

**CONTENT ANALYSIS OF MICRO-LEVEL COHERENCE MADE BY
CUMLUADE STUDENTS IN WRITING BACKGROUND OF THESIS
IN ACADEMIC YEAR 2019-2020**

THESIS

*Submitted as A Partial Requirements for the degree of S.Pd (Sarjana Pendidikan)
in English Language Education*



By

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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

*“Do not be weak, and do not be sad, for you are the highest in rank, if
you are believers”*

(QS. Ali Imran: Ayat 139)

مَنْ سَلَكَ طَرِيقًا يَبْتَغِي فِيهِ عِلْمًا سَهَّلَ اللَّهُ طَرِيقًا إِلَى الْجَنَّةِ

*“Barang siapa yang menempuh perjalanan untuk mencari ilmu maka
Allah memudahkan baginya jalan menuju surga”.*

(H.R Abu Daud dan Tirmidzi)

*The best sword he has is boundless patience which changes the world
from dim to luminous.*

-Tia febrianti-

DEDICATION

This thesis is dedicated to:

- My Greatest God, Allah SWT, I really thanks to you because without your blessing, I am nothing in this world.
- My beloved parents, Mr.Hendra Yoto and Mrs. Evi Susanti. Thans you a milion for supporting me through the power of your pray and everything so that I could finish this thesis.
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- 2 Dr. Zubaedi, M.Ag, M.Pd, the dean of Tarbiyah and Tadris Faculty
- 3 Dr. Kasmantoni, M.Si, the head of Tadris Department.
- 4 Feny Martina, M.Pd, the head of English Department.
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- 6 All of English lecturers and administration staffs of IAIN Bengkulu.
- 7 All of my best friends, especially in English Program of IAIN Bengkulu 2016.

However, the researcher hopes that this thesis proposal can be useful for us. Critics and suggestions are needed here to make this thesis proposal be better. The researcher also hope that it can be agreed to be followed up as an initial step to continue the research to the next stage. Thank you

Bengkulu, 2020

The Researcher,

Tia Febrianti



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I hereby sincerely state that the thesis entitled: **"Content Analysis Micro-Level Coherence Made by Cumluade Students in Writing Background of Thesis in Academic Year 2019-2020."** Is real my masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2021

Stated by,



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ABSTRACT

Tia Febrianti. (2020). Content Analysis Micro-Level Coherence Made by Cumluade Students in Writing Background of Thesis in Academic Year 2019-2020. Thesis. English Education Study Program, Tarbiyah and Tadris Faculty, State Islamic Institute of Bengkulu.

Advisor I: Riswanto, Ph.D

Advisor II, Detti Lismayanti, M. Hum

The purpose of this study was to determine the level of micro-coherence in the writing of the research background section, to determine the types of high and low coherence micro-levels used by the 2020 cumluade students, and to determine the causes of low micro-level coherence in proposal writing. This study used content analysis and descriptive analysis research design. Ten research proposals were obtained from the collection of cumluade students in the final semester of 2020. The data was obtained using documentation techniques. Data analysis was carried out through stages namely data reduction, data description, and data verification. The validity of the data was checked using the triangulation test. The conjunctions used to link sentences and paragraphs are often not used correctly in writing a research proposal, especially the section on research background. One of the causes is interference with the mother tongue as the first language. Based on the findings in this study, it shows that of the ten research proposals there be only one conjunction that is not used properly based on its function. High is on words are used by the students are Additive (38.68%) and Causal (34.30%) while low connective words are Temporal (15.00%) and Adversative (13.86%). Besides, students are aware of the use of conjunctions to make the reader understand the content and context of the research background. Thus, students' understanding of the use of conjunctions is good.

Keywords: Micro-Level Coherence, Scientific Paper, Cumluade Students'

ABSTRAK

Tia Febrianti. (2020). Analisis Isi Koherensi Tingkat Mikro yang Dibuat oleh Mahasiswa Pujian Pada Latar Belakang Penulisan Skripsi Tahun Ajaran 2019-2020. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Islam Negeri Bengkulu.

