

**THE QUALITY OF CAUSE AND EFFECT ESSAYS WRITTEN BY
ENGLISH DEPARTMENT STUDENTS OF BUNG HATTA UNIVERSITY IN
ACADEMIC YEAR 2013/2014**

THESIS



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*Submitted to fulfill one of the requirements to obtain
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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ABSTRAK

Yuliadi. 2016. The Quality of Cause and Effect Essays Written by English Department Students of Bung Hatta University in Academic Year 2013/2014. Master Thesis. Faculty of Languages and Arts. The State University of Padang

Penelitian ini bertujuan untuk menggambarkan kualitas penulisan karangan sebab-akibat yang ditulis oleh mahasiswa jurusan Bahasa Inggris Universitas Bung Hatta tahun akademik 2013/2014, bentuk-bentuk permasalahan kalimat, dan penyebab yang membuat siswa bermasalah dalam menulis karangan tersebut.

Penelitian ini berbentuk penelitian deskriptif kualitatif. Subjek penelitian ini mahasiswa tahun ke tiga pendidikan bahasa Inggris di Universitas Bung Hatta. Ada 56 mahasiswa namun hanya 53 yang telah mengambil mata kuliah Writing 3. 26 mahasiswa di kelas A dan 27 di kelas B. Untuk menentukan sampel, *cluster random sampling* digunakan. Jadi, sampelnya kelas B (27 mahasiswa). Data penelitian ini adalah karangan yang ditulis mahasiswa tersebut. Oleh karena itu, untuk mengumpulkan data, tes dan wawancara digunakan.

Berdasarkan analisa data, kualitas sangat baik sejumlah 4 (15%), kualitas baik sejumlah 6 (22%), kualitas cukup 12 (44%), dan kualitas kurang atau rendah sejumlah 5 (19%). Sementara, jumlah masalah kalimat yang ditemukan sejumlah 36 dari 462 kalimat. Kalimat *Fragment* sejumlah 24 (5.2%), kalimat *Run-on* sejumlah 3 (0.7%), kalimat *Choppy* sejumlah 8 (1.7%), dan kalimat *Stringy* sejumlah 1 (0.3%). Permasalahan ini disebabkan oleh *sulitnya bahasa Inggris dan kurangnya pengetahuan tentang unsur-unsur menulis*.

Hasil penelitian di atas menunjukkan beberapa mahasiswa masih memiliki masalah dalam menulis karangan sebab-akibat. Oleh karena itu, mahasiswa disarankan untuk berlatih menulis sesering mungkin karena menulis membutuhkan waktu untuk berpikir, mengembangkan ide dan mempelajari unsur-unsur menulis secara mendalam.

ABSTRACT

Yuliadi. 2016. The Quality of Cause and Effect Essays Written by English Department Students of Bung Hatta University in Academic Year 2013/2014. Master Thesis. Faculty of Languages and Arts. The State University of Padang.

This research was aimed at investigating the quality of cause and effect essays written by English Education Department students of Bung Hatta University in academic year 2013/2014, the types of sentence problems and the causes that made students have problems in writing the essay.

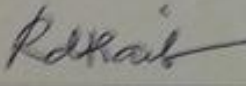

The design of this research was descriptive-Qualitative. The subjects of this research were the third year English Education Department students at Bung Hatta University. They were 56 students but only 53 had taken Writing 3. There were 26 students in Class A and 27 in class B. To take the sample, cluster random sampling was used. Therefore, the sample was class B (27 students). The data of this research were the essays that were written by the students. Thus, to collect data, test and interview guide were used.

The findings showed that there were very good quality 4 (15%), good quality 6 (22%), fair 12 (44%), and poor 5 (19%). Meanwhile, the number of sentence problems as found in the essay were 36 of 462 sentences; sentence Fragments 24 (5.2%), Run-on sentences 3 (0.7%), Choppy sentences 8 (1.7%), and Stringy sentence 1 (0.3%). These problems were caused by the complexity of the target language and lack of knowledge of writing components.

