

**AN ANALYSIS OF TEXTUALITY IN THE STUDENTS' ESSAY AT
STKIP YAYASAN DHARMA BAKTI LUBUK ALUNG**

THESIS



By

**AINUL FAIZA
NIM. 51447**

*This thesis submitted to fulfill one of the requirements
to get Master of Education*

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ABSTRAK

Ainul Faiza. 2017. Sebuah Analisa Textuality dalam Esai Mahasiswa STKIP Yayasan Dharma Bakti Lubuk Alung. Tesis. Program Pascasarjana Universitas Negeri Padang.

Tekstualitas sering diabaikan dalam penulisan oleh mahasiswa, mereka menganggap bahwa tekstualitas merupakan bagian dari pembahasan *Discourse Analysis* ataupun *Semantic pragmatics* saja. Penelitian ini mendeskripsikan masalah-masalah tekstualitas dalam tulisan deskriptif yang ditulis oleh mahasiswa, terutama berhubungan dengan (1) jenis dan (2) sumber masalah tekstualitas dalam 12 esai deskriptif yang ditulis mahasiswa semester empat STKIP Yayasan Dharma Bakti Lubuk Alung. Teknik yang digunakan adalah analisa dokumen. Hasil analisis data menyatakan bahwa: (1) jenis masalah tekstualitas yang ditemukan dalam esai mahasiswa tersebut paling tinggi ditemukan pada kriteria tekstualitas kohesi, dan intensi/akseptabilitas, dengan tipe masalah berupa *omission* (penghilangan), *addition* (penambahan), *misformation* (penggunaan kata yang salah) dan *misordering* (penggunaan struktur kata yang salah), (2) sumber masalahnya terjadi dalam hal penggunaan penyamarataan kata yang salah, penggunaan aturan yang tidak lengkap, penggunaan konsep yang salah, dan tidak menggunakan aturan yang benar, (3) kriteria tekstualitas yang lain, ternyata sangat dipengaruhi oleh kurangnya aplikasi kohesi dan koherensi.

ABSTRACT

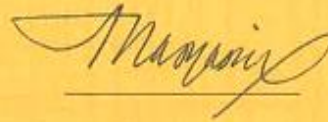
Ainul Faiza. 2017. An Analysis of Textuality in the Students' Essay at STKIP Yayasan Dharma Bakti Lubuk Alung. *Thesis*. Graduate Program of Padang State University.

Most of the students ignored the textuality in their essay. They regarded it as a part of the topic in Discourse Analysis and Semantic pragmatics subject, not to apply in writing. This research describes textuality problem and (2) the sources of the problem in the students' descriptive writing. The data consist of 12 descriptive essays in Essay Writing course written by the fourth semester students of STKIP Yayasan Dharma Bakti Lubuk Alung. The technique used to analyze the data was analytic document. The results of data analysis revealed that: (1) the students' problem in textuality found highly in the application of cohesion and intentionality/acceptability, in the form of omission, addition, misinformation, and misordering. (2) The sources of the textuality problem in the students' descriptive writing are overgeneralization, ignorance of the rule restrictions, false concept hypothesized, incomplete application of rules, and uncategorized. (3) The others criteria of the textuality problems related to the lack application of cohesion and coherence.

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
-----	------	--------------

1	Prof. Dr. H. Anas Yasin, M.A. (Ketua)
---	--



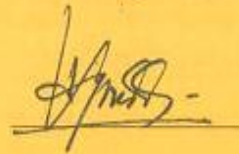
2	Prof. Dr. Jufrizal, M.Hum. (Sekretaris)
---	--



