the requirements to get graduate degree. It is shown to get the Doctor degree.

f. Textbook/ lectures textbook

Textbook is also one kind of the scientific writing. Both textbook and lectures textbook provide factual information of knowledge discipline. Generally, common books print by a publisher for public consumption, while lectures textbook written in certain condition and to guide the learning process of the students and also restricted only for the lecture and students only.

6. Types of Text

In composing essay paper, there are many possible types of text used by the students. According to Caroline Coffin the most commonly labeled text type is the essay. Most students will have been taught a basic essay outline – introduction, body an conclusion – at school.”¹⁴

Furthermore, H. Douglas Brown said that there are literally hundreds of types of written text, much more of a variety than found in spoken texts. Each of the types listed below represent, or is an example of, a genre of written language:

- ... non fiction
 - reports
 - editorial
 - essays, article
 - reference (dictionaries, encyclopedias)
- academic writing
 - short answer test responses
 - reports

¹⁴ Caroline Coffin. *Op.Cit.*, p. 22.

- essays, papers
- theses, books
- forms, applications
- questionnaires ...¹⁵

There are many kinds of essay writing stated by Karen Gocsik:

“... there indeed exist some general models for arranging information within a paper. These models are called "modes of arrangement." They describe different ways that information might be arranged within a text. The modes of arrangement include:”

- Narration: telling a story
- Description: relating what you see, hear, taste, feel, and smell
- Process: describing a sequence of steps necessary to a process
- Definition: illustrating the meaning of certain words or ideas
- Division and Classification: grouping ideas, objects, or events into categories
- Compare and Contrast: finding similarities and/or differences between topics
- Analogy: making a comparison between two topics that initially seem unrelated
- Cause and Effect: explaining why something happened, or the influence of one event upon another¹⁶

From the statements above the researcher can conclude that the type of academic writing text usually done by the scholars is essay. From those kinds of essay above, most of the students must have ever been written an essay with one of those types.

7. The Organization of Essay

As said by Leonard A. Podis, “The standard essay patterns are: introduction, body, and conclusion”.¹⁷ This pattern has become standards

¹⁵ H. Douglas Brown. *Op.Cit.*, p. 286-287.

¹⁶ Karen Gocsik. *Writing: Considering Structure & Organization*, [Online] Available: www.dartmouth.edu/~writing/materials/student/ac_paper/write.shtml [accessed on 24th June 2011]

because it helps both writers and readers. Writer can use it to organize nearly any topic, while readers appreciate its inherent logic. For example, the reader may be oriented to the topic in the introduction, progress through specific ideas about the topic in the body, and be reminded of its significance in the conclusion.

a. Introduction

Many students find the introduction is the hardest part to begin to write. The introduction is the part of the organization because it is concerned with the structure of the paper rather than with the individual details or logical analysis which make up its subject matter.

Alice Oshima said that the introductory paragraph consists of two parts; general statements and a thesis statement. A thesis statement is a statement for an essay just like a topic sentence for a paragraph, it names the specific topic and the controlling ideas or major subdivisions of the topic.¹⁸

Moreover, Kate L. Turabian stated “introduction is the major division of the text, not the last of the preliminaries, as is sometimes supposed.”¹⁹ Additionally, Madyo Ekosusilo stated that “Pendahuluan merupakan bagian dari makalah yang berusaha mengantarkan

¹⁷ Leonard A. Podis. *Writing: Invention, Form and Style*, (USA: Scott, Foresman and Company, 1984), p. 110.

¹⁸ Alice Oshima. *Op.Cit.*, p. 101.

¹⁹ Kate L. Turabian. *Op.Cit.*, p. 5.

pembaca ke arah pokok permasalahan yang disajikan.”²⁰ (Introduction is a part of a paper to drive the reader into the core of the problem. Introduction should give a brief explanation about the core of the problem containing neither opinion nor argumentations)

The functions of introductory paragraph are as John Langan stated below:

“A well written introductory paragraph performs four important roles:”

1. It attracts the reader’s interest, encouraging him or her to continue reading the essay.
2. It supplies any background information that the reader may need to understand the essay.
3. It presents a thesis statement. This clear, direct statement of the main idea of the paper usually appears near the end of the introductory paragraph.
4. It indicates a plan of development. In this “preview,” the major supporting points for the thesis are listed in the order in which they will be presented. In some cases, the thesis and plan of development appear in some sentence. However, writers sometimes choose not to describe the plan of development.²¹

An introduction should be just long enough to announce the topic of the paper in an interest-arousing fashion, and that means a short introduction for most college writing assignments. An overlong introduction dissipates reader interest.

The first sentence in an introductory paragraph should be a very general comment about the subject. Its purpose is to attract the

²⁰ Madyo Ekosusilo. *Op.Cit.*, p. 78.

²¹ John Langan. *College Writing Skills*, (USA: McGraw-Hill Companies, 2005), p. 86.

reader's attention and to give background information on the topic. Each subsequent sentence should become more specific than the previous one and finally into the thesis statement.

For example:

Any person who has lived in the twentieth century has seen a lot of changes take place in almost all areas of human existence. Some people are excited by the challenges that these changes offer; other want to return to the simpler life-style of the past.²²

The thesis statement is the most important sentence in the introduction. It states the specific topic and often lists the major subtopics that will be discussed in the body of the essay.

b. Body

A good essay organization should have a well body organization. Alice Oshima stated that the body consists of many paragraphs. Each paragraph develops a subdivision of topic. The body contains many paragraphs to support the controlling ideas of the thesis statement.²³ The paragraph in essay can be organized by chronological order, logical division of ideas, comparison and contrast.

Madyo Ekosusilo said:

Pembahasan merupakan kegiatan mengurai permasalahan yang diajukan dan berorientasi pada pokok permasalahan yang

²² Alice Oshima. *Op.Cit.*, p. 101.