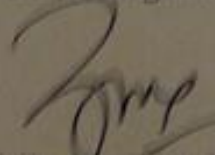
The finding above shows that some students still have problems in writing cause and effects essay. Therefore, based on the result, the students are suggested to train writing as many as possible since writing needs thinking time to express an idea and to explore the components of writing deeply.

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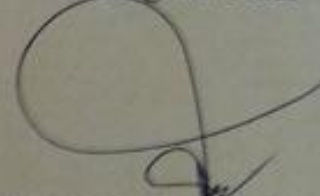
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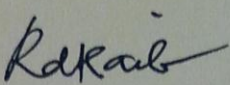
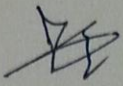
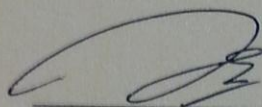
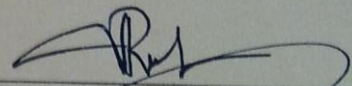
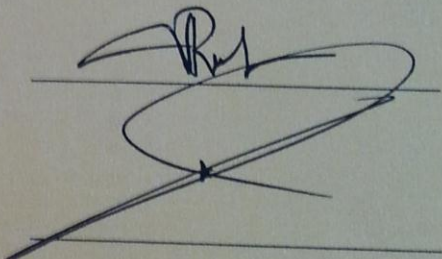
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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Tesis ini berjudul "*The Quality of Cause and Effect Essays Written by English Department Students of Bung Hatta University in Academic Year 2013/2014*" adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan Pembimbing, Penguji dan rekan-rekan peserta seminar.
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Saya yang menyatakan,



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Finally, this thesis is expected to give contribution for the development of

English education department in the context of teaching learning English as a foreign language.

Padang, June 2016

The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of four skills in language learning and it is very important for students since they need to be able to communicate through writing. Besides, it will contribute to their knowledge development, improve the language skills, help them to express their ideas and share their knowledge to the readers. There are some aspects that are needed to be mastered before writing, such as grammar, mechanics, content, vocabulary, and organization. If one of these aspects is missed, a reader may misinterpret or misunderstand in comprehending the writing.

Writing is not only done in classroom but also outside classroom. At a university or college, it is usually called as academic writing, example writing paragraph, essay and article. These writing can train them how to write some types of paragraphs, essays and paper. Each type of writing has different way to write. For instance, writing cause and effect essay has different way from writing problem and solution essay. As university students, they have to know how to write well since at this level writing does not only focus on grammar and diction but also on organization, mechanics, and content of the writing. To help them to be better writers, they need to write outside classroom, for instance writing poem, diary and prose. Then, when they teach at school later, they are able to write well and even they can write an article and a text-book that will be useful for him/her and the readers.

Academic writing is a kind of writing used at college or university classes and it is different from creative writing and personal writing. In academic writing, the students have to use formal language, such as they are forbidden to write obscured form or contraction, formal diction, and the structure of a sentence should be complete. However, in creative writing the writer may use informal language; using contraction, omitting subject of a sentence, slang, and the use of old English like “*Oh Rose, Thou art sick.*” The word *thou* is not a standard English. It is the same as the word *you* for the formal one. In addition, a personal writing like writing a letter and short message from a friend to his or her friends, the writer use an informal language.

Problems in writing can be seen from the components of writing; organization, content, grammar, mechanics, and vocabulary, for example, “*Merokok dapat mengakibatkan dampak yang buruk terhadap kesehatan kita.*” Some students may translate the sentence into “*Smoking can to cause bad effect to our health.*” The problem in this sentence is the grammar; “can” is not followed by infinitive “to”. Another example is *because of heavy rain they could not attend the course*. The problem on this sentence is *mechanics*; the use of capitalization on the word *because* and punctuation; comma (,) after dependent clause (*Because of heavy rain*).

At English department of Bung Hatta University, there are five writing courses that are learned by the English department students; Writing 1, Writing 2, Writing 3, Writing 4 and Paper and Thesis Writing. Writing 1 is learned at second semester meanwhile writing 2 is learned at third semester. Writing 3 and Writing 4 are learned at fourth and fifth semester. Moreover, paper and thesis writing is learned

at seventh semester. During Writing 1 and Writing 2, the materials concerns with writing developing paragraph. In Writing 3 and 4, they concern with writing essay and paper and thesis writing concerns with how to write paper, article, and thesis.