3	Prof. Rusdi, M.A., Ph.D. (Anggota)
---	---------------------------------------



4	Prof. Yenni Rozimela, M.Ed., Ph.D. (Anggota)
---	---



5	Prof. Dr. Syafruddin, M.Pd. (Anggota)
---	--

Mahasiswa

Mahasiswa : *Ainul Faiza*

NIM. : 51447

Tanggal Ujian : 16 - 2 - 2017

PERSETUJUAN AKHIR TESIS

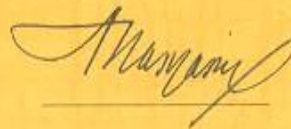
Mahasiswa : *Ainul Faiza*
NIM : 51447

Nama

Tanda Tangan

Tanggal

Prof. Dr. H. Anas Yasin, M.A.
Pembimbing I



14/7-2007

Prof. Dr. Jufrizal, M.Hum.
Pembimbing II



26/7-2007

Direktor Program Pascasarjana
Universitas Negeri Padang



Prof. Nurhizrah Gistituati, M.Ed., Ed. D.
NIP. 19580325/199403 2 001

Koordinator Program Studi



Prof. Yenni Rozimela, M.Ed., Ph. D.
NIP. 19620919 198703 2 002

SURAT PERNYATAAN

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Saya yang menyatakan,


Ainul Faiza
NIM: 2009/51447



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Ainul Faiza
NIM: 2009/51447

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CHAPTER I

INTRODUCTION

A. Background of the Problem

People spend virtually all of their waking hours exercising one language arts skill or another. Experts have estimated that people spend 42 percent of their day listening, 32 percent of their day speaking, 15 percent of their day reading, and 11 percent writing. While writing takes up the least of the time, it is by far the most complex and difficult language arts skill to master (Hogue, 2003). It is difficult because writing is a process of creating, organizing, and polishing ideas, which involves several sub skills. Some of these are related to accuracy, i.e. using the correct forms of language or using good grammar to develop a more sophisticated writing style. Writing accurately involves spelling correctly, forming letter correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar, joining sentences and using paragraph correctly (Spratt, et.al., 2005). This is the reason of when someone expects to be a clear writer; she/he must first be a clear thinker.

Moreover, in the world of education, writing skill is very important to be possessed by all people involved to write the assignment, syllabus, thesis, academic journal, research and more. Therefore, accuracy in writing is one aspect that should be paid attention by a writer. It means that a writer has to apply textuality in their writing in order to produce good writing. Accuracy of applying textuality is very indispensable since it will influence the meaning of what the writer wants to express in her/his writing. According to Beaugrande and Dressler (1992), a text with all the ideals of textuality is said to have proper

communication. Therefore, the message given in the text does not leave any one confused or dissatisfied with the information therein. In that reason, this study set out to examine whether the students adhere to these standards.

Dealing with the importance of writing skill, students of English education department are supposed to be good in writing as one of the language skills. Good in writing means that the students are expected to be able to write many kinds of text communicatively and effectively. Considering the importance of that skill, English education department of STKIP Yayasan Dharma Bakti Lubuk Alung has prepared their students with writing courses; Writing 1, Writing 2, Essay Writing and Paper Thesis Writing. The aim of these courses is to enable the students to write scientific writing at the end of their study as one of the requirements to fulfill the degree of education *Sarjana Pendidikan (S. Pd.)*. However, the aim is not easily achieved.

In relation to the statement previously, the English students potentially commit hundreds of thousands of language deviations in writing during the learning process. The students were rather weak in formal knowledge of the language that is English, for example, the word choice and its spelling, punctuation, capitalization, and grammar. Furthermore, the deviations in applying textuality criteria in writing essays are considered embarrassing; the topic they are going to write and rhetorical structure in order that they can present their ideas, thoughts, and feelings about the topic in systematic organization. It could give an undesirable impression, for they can be easily detected. In fact, it will be more embarrassing if the problems of applying textuality criteria are still relatively great in number.

As a matter of fact, the English education department of STKIP Yayasan Dharma Bakti Lubuk Alung has provided the students with writing courses; but it does not guarantee that the ability of the students in writing improves. According to the writing lecturer, writing skill of the students at third semester of academic year 2015/2016 in writing 2 was low. Among 23 students who took that course only five students who got A (first level), ten got B (second level), six got C (third level) and the rest got D (four level) along the range of A, B, C, D, E. Their grades were beyond their expectation. They expected that as the English students they could reach highest level of grade (A). In fact, they only could reach second and third level of grade (low). Therefore, there is a gap between what is expected and what it is.

In response those fact, the researcher was interested in analyzing more about textuality criteria applied by the English education students in their writing essay. It was assume that they less pay attention to the importance of textuality criteria in producing the essay. They did not realize the benefits of proof reading and peer correction for mistakes and errors they have in writing. So that, the essays submitted to the lecturers were full of errors. In relation to that statement, the researcher was interested in investigating the problems of applying textuality criteria in the students' descriptive essay.