²³ *Ibid.* p. 101.

disoroti dengan menggunakan bahasa yang baik, jelas, dan singkat.²⁴

(Discussion is the activity on explaining the core of the problem oriented on the core of the problem and arrange in clear, brief sentence instead).

Key ideas and issues presented in the introduction should be developed in the main body of the essay in a logical and coherent manner. The purpose of the essay must be clear and the reader must be able to follow its development without any problems. The relationship between parts of the writing should be easily recognizable. Main points should be presented in separate paragraphs and should be pertinent to the main purpose of the essay.²⁵

Main ideas and arguments should be presented clearly and support for these ideas should be provided. In academic essay or paper, the main ideas and supporting arguments are often positioned immediately after the introduction.

c. Conclusion

The final paragraph in an essay is the conclusion, which tells the reader that the writer have completed an essay. According to Alice Oshima, “The conclusion in an essay, like the concluding sentence in a

²⁴ Madyo Ekosusilo. *Op.Cit.*, p. 79 .

²⁵ John Treziack and S.E. MacKay. *Study Skills for Academic Writing*, (Great Britain: Prentice Hall International (UK), 1994), p. 64.

paragraph, is a summary or review of the main points discussed in the body.”²⁶

The conclusion should signal to the reader that the writer have finished the writing and should leave them with the clear impression that the purposes of the essay have been achieved. The most common types of conclusion may include:

- 1) A summary of the main points.
- 2) Concluding statements drawn from the points made in the main body.
- 3) Recommendations of action to be taken.²⁷

A conclusion shows that the writer know and care about the significances of what she/he have just done. A conclusion is happy if it gives a paper a sense of more than academic purpose.²⁸

In addition, Tarigan said that: “The conclusion of writing has two functions;”

- 1) As a closing or summary
- 2) Provide important things to be remembered by the readers²⁹

The conclusion of an ordinary theme usually should not be a separate paragraph, but should be the last sentence of the final

²⁶ Alice Oshima. *Op.Cit.* p. 101.

²⁷ John Treziack. *Loc.Cit.* p. 64.

²⁸ Eugene R. Hammon. *Teaching Writing.* (USA: McGraw-Hill, 1983), p. 53.

²⁹ H. Guntur Tarigan. *Menulis,* (Bandung: Angkasa Bandung, 1982), p.106.

paragraph development, just as introduction is often the first sentence of the initial paragraph of development. Also like the introduction, the conclusion is a general rather than a specific statement, for it has to do with the general idea of the whole paper, not with just one specific detail.³⁰

For example, for the topic: “Build a case for the existence of physic phenomena.” the concluding paragraph might be:

In spite of the fraud and charlatanism surrounding psychic phenomena, the authentically documented evidence we have cited can only lead to the conclusion that phenomena beyond the explanation of contemporary chemistry do exist. Whether, as Rhine thinks, these phenomena are supernatural, or whether, as Stevenson asserts, they will have an ultimate scientific explanation cannot yet be known. But that they exist cannot be doubted.³¹

The other example for the other topic such as “methodical way to get the most out of practice time and avoid wasting precious minutes in a rehearsal room.” The concluding paragraph might be: “Since January I have been using these steps in my own practicing and have found the results to be worthwhile. It may be only a coincidence, but I received my first professional audition shortly after I started following the method.”³²

³⁰ Hulton Willis. *Op.Cit.*, p. 40.

³¹ *Ibid.*, p. 41.

³² John Langan. *Op.Cit.*, p. 106.

Based on the explanations above the researcher can conclude that in the organization of the students paper there should be an introduction, body and conclusion. The introduction should be consists of general statement and thesis statement, while the key ideas and issues should be developed in the body of the paper and also the main points should be presented in separate paragraphs. The conclusion shows that the structure is finished.

8. Paragraph Development

In composing a basic organization of a paper, the writer should divide the whole into separate units, and these units will form paragraphs. It is not indentation but the central idea of a group of related sentences that makes a true paragraph.

As said by Alice Oshima that paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.³³

A.S. Hornby stated “a section of a piece of writing, usually consisting of several sentences dealing with a single subject. The first sentence of a paragraph starts on a new line.”³⁴ Moreover, Hulon Willis pointed out “a

³³ Alice Oshima. *Op.Cit.*, p. 16.

³⁴ A.S. Hornby.*Op.Cit.*, p. 957.

paragraph then, is a series of sentences all pertaining closely to one central idea.”

In academic English, paragraph writing often tends to observe the conventions listed below:

- 1) A paragraph should usually deal with one main topic
 - 2) The main topic may be expressed in a topic sentence. This is a sentence which expresses the central idea of a paragraph and serves to unify its content. The topic sentence is often (but not always) the first sentence in a paragraph. This position helps the reader follow the ideas presented in an orderly fashion.
 - 3) The idea expressed is developed from one sentence to the next by sentences which add information closely related to the topic sentence.
 - 4) A new main topic should be dealt with in a new paragraph.³⁵
- a. Paragraph function

Based on the function, paragraph divided into two;

- 1) Transitional paragraph

Transitional paragraph contain an empty space explanation.

- 2) Emphatic paragraph

³⁵ John Treziack. *Op.Cit.*, p. 61.

Emphatic paragraph consist of several brief sentences (sometimes it only consist of one sentence) generally intended to surprise the readers, to rise their reaction, or to make sure that they get a clear and plain message.³⁶

b. Paragraph structure

A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.³⁷

1) Topic sentence

The topic sentence states the main idea of the paragraph. it not only names the topic of the paragraph, but also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea.³⁸

When the writer expressed the central idea of the paragraph in an initial topic sentence, the wrier prepare his/her reader for the detailed explanation that will follow. Thus the topic sentence is an instrument of clarity. It helps the reader follow the writer line of thought.