Based on the syllabus used by the lecturer of Writing 3 in academic 2013/2014 at English education department of Bung Hatta University, there were five types of essays that are learned by the students. They were chronological order, cause and effect, comparison and contrast, and argumentative essay. Besides learning those essays, the students were given the theory how to write an introductory, body and concluding paragraph in an essay. They also learned about unity and coherence, independent and dependent clauses, adjective clause, types of sentences like simple sentence, compound sentence, complex sentence as well as compound-complex sentence.

Cause and effect essays are concerned with why things happen (causes) and what happens as a result (effect). The focus of these essays is on building relationship between cause and effect; what causes certain attitudes, things and then the consequences or effects that follow. It portrays reasons and an explanation as to why certain thing happens. For English department students, learning cause and effect is important since there are some patterns of cause and effect essay. According to Oshima and Hogue (2006:95), there are two ways to organize an idea in cause and effect essay; block and chain organization. Block organization consists of some patterns; multiple causes with one effect, multiple effects with one cause and multiple

causes with multiple effects. In chain organization one event causes a second event, which turns causes a third event and so on.

Based on information got from Writing 3 lecturer at English education department of Bung Hatta University on Monday, 2nd of November 2015, only two of fifty six students got A for Writing 3. Six of them got A-. Eleven of them got B+. Thirteen of them got B. The rest got B- and C. These data show that some of them need to learn writing seriously since it is not spontaneous. In addition, based on interview to several students on Tuesday, 3rd of November 2015, they just knew cause and effect essay but they did not know the patterns of the essay. Moreover, they did not know the conjunctions and verbs are usually used in the essay. It can be concluded that they had limited vocabulary and limited knowledge about organization of the essay. Further, they also said that grammar as a rule of language is not easy and they made errors to develop idea or thesis statement. Then, they said that they did not know to combine dependent clause and main clause. So, they misused punctuations. Therefore, that is why cause and effect essay need to be studied.

These problems could be caused by several factors. They were internal and external factors. The internal factors come from the prior knowledge of the students, their intelligence and motivation, the lack of knowledge in developing paragraph, the lack of practice, the lack of understanding of language structure, ideas and the lack of knowledge how to develop cause and effect essay in a good way. As a result, they could not develop the ideas or thesis statement into several paragraphs in an essay.

Meanwhile, the external factors may come from lecturer's capability, facilities, books and students' environment.

Problems can be a hindrance in achieving goal and objectives of learning writing. Therefore, they should be overcome not only by the students but also by the lecturers of grammar course and writing course as facilitators in learning and teaching process. If the problems are not solved, the quality of writing is poor. Moreover, at the end of the S1 degree program, they have to write a thesis. This is one of the requirements to reach bachelor's degree or S1 Degree. They need to have writing ability. Even they are teachers to be. How can they teach in front of students if they make errors in writing? They may transfer wrong knowledge to students. Dealing with the explanation above, the researcher was interested in conducting the research that deals with quality, types of problems and the factors affecting students' problems in writing cause and effect essay.

1.2 Identification of the Problem

Dealing with the background of the problem above, there were several problems that were identified. First, the English department students at Bung Hatta University had limited knowledge about organization of cause and effect essay. The second one was they had limited vocabulary. It was the serious problem since in writing process, a writer needs many vocabularies. Then, they had limited knowledge about grammar as a rule of English language. The next one was they did not know how to develop idea or thesis statement. The final one was they misuse of

capitalization or mechanics. This can also be related to capitalization and spelling. The causes that might influence students' problems in writing a cause and effect essay were internal and external factors. The internal factors relates to students' capability, strategies in writing, motive, prior knowledge, and aptitude meanwhile the external factors may come from learning atmosphere and facilities used in the university.