Pembimbing I: Riswanto, Ph.D Pembimbing II, Detti Lismayanti, M. Hum

Tujuan penelitian ini adalah untuk mengetahui tingkat koherensi mikro dalam penulisan subbab latar belakang penelitian, mengetahui tipe micro-level koherensi tinggi dan rendahnya yang digunakan oleh mahasiswa cumluade 2020 dan untuk mengetahui penyebab rendahnya micro-level koherensi didalam penulisan proposal. Penelitian ini menggunakan analisis isi dan desain penelitiannya analisis deskriptif. Sepuluh proposal penelitian diperoleh dari pengumpulan dari mahasiswa cumluade semester akhir 2020. Data tersebut diperoleh dengan teknik dokumentasi. Analisis data dilakukan melalui tahap yakni reduksi data, deskripsi data, dan verifikasi data. Pemeriksaan keabsahan data dilakukan dengan menggunakan uji triangulasi. Kata penghubung yang digunakan untuk mengaitkan kalimat dan paragraf seringkali tidak digunakan dengan tepat pada penulisan proposal penelitian, terutama bagian subbab latar belakang penelitian. Salah satu penyebabnya adalah interferensi bahasa ibu sebagai bahasa pertama. Berdasarkan Hasil temuan pada penelitian ini menunjukkan bahwa dari sepuluh proposal penelitian hanya terdapat satu kata penghubung yang penggunaannya tidak tepat berdasarkan fungsinya. kata penghubung yang tinggi digunakan oleh mahasiswa yaitu Additive (38,68%) dan Causal (34,30%) sedangkan kata penghubung tergolong rendah yaitu Temporal (15,00%) dan Adversative (13,86%). Di samping itu, mahasiswa sudah sadar penggunaan kata penghubung untuk membuat pembaca paham isi dan konteks yang ada di dalam latar belakang penelitian. Dengan demikian, pemahaman mahasiswa terhadap penggunaan kata penghubung sudah baik.

Kata Kunci: Mikro-Level koherensi, Karya tulis ilmiah, Mahasiswa Cumluade

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CHAPTER 1

INTRODUCTION

A. Background of the Study

In this modern era, people are required to be able to write and speak well. Language itself is all forms of communication where a person's thoughts and feelings are symbolized to convey meaning to others. Without communication, we will be left behind. A foreign language that can be written in writing is a bridge to pour more information about science and culture that we can write as new science. Indonesia as a developing country realizes that writing is a language activity that plays an important role in the dynamics of human civilization. By writing, people can communicate, express ideas both from inside and outside themselves, and can enrich their experiences. Through writing activities, people can also benefit from its development.

Writing is a considered the most difficult to learn, not only because of the need to master many skills of English; reading, speaking, and listening, but also because there is a difference between the rules of the original language of students and the language learned¹. Writing is the most difficult skill because this involves several compenents which have to be considered while learning².

¹ Lailatul Husna Zainil, Yenni Rozimela, “*An Analysis Of Stdents’ Writing Skill In Descriptive Text at Grade XI Ipa Of Man 2 Padang*”, Journal English Language Teaching (Elt) Universitas Negeri Pdang. Vol. 1 No 2, Juli 2013, hal 1.

²Bambang Yudi Cahyono, *Effectiveness Of Journal Writing In Supporting Skill In Writing English Essay*. The Journal Of Education, Vol. 4, Special Edition, Desember 1997,P. 310

Furthermore, writing is also part of scientific activities carried out by those who have undertaken higher education at various academic levels including bachelor degree. Here, the limitation of the problem in this study is that it focuses on the thesis analysis of cumlaude students of the thesis in 2020 IAIN Bengkulu by looking at their understanding of applying micro-level coherence aspects s¹ g additives, additives, causal and temporal so that it becomes coherent writing. This type of writing on campus is commonly referred to as academic writing. According to Hongue, academic writing is different from other types of writing, especially in terms of purpose, style (tone), and elements of reading³.

In fact, cumlaude is a predicate given at exams in college. There are several titles included about cumlaude, such as magna cumlaude which means graduating with many honors, and summa cumlaude which means graduating with the highest honors. Each college has clear and varied rules regarding the requirements for graduates who are entitled to hold the cumlaude predicate. One form of academic writing that is the work of students is a thesis. Here the researcher focuses on cumluade students with a 4-year graduate. Because of the presumption, some researchers think that those who have graduated in 4 years and got a cumlaude degree can apply micro-level coherence to their thesis precisely in the background of the study well.

Next, writing a scientific paper in English is still considered difficult for 7th-semester students of the English Education Study

³ Oshima A & Hogue, Haylan A. (1999). *Writing academic English*. New York: Addison Wesley Longman.

Program, Faculty of English Tadris IAIN Bengkulu. One of the parts in writing this scientific paper is the part of the proposal which plays an important role in delivering the topic of research problems. But what happens is that the sentence that is written does not show a logical relationship and the text structure of the background writing on the problem is not appropriate. The idea that you want to convey may have been carefully thought out, but when transforming an idea into writing in English, it is not necessarily as good as the idea you have in mind. Therefore, the linkages between paragraphs in writing must come from the same main idea.