There are three important points to remember about topic sentence.

³⁶ H. Guntur Tarigan. *Op.Cit.*, p. 94-96.

³⁷ Alice Oshima. *Op.Cit.*, p. 17.

³⁸ *Ibid.* p. 17.

- a) A topic sentence is a complete sentence; that is contains a subject, a verb, and (usually) a complement.
- b) A topic sentence contains both a topic and a controlling idea.
- c) A topic sentence is the most general statement in the paragraph because it gives only the main idea. It does not give any specific details.³⁹

The topic sentence may be the first or the last sentence in a paragraph. The topic sentence may also be the first and the last sentence of the paragraph – “sandwich style”.⁴⁰ Here is the example from a paragraph with the topic sentence underlined:

Hurricanes

Hurricanes, which are also called cyclones, exert tremendous power. These violent storms are often a hundred miles in diameter, and their winds can reach velocities of seventy-five miles per hour or more. Furthermore, the strong winds and heavy rainfall that accompany them can completely destroy a town in a couple hours. The energy that is released by a hurricane in one day exceeds the total energy consumed by humankind throughout the world in one year.⁴¹

A topic sentence has two essential parts: the topic and the controlling idea. The topic names the subject, or main idea, of the paragraph. The controlling idea makes a specific comment about the topic, which indicates what the rest of the paragraph will say about the

³⁹ Alice Oshima. *Op.Cit.*, p. 20.

⁴⁰ *Ibid.*, p. 21.

⁴¹ *Ibid.* p. 21.

topic. It limits or controls the topic to specific aspect of the topic to be discussed in the space of a single paragraph.⁴²

For example: convenience foods are easy to prepare.

2) Supporting sentence

Supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistic, and quotations.⁴³

3) Concluding sentence

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. The following are the signal to the end-of-paragraph to introduce the conclusion sentence.

Followed by comma

Finally, As a result,
In conclusion, Indeed,
In summary, In brief,
Therefore, In short,
Thus,

Not followed by comma

We can see that ...
It is clear that ...
These examples show that ...
There can be no doubt that...
The evidence shows that ...⁴⁴

The following example demonstrates the concluding sentence. The first one paraphrases the topic sentence; that is, the concluding sentence repeats the main idea of the topic sentence in different word.

Synonyms

⁴² Alice Oshima. *Op.Cit.*, p. 23.

⁴³ *Ibid.*, p. 17.

⁴⁴ *Ibid.*, p. 26.

Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. For example, the words *stingy* and *frugal* both mean “careful with money.” However, to call a person stingy is an insult, while the word frugal has a much more positive connotation. Similarly, a person wants to be a slender but not skinny, and aggressive but not pushy. Therefore, you should be careful in choosing words because many so-called synonyms are not really synonymous at all.⁴⁵

Based on the explanations above, the researcher taking conclusion that a paragraph has three major structural parts, they are a topic sentence, supporting sentences, and a concluding sentence.

c. Paragraph development methods

Leonard A. Podis stated “... illustration, comparison/contrast, process, classification, definition, and analysis. We will stress their value as tools for organizing and developing essays and comment on ways to use them efficiently”.⁴⁶ Furthermore, Hulon Willis said “... there are two modes of developing the generalities that make paragraph topics: (1) development through illustration and (2) development through logical analysis or explanation.”⁴⁷

1) Development through illustration

A specific illustration, or extended example, can support and clarify a general idea. Making use of illustrations is thus an effective way to organize an essay in which the writer attempts to prove some

⁴⁵ Ibid., p. 27.

⁴⁶ Leonard A. Podis. *Op.Cit.*, p. 116.

⁴⁷ Hulon Willis. *Op.Cit.*, p. 64.

general point. A good illustration is generally developed through a paragraph or two, not just through a single phrase or a few sentences.

There are several variations of this mode:

a) Development through an accumulation of specific details

One of the most common, simple, and effective means of paragraph development is the use of an accumulation of specific details and supporting data to make the generality more believable, interesting, and explicit in meaning.⁴⁸

b) Development through the use of extended examples

An example lends an aura of truth to a generality by serving as evidence. Therefore in using an example the writer should choose one that seems typical, reasonable, and convincing, not one that, because of oddity or unusualness, leaves the reader skeptical as to the validity of the generality.

c) Development through the use of anecdote and allusion

An anecdote is a brief story or joke; an allusion is a reference to some past occurrence or piece of literature. Generally, neither an anecdote nor an allusion will, by itself, be sufficient to effect full development of a paragraph's central idea; a single anecdote or allusion may, however, be a significant addition to a

⁴⁸ Ibid. p. 64.

paragraph that has been partially developed by some other method.⁴⁹

d) Development through comparison, analogy, and contrast

Besides common points of comparison organized in one of two patterns, a successful comparison/contrast essay requires a purpose to guide it. Without a purpose it will amount to little more than a description of similarities and differences.⁵⁰

2) Development through trough logical analysis or explanation

There are several variations of this mode:

a) Development through a logical sequence of ideas

This kind of paragraph development aims at a specific conclusion. It is answering the question “why” as applied to the generality.⁵¹

b) Development through a cause-and-result relationship

A cause-and-result method of paragraph development is used to show how the generality came to be. Both aim at a demonstration of the truth of the paragraph’s central idea by the use of logical reasoning.⁵²

⁴⁹ Ibid., p. 69.

⁵⁰ Leonard A. Podis. *Op.Cit.*, p. 125.

⁵¹ Hulon Willis. *Op.Cit.*, p. 74.