B. Identification of the Problem

Related to the background of the problem, it could be identified that there are several problems faced by the English education department students of STKIP Yayasan Dharma Bakti Lubuk Alung in writing an essay. As can be noted, the students had been provided with the writing courses. However, their writing

skill has not improved significantly at the end of the courses. In this case, the students have faced couple of problems in constructing an essay, which affect the communicative purpose of the essay eventually.

Firstly, the problems deal with the students' formal knowledge of writing an essay. It means that, the students were unable to construct the essay structurally. It deals closely to the use of grammar, spelling, word choice, sentence structure and mechanics. The students tend to commit the problem of incomplete sentences, run-on and stringy sentences, as well as the problems showed in the area of grammatical and mechanical. In fact, it is the students' responsibility to acquire the grammatical skills necessary to succeed in a writing class.

Secondly, the students are lack of exposing to the concept of textuality and seem unable to apply the concept in their essays. The students are difficult to construct ideas systematically. In this case, most students do not know how to make the ideas of an essay relevant. These students often express ideas, which do not give descriptions about the essay topic and do not consider about controlling the purpose of the essay. Moreover, most of them have lack of skill in organizing their ideas based on the structure of an essay. It seems that the content and the function of the essay structure are still not clear for them. Such students sometimes do not have a clear thesis statement in the introductory paragraph and end the essay without a concluding paragraph. The students do not support their essay development adequately. In other words, one or more parts of the essay written by the students are sometimes missing. This difficulty affects the achievement of the purpose of the essays. That is why the researcher needs to reveal the problems about the textuality problems in the students' essay.

C. Limitation of the Problem

It is stated previously that there are several problems related to the writing an essay. This research focuses the analysis of the problem related to the textuality criteria applied by the students and the sources of the problems of the textuality in the students' descriptive essay. The textuality criteria is elaborated into cohesion (substitution, ellipsis, reference, conjunction and lexical cohesion), coherence (repetition of key words, consistency of nouns and pronouns, the use of transitional signals, and the relevance ideas), intentionality, acceptability, informativity, situationality, and intertextuality. The researcher follows the theory of the sources of the problems by Richards' distinction of learners' errors – Overgeneralization, incomplete application of rules, false concepts hypothesized and ignorance of rule restrictions-(1981).

D. Formulation of the Problem

Based on the explanations above, the problem of this research is formulated as; “What are the types and sources of the problem of the textuality by the fourth semester students of English Education Department of STKIP Yayasan Dharma Bakti Lubuk Alung in writing the descriptive essays?”

E. Research Questions

Following the limitation and the formulation of the problem, the research questions are elaborated as follows:

1. What are the problems of textuality in students' writing descriptive essay of the fourth semester students at English Education Department of STKIP Yayasan Dharma Bakti Lubuk Alung?

2. What are the sources of the problems of textuality in students' writing descriptive essay of the fourth semester students at English Education Department of STKIP Yayasan Dharma Bakti Lubuk Alung?

F. Purpose of the Research

Based on the research questions above, this research aimed at finding:

1. The problems of textuality in the students' descriptive essay of the fourth semester students at English Education Department of STKIP Yayasan Dharma Bakti Lubuk Alung.
2. The sources of the problems of textuality in the students' descriptive essay of the fourth semester students at English Education Department of STKIP Yayasan Dharma Bakti Lubuk Alung.

G. Significance of the Research

This study is expected to give some contributions in understanding more about the concept of textuality. It is supposed that the result of this research can be a useful input to English teaching and learning process, particularly in teaching writing. For English teachers or lecturers, it can be a source of information about the description of the problems in applying textuality by the students in writing descriptive essay as well as be a consideration in teaching. It would inform them about the level of their students' problems in applying textuality, which is a significant concept in achieving the purpose of the writing an essay. In addition, the writing lecturers might find the findings useful in figure out the common problems their students made, particularly the problem in applying textuality criteria in their descriptive essay and other types of writing. Therefore, the

lecturers can design their syllabus as well to improve their students' ability in writing an essay especially in applying textuality.

Secondly, this study is also hoped to give contribution to the researcher herself. This research is expected as her deeper understanding on the problem, solution of the problem and phenomena behind the problem. In addition, this research can be a consideration for the researcher to realize that how important the textuality in writing is. Furthermore, she should pay attention to this problem so that she will be more aware of applying textuality in English communication in written form.