1.3 Limitation of the Problem

Based on the identification of the problem above, the limitation of this research focused on the quality of cause and effect essays written by the English Education Department students at Bung Hatta University. In this case, it includes organization, content, grammar and vocabulary, and mechanics, types of problems in writing and the causes why the students had problems in writing cause and effect essay.

1.4 Formulation of the Problem

The problem of this research is formulated in such question:
“How is the quality of cause and effect essays written by the English Education Department students at Bung Hatta University?”

1.5 Research Questions

The research questions are as follow:

1. How is the quality of cause and effect essay concerning with its organization, content, grammar and vocabulary, and mechanics written by English Department Students of Bung Hatta University?
2. What types of sentence problems are made by the English Department Students of Bung Hatta University in writing cause and effect essay?
3. Why do the students have problems in writing cause and effect essay at English Education Department of Bung Hatta University?

1.6 Purposes of the Research

The main purpose of this research is to investigate the quality of cause and effect essays written by English education department students of Bung Hatta University. Specifically, its purposes are:

1. To investigate the quality of cause and effect essays concerning with its organization, content, grammar and vocabulary, and mechanics written by English Education Department students of Bung Hatta University
2. To investigate the types of sentence problems in writing cause and effect essay written by English Education Department students of Bung Hatta University
3. To investigate the causes why English Department students had problems in writing cause and effect essay at Bung Hatta University

1.7 Significance of the Research

The significance of this research is to give contribution theoretically and pedagogically. Theoretically, it is hoped that this research gives contribution to researchers; this research can be as a guideline or reference to conduct the similar problem at different site. For pedagogical perspective, it is hoped that this study is useful for grammar and writing lecturers, how to improve the quality of learning and teaching process so as the students are able to write well. For the students, it is hoped that they need to explore of learning grammar and practice writing as many as possible since writing is not spontaneous like speaking. In addition, for the head English education department, it is expected that this study can be as a basis in making policy to improve students' ability in writing by hiring qualified writing lecturers.

1.8 Definition of the Key Terms

To avoid misunderstanding, there are some key terms that should be defined:

1. Quality is how good or bad students' writing by considering its elements, such as organization, content, grammar and vocabulary and mechanics.
2. Cause and effect essays are the essays that consists of introductory paragraph, body paragraphs and concluding paragraph and have some organization, such as a single cause with multiple effects, a single effect with multiple causes, multiple causes with multiple effects, and chain.

3. Sentence problems are the common problems that are found in a sentence;
sentence fragment, run-on, choppy and stringy.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusions

Based on the finding of this research, the conclusions are as follow:

1. Some English Department students of Bung Hatta University were still unable to transfer and develop their ideas into a good written form in composing a cause and effect essays.
2. Some students were failed to present well-organized complete sentences. They made sentence problems related to the use of grammar and punctuation due to they did not follow the convention of a good writing.
3. The third year English Education students had limited knowledge whether the elements of writing or general knowledge. The two of the causes made them have problems in writing the essays. That is why some of them produce the essays that were not relevant to the convention of writing.

5.2 Implications

The implications of this research are as follow:

1. The third year students of English Education Department at Bung Hatta University had limited knowledge about the organization and how to develop thesis statement to some ideas in body and concluding paragraphs that made some qualities of the essays were fair and poor.

2. Some students did not pay much attention to a writing lecturer when she explained the materials so they have limited knowledge how to write a complete sentence.

3. The lack of knowledge about writing elements can cause a problem for students in writing because writing in Indonesian is not the same as writing in English.

5.3 Suggestions

Based on the finding of this research, some suggestions can be given whether to a writing lecturer, students or the other researcher.

1. Students need to improve the quality of their writing by mastering the elements of writing and reading the current news or topics so as that they have prior knowledge when they are assigned to write. Moreover, they are expected to write as often as possible so as that they produce better writing.
2. The writing lecturer is supposed to explain the elements of writing in detail so as to minimize the sentence problems in students' essays. An also, the lecturer is supposed to give feedback that can improve students' ability in writing the essay.
3. The other researchers are suggested to continue this research to get deeper insight of what other causes that make students have problems in writing other essays.

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