⁵² Ibid. p. 74.

c) Development through steps in a process

In the first method, the writer carries his reader through a pattern of reasoning to show why a generality is true. In the second, the writer carries them through a series of steps to show how a process is performed.

d) Development through extended definition

Essay built around definition tend to define complex or abstract concepts, such as education, success, or love. Because the concepts are complicated, often the definition may include illustrations to amplify what is intended, or comparison/contrast to define further what is meant by a certain concept.⁵³

Based on the explanations above, the researcher can conclude that paragraph usually be developed either through some mode of illustration (details, example, anecdote, comparisons) or through the use of logical explanation (sequence of idea, cause-and-result, definition, steps in a process).

d. Paragraph Unity

Another important element of a good paragraph is unity. Every good paragraph has unity, which means that only one main idea is

⁵³ Leonard A. Podis. *Op.Cit.*, p. 136.

discussed. The second part of unity is that every supporting sentence must directly explain or prove the main idea that is stated in the topic sentences.

The writer should not include any information that does not directly support the topic sentence.⁵⁴ Besides, Hulon Willis said “a successful paragraph must be not only complete in its development, but also unified in its structure.”⁵⁵

Furthermore, Hulon Willis also stated that the unity of a paragraph may be violated in two ways: (1) through the inclusion of a second central idea or (2) through the inclusion of one or more sentences of detail that are not related, to the paragraph’s central idea.⁵⁶ A paragraph may also seem to lack unity when no central idea is apparent in it.

e. Paragraph Coherence

The Latin *cohere* means “hold together”. In order to have coherence in writing the sentences must be together; that is the movement from one sentence to the next (and in longer essay form one paragraph to the next) must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the one.⁵⁷

⁵⁴ Alice Oshima. *Op.Cit.*, p. 30.

⁵⁵ Hulon Willis. *Op.Cit.*, p. 94.

⁵⁶ *Ibid.* p. 94.

⁵⁷ Alice Oshima. *Op.Cit.*, p. 40.

Coherence literally means a sticking together of parts and that in the whole paper coherence is achieved when there is a clear transition, or links, between its major parts, the paragraphs.⁵⁸

Alice Oshima stated that there are four ways to achieve coherence. The first two ways involve repeating key nouns, and using pronouns that refer back to key nouns. The third way is transition signals to show how one is related to the next. The fourth way to achieve coherence is to arrange sentences into logical order.⁵⁹

1) Coherence through repetition of key words

The repetition of the word signals to the reader's mind that a train of thought is being continued. With such signal, the reader is able to progress smoothly with his reading. If no signal is present, he stumbles or is made to pause uselessly. For example "Politics is a suitable profession only for men with agile minds. Since the problems of politics shift suddenly and rapidly, a politician must be able to alter his mode of thinking quickly to suit new and unforeseen situations."⁶⁰

2) Coherence through pronoun reference

When a pronoun in one sentence refers to a noun in the preceding sentence, it serves as a signal for the reader's mind just as a repeated word

⁵⁸ Hulon Willis. *Op.Cit.*, p. 98.

⁵⁹ Alice Oshima. *Loc.Cit.*, p. 98.

⁶⁰ Hulon Willis. *Op.Cit.*, p. 102.

does. Hence pronoun reference is a common method of achieving coherence between sentences.⁶¹

3) Coherence through transitional signals

Transition signals are words such as first, second, next, finally, therefore, and however, or phrases such as in conclusion, on the other hand, and as a result. They tell the reader when the writer giving a similar idea (similarly, moreover, furthermore, in addition), an opposite idea (on the other hand, however, in contrast), an example (for example), a result (as a result), or a conclusion (in conclusion).⁶²

4) Coherence through logical order

Some common kinds of logical order in English are chronological order, logical division of ideas, and comparison/contrast. The time expressions of chronological order are: first, next, after that, finally, before, since then, etc.

Based on the explanations above, the researcher concludes that every good paragraph has coherence. Coherence is achieved by (1) repeating key words (2) using pronoun (3) using transition signals (3) stating the ideas into some kind of logical order.

⁶¹ Ibid., p. 102.

⁶² Alice Oshima. *Op.Cit.*, p. 43.

9. Diction

According to A.S. Hornby, diction is the choice and use of words in literature.⁶³ Furthermore, Gorys Keraf stated “Pilihan kata atau diksi adalah kemampuan membedakan secara tepat nuansa-nuansa makna dari gagasan yang ingin disampaikan, dan kemampuan untuk menentukan bentuk yang sesuai dengan situasi dan nilai rasa yang dimiliki kelompok masyarakat pendengar.”⁶⁴ (Choice of word or diction is the ability to differentiate exactly the meaning circumstances of the idea and the ability to determine the appropriate form within the situation and sense of the listeners).

Choice of word determines the writing character like cold, formal, informal, scientific, popular and so on. In choosing word one has to be careful due to the difference in using word to certain circle of society.

a. Denotation

A word usually has two kinds of meaning. The first, its denotation, is its dictionary meaning. The denotation diversion, for example is “something that distracts the mind and relaxes or entertains.” Its denotation therefore does fit the meaning we wish to convey.⁶⁵ Connotations are meaning that we associate with words;

⁶³ A.S. Hornby. *Op.Cit.*, p. 366.

⁶⁴ Gorys Keraf. *Diksi dan Gaya Bahasa*, (Jakarta: PT. Gramedia Pustaka Utama, 2002), p. 24.

⁶⁵ Stephen H. Goldman and Bernard A. Hirsch. *The Essay: Readings for the Writing Process*, (USA: Houghton Mufflin Company, 1986), p. 347.

they suggest or imply attitudes that are not part of a word's primary meaning.

b. Quality of diction

James M. McCrimmon stated "good diction is the choice of words that best allows you to communicate your meaning to your readers."⁶⁶ Moreover, Gorys Keraf said that pilihan kata yang tepat dan sesuai hanya dimungkinkan oleh penguasaan sejumlah besar kosa kata atau perbendaharaan kata bahasa itu.⁶⁷ (The precise and appropriate choice of word only feasible by mastering a major number of vocabularies).