Eventually, this research can stimulate other researchers to conduct the research on the same subject. In this case, they can discuss this problem in the different contents and different way or procedures. Besides, this research can be as one of relevant studies for them since it is one of the points should be considered in a research, especially in writing a thesis.

H. Definition of the Key Terms

Dealing with the operational terms of this research, the researcher defines the terms as follows:

1. Analysis is a systematic study of the problem in application of the standard criteria of textuality in students' descriptive essay.
2. Textuality is the concept of what makes a sequence of sentences as a text of communicative occurrence. The concept have to fulfill seven criteria that includes into; cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality.

3. Essay is the students' writing of a composition consists of four paragraphs.
4. Descriptive essay is an essay type in which the communicative purpose is to give a description of animate or inanimate things. Here, the descriptive essays were written by the fourth semester students of STKIP YDB Lubuk Alung.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. CONCLUSION

Based on the findings of this research, it can be concluded that in writing descriptive essays, the fourth semester students of English department of STKIP Yayasan Dharma Bakti Lubuk Alung have problems related to the application of the textuality. *Firstly*, in applying the cohesion criteria, the students did omission, misformation, misordering and addition in substitution, ellipsis, reference, conjunction and lexical cohesion. The sources of the problems are related to the ignorance of rule restrictions, false concepts hypothesized, incomplete application of rules, and overgeneralization.

Secondly, most of the students were having the problems in applying coherence criteria; (1) the repetitions of the key words or nouns, (2) the use of pronouns, (3) the use of transitional signals and (4) the relevance and order of ideas. The problems deal with the ineffectively and inability of the students using those criteria to express relevant ideas. As results, the students could not write descriptive essays in which the ideas expressed clearly ordered, and the essays were not qualified as a good essay.

Thirdly, because of the problems related to cohesion and coherence criteria, the others five criteria of the textuality also encountered the problems. Intentionality and acceptability are closely dependent on the application of the cohesion and coherence. Therefore, the problems in cohesion and coherence have caused the failure to achieve intentionality and acceptability. Moreover, the inadequate information in the students' descriptive essays has caused the

problems to fulfill informativity criteria of the textuality. Moreover, the students have problems providing the essay with situationality, because the irrelevance and order of the ideas. Similarly, they have encountered the problem in intertextuality criteria because of lack of new information and reference to the essays.

B. IMPLICATION

In relation to the findings of this research, there are several implications dealing with the problems in applying the textuality criteria in writing descriptive essays. *Firstly*, the textuality criteria is a way of achieving a quality text. Encountered the problem in one of the criteria of the textuality, means the product of the text is not a good text. By being able to construct the essay with cohesion and coherence appropriately in writing descriptive essays, the students can achieve the coherence as well as the communicative purpose of the essay, which finally affect readers' understandings. *Secondly*, by paying attention to the coherence, particularly repetition of the key word, use pronouns, effectively use of conjunction, then consider the relevance and the order of ideas expressed, the students can construct the intentionality and acceptability of the text. *Thirdly*, by giving adequate information means that the essay has fulfilled the informativity criteria. *Fourthly*, the factors provided to the essay deals with the use of cohesion and coherence, since the factor has to be relevance to the occurrence of the sequence sentence. *Fifthly*, by providing the essay with a reference means the essay has achieved the intertextuality.

C. SUGGESTION

Based on the findings and the conclusions of this research, the researcher would like to give some suggestions for the writing lecturers of STKIP Yayasan Dharma Bakti Lubuk Alung, and for the future researchers. *Firstly*, it is suggested that the writing lecturers of STKIP Yayasan Dharma Bakti Lubuk Alung guide the students more about how to construct a quality essays with applying the textuality. Furthermore, it is suggested that they always remind the students to pay attention to the criteria of the textuality in writing. In this case, the teacher can help by evaluating and revising the students' writing.

Secondly, for future researchers, it is suggested that they conduct research on how lecturers teach descriptive essays concerning with applying the textuality. Then, it is also suggested that they conduct research on how to construct an essay by applying the textuality to other kinds of essays/writings or in spoken texts, such as argumentative, narrative, persuasive, etc.

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