There are two categories of the quality of diction; appropriateness and imagery.

1) Appropriateness

Words are appropriate when they are suited to your purpose, which includes your analysis of the situation and of the audience for which you are writing.⁶⁸ Similarly, Gorys Keraf stated:

Pilihan kata yang dipakai harus tepat, sehingga tidak akan menimbulkan interpretasi yang berlainan antara pembicara dan pendengar, atau antara penulis dan pembaca; dan pilihan kata dan gaya bahasa yang dipergunakan tidak merusak suasana atau menyinggung perasaan orang yang hadir.⁶⁹

⁶⁶ James M. McCrimmon. *Writing with A Purpose*, (USA: Houghton Mifflin Company, 1984), p. 271.

⁶⁷ Gorys Keraf. *Op.Cit.*, p. 24.

⁶⁸ James M. McCrimmon. *Loc.cit.*, p. 271.

⁶⁹ Gorys Keraf. *Op.Cit.*, p. 102-103.

(In the matter of preciseness the choice of word must be used precisely, in order it will not result misinterpretation between the speaker and the listener nor between the writer and the reader; whereas in the matter of appropriateness, the choice of word or the literary style used must not ruin the circumstance and hurt the people feeling).

2) Imagery

Imagery has two general meaning: the image or pictures that concrete words sometimes suggest, and figure of speech such as similies and metaphors.⁷⁰

c. Vagueness

Words are vague when, in context, they do not convey one specific meaning to the readers. For example: I could tell by the funny look on her face that she was mad. But a writer can remove any doubt by using more specific diction: I could tell by the way her face stiffened that she was offended.⁷¹

d. Jargon

Jargon usually meant meaningless, chatter. It later came to mean the specialized language or profession, the third meaning is suggested by the definition from the Webster's Third New

⁷⁰ Ibid., p. 282.

⁷¹ Ibid., p. 289.

International dictionary which said jargon is “language vague in meaning and full of circumlocution and long high-sounding words.”⁷²

There are three chief jargon characteristics, they are:

- 1) Highly abstract diction, often technical, showing a fondness for “learned” rather than “popular” words
- 2) Excessive use of the passive voice
- 3) Conspicuous wordiness.⁷³

The three characteristics combine inappropriateness, vagueness, and wordiness into the consistently unintelligible style.

Based on the explanations above, the researcher can conclude that in writing the writer should pick suitable words to the circumstance of the writing. The choice of words will determine the quality of the writing. In the diction a writer should avoid vagueness and jargon in order for the writing to become appropriate, clear, and consistent.

B. Review of Related Findings

This research is not the first kind of research done by researchers but there are some other researchers who have searched for the rather similar to this research. The first one, Helmia Sari Hasibuan in her script: *The Correlation between Sentence Arrangements and Ability in Composition of the grade VIII*

⁷² Ibid., p. 292.

⁷³ Ibid., p. 293.

*students at SMP Negeri 8 Palopat Pijor Koling.*⁷⁴ She stated that the result of the data analysis shows that the relationship between sentence arrangement and ability in composition have a very significant relation.

The second is Zulkaedah with her script: *The Correlation between the students' ability in using transitional signal and writing paragraph of the grade XI students at SMA Muhammadiyah 13 Panyabungan in 2008/2009 Academic Year.*⁷⁵ She said that the relationship between ability using transitional signals and writing paragraph have a very significant relation.

The third is Hotma Sari with script entitle: *Correlation between sentence pattern master and students' ability in composition at SMA Negeri 6 Padangsidempuan.*⁷⁶ She stated that the result of the data analysis shows that the relationship between sentence arrangement and ability in composition have a very significant relation.

In this research, the researcher wanted to know the students' ability in writing essay and what were the difficulties faced by the students in writing academic writing using qualitative method.

⁷⁴ Helmia Sari Hasibuan. The Correlation Between Sentence Arrangements and Ability in Composition of the Grade VIII Students at SMP Negeri 8 Palopat Pijor Koling (*Unpublished Script*), (Padangsidempuan: FKIP UMTS, 2009).

⁷⁵ Zulkaedah. The Correlation Between the Students' Ability in Using Transitional Signal and Writing Paragraph of the Grade XI Students at SMA Muhammadiyah 13 Panyabungan in 2008/2009 Academic Year (*Unpublished Script*), (Padangsidempuan: FKIP UMTS, 2008).

⁷⁶ Hotma Sari. Correlation Between Sentence Pattern Master and Students' Ability in Composition at SMA Negeri 6 Padangsidempuan (*Unpublished Script*), (Padangsidempuan: FKIP UMTS, 2005).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the analysis of the data, this research used qualitative approach. L.R Gay & Peter Airasian said “Qualitative research is based on the collection and analysis of numerical data such as observations, interviews, or other more discursive source”.¹

Furthermore, Lexy J. Moleong stated that “Pendekatan kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh objek penelitian dengan memanfaatkan metode ilmiah.”² (Qualitatif approach is a research intended to understand the phenomenon counter on the subject of the research using scientific method).

Based on the method the research used descriptive method. Sukardi stated “metode deskripsi adalah penelitian yang menggambarkan objek sesuai apa adanya.”³ (Description methods is a research which describing the object the way it is). This method was used to describe the students’ seventh semester of English Education (TBI) STAIN Padangsidimpuan ability in academic writing.

¹ L. R. Gay & Peter Airasian. *Educational Research: Competence for Analysis & Application*, (USA: Prentice Hall, Inc., 2000), p. 8.

² Lexy J. Moleong. *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2009), p. 126.

³ Sukardi. *Metode Penelitian Pendidikan: Kompetensi dan Prakteknya*, (Jakarta: Bumi Aksara, 2003), p. 157.

B. Place and Time of the Research

1. Place of the research

This research conducted in STAIN Padangsidimpuan, it was at the seventh semester. It located at H.T. Rizal Nurdin street km. 4.5 Sihitang, Padangsidimpuan.

2. Time of the research

The time of the research started from March 2011 to January 2012 in STAIN Padangsidimpuan.

C. Sources of the Research

The sources of this research were the seventh semester of English Education (TBI) STAIN Padangsidimpuan in 2011-2012 academic years. The researcher has taken 15 students out of all the students of seventh semester of English Education (TBI) STAIN Padangsidimpuan in 2011-2012 academic years. The researcher was taken sources for 15 students in order to gain the more comprehensive and deep data result.

D. Instrumentation

To get the data in this research, the researcher used instrumentation such as:

1. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁴ In this research, the researcher did interview some of the students seventh semester of TBI STAIN Padangsidimpuan in 2011-2012 academic years to get the data. The interviews were about writing essay, the lattices of the interview were:

- a. The organization of the essay
- b. The elements of introduction
- c. Conclusion in essay
- d. Mechanics of essay
- e. The coherence of a paragraph in essay
- f. Paragraph development method.

2. Test

Test is some questions to get information that pointed to students' ability in academic writing. In this research, the students have been asked to write an essay and the lattices of writing essay were identify introduction 15, identify body were 15, identify conclusion were 15, vocabulary were 10, mechanics were 10, identify paragraph development were 15, identify coherence were 15, and diction were 10.

⁴ Ibid., p. 219.

In making an essay, the students' writing should be appropriate to the outline principles of essay paper as the researcher have explained above. So, the lattices used by the researcher in analyzing the data forward are:

Table 1
The Lattices of Writing Essay⁵

No	Lattices	Score
1.	The organization of the paper	
	a. Introduction	
	1) Absence of introduction	0
	2) Adequate introduction, sequence is logical but transitional expressions maybe absent or misused	10
	3) Appropriate introductory paragraph and the topic is stated	15
	b. Body	
	1) No apparent organization of body	0
	2) Body of essay is acceptable, but some evidence may be lacking, or some ideas aren't fully developed	10
	3) Arrangement of material shows plan and the supporting evidence given for generalizations	15

⁵ H. Douglas Brown. *Language Assessment*. (USA: Longman, 2004), p. 244.

	<p>c. Conclusion</p> <p>1) Conclusion weak or illogical</p> <p>2) Adequate conclusion</p> <p>3) Conclusion logical and complete</p>	<p>0</p> <p>10</p> <p>15</p>
2.	<p>Vocabulary</p> <p>a. Vocabulary inadequate even for the most parts of the intended communication</p> <p>b. Good vocabulary</p> <p>c. Precise vocabulary usage</p>	<p>0</p> <p>10</p> <p>15</p>
3.	<p>Mechanics (spelling, punctuation, capitalization)</p> <p>a. Ignorance of the conventions of punctuation</p> <p>b. Some problems with writing conventions or punctuation</p> <p>c. Correct use of English writing conventions</p>	<p>0</p> <p>5</p> <p>10</p>
4.	<p>Paragraph development</p> <p>a. Paragraph development</p> <p>1) Essay does not reflect careful thinking</p> <p>2) Essay addresses the issues but misses some points</p> <p>3) Essay addresses the assigned topic</p> <p>b. Coherence</p> <p>1) There is no coherent on the writing</p> <p>2) Apart of the writing has coherent</p>	<p>0</p> <p>5</p> <p>10</p> <p>0</p> <p>5</p>

	3) The writing is fully coherent	10
5.	Diction	
	a. Poor expression of ideas	0
	b. Style fairly concise	5
	c. Register good	10
Total		100

E. Technique of Data Collection

The researcher collected the data by using test. *First*, the researcher prepared the list of the instrument. *Second*, chose the source. *Third*, she explained about the test which would be answered by them. *Fourth*, gave time for a week to the students to answer. *Then*, she collected their answer sheets to be scored. After finished doing the test, the researcher conducted interview with the source about their writing essay ability. The researcher made list of interview about writing essay as a guide to help her in getting data she needed.

F. Technique of Data Analysis

After collecting the data, the researcher analyzed the data through some steps.⁶ They were:

⁶ Lexy J. Moleong. *Op. Cit.*, p. 247.

1. Editing of data. It was done to arrange the data in order to be a systematic sentence structure
2. Reduction of the data, it was done to seek the incomplete data and put aside the unnecessary data
3. Tabulation of the data, it was done to account and scoring the respondents answer through test and present it on a table that consist of alternative answer, frequency and percentage. To obtained the percentage of the answer subjects and take on the table by using the formula:

$$P = f/N \times 100\%$$

Explanation : f = frequency

 N = number of cases

 P = percentage

4. Description of the data, it is done to describe or interpretate data that have been collected systematically
5. Taking conclusion, it is done to conclude the discussion solidly and briefly.

G. Checking of the Trustworthiness

Qualitative research uses several strategies to check and enhance a study's validity. The strategies can reduce researcher bias and improve the

validity of the data collected. So, in this research, the researcher used triangulation strategy to check the accuracy and the credibility of the data.

Triangulation is a form of cross validation that seeks regularities in the data by comparing the different participants, settings, and methods to identify recurring results. The aim is to obtain similar information from different independent sources.⁷

The researcher did the triangulation by source of data triangulation, which means, comparing data she got by giving test to the interview result and the documentation of students' seventh semester score in academic writing.

⁷ Ibid., p. 225.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. General Finding

Based on the interview, the researcher got information that before being STAIN Padangsidimpuan, this college was called IAIN. Then, in 1997 this college changed into STAIN Padangsidimpuan. It was located in Jl. Imam Bonjol, Sihitang, Padangsidimpuan.

STAIN has three departments; they are Department of Religion Proselytize, Department of Islam Law and Department of Education. In Department of Education there were three program studies, they are: Mathematic Education, PAI (Islamic Education) and English Education.¹

English Education of STAIN Padangsidimpuan has 2 up to 3 classes each semester. In seventh semester, the classes consist of TBI 1 and TBI 2 which has 40 and 38 students each classes. So, numbers of students in seventh semester of TBI STAIN Padangsidimpuan were 78. Meanwhile, numbers of English lecturer in seventh semester of TBI STAIN Padangsidimpuan were 4 lecturers.²

¹ Fatahuddin Aziz, dkk. *Panduan Akademik*, (Padangsidimpuan: STAIN, 2011), p. 5

² *Documentation of Seventh Semester of TBI STAIN Padangsidimpuan Attendance List*

Furthermore, there were several UKM (Students' Activities Unit) to improve students' extracurricular activities such as LASMA (Students' Social Charity Association), WKSJ (Students' Art and Cultural Creativity Organization)

2. Specific Finding

a. The Description of Students' Seventh Semester of English Section (TBI) STAIN Padangsi 54 n Ability in Academic Writing

Based on the result of the test given to the respondents, it can be seen that the score between respondent between 50 up to 85. It means that the highest score gotten by respondents was 85 and the lowest score was 50. The description score of them in writing essay can be seen as the tables below:

Table 2: Identify of the introduction

No.	Lattice	F	%
1.	Absence of introduction	-	-
2.	Adequate introduction, sequence is logical but transitional expressions maybe absent or misused	8	53,33
3.	Appropriate introductory paragraph and the topic is stated	7	46,67

	Total	15	100 %
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From the data above, it can be known that the students who cannot write the introduction were 0 students, while the students who can write the introduction adequately, sequence is logical but transitional expressions maybe absent or misused were done by 8 students (53,33%), and the students who can write the introduction appropriately and the topic is stated were 7 students (46,67%).

Table 3: Identify of the Body

No.	Lattice	F	%
1.	No apparent organization of body	-	-
2.	Body of essay is acceptable, but some evidence may be lacking, or some ideas aren't fully developed	12	80
3.	Arrangement of material shows plan and the supporting evidence given for generalizations	3	20
	Total	15	100 %

From the data above, it can be known that the students who have no apparent organization of body were 0 students, while the students who can write the body of essay is acceptable but some evidence may be

lacking, or some ideas are not fully developed were 12 students (80%) and the students who can write arrangement of material shows plan and the supporting evidence given for generalizations were 3 students (20%).

Table 4: Identify of the Conclusion

No.	Lattice	F	%
1.	Conclusion weak or illogical	2	13,33
2.	Adequate conclusion	10	66,67
3.	Conclusion logical and complete	3	20
	Total	15	100 %

From the data above, it can be known that the students who can write conclusion weak and illogical were 2 students (13,33%), while the students who can write adequate conclusion were 10 students (66,67%) and the students who can write conclusion logical and complete were 3 students (20%).

Table 5: Vocabulary

No.	Lattice	F	%
1.	Vocabulary inadequate even for the most parts of the intended communication	-	-
2.	Good vocabulary	12	80

3.	Precise vocabulary usage	3	20
	Total	15	100 %

From the data above, it can be known that the students who can write vocabulary inadequate even for the most parts of the intended communication were 0 students, while the students who can write good vocabulary were 12 students (80%), and the students who can write precise vocabulary usage were 3 students (20%).

Table 6: Mechanic (spelling, punctuation, capitalization)

No.	Lattice	F	%
1.	Ignorance of the conventions of punctuation	-	-
2.	Some problems with writing conventions or punctuation	7	46,67
3.	Correct use of English writing conventions	8	53,33
	Total	15	100 %

From the data above, it can be known that the students who can writes ignorance of the conventions of punctuation were 0 students, while the students who can write some problems with writing conventions or punctuation were 7 students (46,67) and the students who can write correct use of English writing conventions were 8 students (53,33).

Table 7: Identify of the Paragraph development

No.	Lattice	F	%
1.	Essay does not reflect careful thinking	-	-
2.	Essay addresses the issues but misses some points	14	93,33
3.	Essay addresses the assigned topic	1	6,67
	Total	15	100 %

From the data above, it can be known that the students who can write essay does not reflect careful thinking were 0 students, while the students who can write essay addresses the issues but misses some points were 14 students (93,33) and the students can write essay addresses the assigned topic were only 1 student (6,67%).

Table 8: Identify of the Coherency

No.	Lattice	F	%
1.	There is no coherent on the writing	-	-
2.	Apart of the writing has coherent	10	66,67
3.	The writing is fully coherent	5	33,33
	Total	15	100 %

From the data above, it can be known that the students who write there is no coherent on the writing were 0 students, the students who write apart of the writing has coherent were 10 students (66,67%) and the students who write the writing is fully coherent were 5 students (33,33%).

Table 9: Diction

No.	Lattice	F	%
1.	Poor expression of ideas	-	-
2.	Style fairly concise	14	93,33
3.	Register good	1	6,67
	Total	15	100 %

From the data above, it can be known that the students who can write poor expression of ideas were 0 students, while the students who can write style fairly concise were 14 students (93,33%) and the students who write register good were only 1 students (6,67%).

To determine the students' Seventh Semester of English Section (TBI) STAIN Padangsidimpuan ability in writing essay, it can be seen below:

Table 10: Score Criteria for Students' Ability in Writing Essay³

Percentage	Criteria
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Adequate
61% - 80%	Good
81% - 100%	Excellent

Based on calculating score, students' seventh semester of English section (TBI) STAIN Padangsidempuan ability in academic writing was 57,5%. So, by looking at the criteria above, the students' seventh semester of English section (TBI) STAIN Padangsidempuan ability in academic writing can be categorized into enough categories.

b. The students' Difficulties in Academic Writing of seventh semester of English section (TBI) STAIN Padangsidempuan

Based on the result of interview with students of seventh semester of English section (TBI) STAIN Padangsidempuan, the researcher has found that there were some difficulties that faced by students when they wrote essay. They were conclusion, vocabulary, paragraph development and diction.

³ Ridwan. *Belajar Mudah Penelitian Untuk Guru, Karyawan, dan Peneliti Pemula*, (Bandung: Alfabeta. 2005), p. 89.

First, the students were lack in making conclusion. They tend to ignore the significance of their writing or essay so that they careless when they composed the conclusion as the final of their writing. Many students were only making the conclusion just as a closing without wrote down the whole point of their essay.

Second, the students were lack of vocabulary. Even though the students were on seventh semester, they still have problem in their vocabulary especially in academic writing, since they need a lot more of scientific terms. This difficulty faced by the students were the same as diction, they were lack of making variation in their choice of word. It was also because the vocabularies to make the variation they have were quite inadequate in scientific writing.

The last, paragraph development was the students' difficulties in composing essay. Their paragraph development often to be unclear, this was because when they were writing the essay they did not know many kinds of paragraph development method. Sometimes they also forget the paragraph development method taught by the lecturer; consequently they did not develop their paragraph with certain method.⁴

⁴ Students Seventh Semester of English Education (TBI) STAIN Padangsidempuan, private interview, November 22th 2011

B. Discussion

To write an essay well, it should be written in a good structure of organization. They are introduction, body, and conclusion. Leonard A. Podis said, “The standard essay patterns are: introduction, body, and conclusion”.⁵ In a good writing essay, no appropriate introductory paragraph and the topic is stated, arrangement of material shows plan and the supporting evidence given for generalizations, conclusion logical and complete, precise vocabulary usage, correct use of English writing conventions, essay addresses the assigned topic, the writing is fully coherent and register good.

Based on the calculating score, students’ of seventh semester of English Education (TBI) STAIN Padangsidempuan ability in writing essay was 57,5%. It can be categorized into adequate categories. Meanwhile Helmia Sari Hasibuan in her script: *The Correlation between Sentence Arrangements and Ability in Composition of the grade VIII students at SMP Negeri 8 Palopat Pijor Koling*, stated that the result of the data analysis shows that the relationship between sentence arrangement and ability in composition have a very significant relationship on taraf significant of 0,69.

There were some difficulties that faced by students when they wrote an essay. They were conclusion, vocabulary, paragraph development and diction. It can be seen from students’ score (see appendix III). Almost all of

⁵ Leonard A. Podis. *Writing: Invention, Form and Style*, (USA: Scott, Foresman and Company, 1984), p. 110.

the students got low score in conclusion, vocabulary, paragraph development and diction.

In addition, based on interview with seventh semester TBI students the researcher has found the same answered. The students faced difficulties in essay because they were lack of making conclusion, vocabulary, paragraph development and diction.

C. Threats of the Research

The steps of the research have been done appropriately with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because there were the weakness of this research.

In doing the test, there were lack of time, because the students had activities, when they answered the test they less concentrate on the test, increase of many task to fulfill for examination a head. And also the researcher couldn't meet them immediately, beside, there were many weakness of the researcher that have not been known.

In this research, there were many problems, but the researcher attempts to do the best, so there were not the weaknesses and not decrease the meaning of this research.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusions

After getting the result of the research, the researcher came to the conclusion as follows:

- 1) Based on the result of the test given to respondents, it can be seen that most of the students could write the introduction adequately while the rest were able to write it appropriately. In writing the body of the essay, almost all the students were able to compose it to the extent of acceptable even though they were lack in ideas development in some areas. Half of the students were able to write the conclusion adequately, some of them even succeed to write it correctly and well, but poor conclusion still found in some of their writing though. From the vocabulary matter, only a few could use it precisely while the others were good. Most of the students' writing was using the correct English writing conventions. However, some students still have some problems in the writing convention or punctuation. The students' ability to develop the paragraph can be assumed good as most of the students were able to address the issue in their essay. The coherence of the students' writing identified as adequate seeing that more than a half of the students wrote coherently in some part of the writing, some of them could write in full coherent though. The

diction in the students' writing were similar to result of their paragraph development that is good in view of the fact that most of the students' writing style was fairly concise. In short, the students' seventh semester of English Education (TBI) STAIN Padangsidempuan ability in academic writing in 2011-2012 academic year was categorized as adequate by getting score 57,5%.

- 2) There were some difficulties that faced by students in academic writing. They were conclusion, vocabulary, paragraph development and diction. It can be known from students' score in conclusion, vocabulary, paragraph development and diction and from interview with the students of seventh semester of TBI STAIN Padangsidempuan as well.

B. Suggestions

Having narrated her conclusion the researcher made her suggestions as follows:

1. The researcher on this occasion hopes that other researchers will conduct a research related to the topic of this study, further, especially to find out other students' ability in writing academic writing.
2. To the Leader of STAIN Padangsidempuan to support the lecturers to teach well and provide facilities involves with learning process such as language laboratoy.

3. To the Leader of Tarbiyah, and the Leader of English study program to support the lecturers, and students in learning process.
4. To the Lecturers of TBI to develop teaching learning process more, especially in academic writing.
5. To the students especially English students is hoped to develop the students' ability in academic writing.

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