So, even though students have started writing simple texts since semester 2, they still have difficulty writing scientific papers in semester 7 such as essays and thesis proposals. Since semester 2, they are only accustomed to writing fiction essays and reading fiction texts. So that they do not understand the scientific writing model, and this makes them experience problems when writing thesis proposals. In fact, thesis proposal writing activities must be carried out as a final project in the Academic Writing course. One part of the thesis proposal is the background of writing the topic to be studied. The ideas they wrote have begun to vary but are not yet neatly arranged. This can be due to their consideration of thinking of ideas at that time before they forget the material. Therefore, there is an overlap or discrepancy in the reciprocal relationship between paragraphs and paragraphs. The non-integration of student writing can

make it difficult for readers to understand the purpose of student writing. Not coherent ideas cause incoherent writing.

Then, one of the factors that can affect these barriers is mother tongue disorders. The concept that comes to mind is in the form of words in Indonesian, but at the time of writing it must be changed to an English concept that is different from the concept of Indonesian. The use of words or phrases as a link between sentences and paragraphs in writing also experiences errors, so that the ideas in the writing become unified. The integrity of a text is influenced by the cohesiveness or cohesiveness of paragraphs and paragraphs which refer to the same idea so that the written text can be accepted. In order for a paragraph to be coherent, it must meet two criteria, namely: relevance and logical order (effective sequence).

The previous studies that have been carried out by Suwandi; have been carried out on the topic of coherence and cohesion at the macro and micro levels by using the final abstract analysis of S1 PGRI Semarang students, and the results of this analysis show that there is no integration in abstract writing. In the three abstracts, a conjunction word is used, but it is not in accordance with its function, so the sentence does not become coherent⁴.

In research from Fengjie, xiuying, &chuanze in 2014, he conducted a study entitled "Analysis of Coherence Problems in College English Writing". After conducting research, it was found that students were still

⁴Suwandi.2016. *Coherence and cohesion*: An analysis of the final abstracts of the undergraduate students of PGRI Semarang. Indonesia Journal of Applied Linguistic.(IJAL).hal.253-261

unable to write sentences effectively. The use of word order, pronouns, modifiers, idea sequences, sentence subjects, and tenses has not shown integrated information integration⁵.

So, referring to the research above, which shows that the results of the study still found the inability of students to combine sentences to be coherent, and difficulties in expressing ideas or ideas in writing coherent paragraphs and inaccurate in conjunction usage. Further, research is needed to determine his level of understanding of word usage.

Based on the results of the above studies which show that the research results are still found in the inability of students to combine sentences to be coherent, and difficulties in expressing ideas or ideas in writing a paragraph that is coherent and inaccurate in using conjunctions, further research is needed to determine the level of understanding of the usage coherent words in a piece of writing.

Based on preliminary observation conducted an interview by a researcher on October 19th, 2020 with a Cumluade Student in 2020 IAIN Bengkulu⁶. Based on the results of interviews, the researcher found some problems for the student through English learning about Micro-Level coherence. In the Background section, it is good because they have learned and whether cumluade students of English Tadris used micro-level coherence or still not used micro-level coherence, mostly not used micro-level coherence in the Micro-Level Coherence. Because of the result

⁵Fengjie, L.,Xiuying, Y., &Chuangze, Z. (2014). *Analysis of the problems on coherence in college English witting*.International Journal of Language and Linguistic. 2(6):387-390.

⁶ Preliminary observations with a Student cumlude in 2020 IAIN Bengkulu on october 19th 2020.

In interviews with English lecturers, they have learned about micro-level coherence.

Therefore, based on the observation, there are several coherences when writing background on micro-level coherence. The researcher will analyze the thesis in IAIN Bengkulu cumluade students are content analysis will be micro-level coherence made by cumluade students. Micro-level is a linear or sequential relationship between propositions or is conjunctive that makes sentences easy to understand. In this research, it focuses on searching for word micro-level coherence in a sentence and a paragraph only content analysis micro-level coherence made by cumluade students in writing the background of thesis in the academic year 2019-2020.

Finally, in this study the researcher will be interested in the title **Content Analysis Micro-Level Coherence made by Cumluade Students in Writing Background of Thesis in Academic Year 2019-2020.**

B. Identification of Problems

Based on the background of the problem above, found some problems. The first is micro-level coherence such as difficulty in using the word phrases as a link between sentences and paragraphs which are sometimes forgotten to be used in sentences so that they have to repeat reading what has been written. The second is factor mother tongue interferent such as the unification of a sentence and between paragraphs is still lacking in the use of conjunctions such as additive coherence,

adversative coherence, causal coherence and temporal coherence. The last what are the causes of the not coherences.

C. Limitation of Problem

The limitation of the problem in this study is focuses on the thesis analysis of cumlaude students in 2020 IAIN Bengkulu, especially in the background of the problem of the thesis. This study focuses three problems. The first is the application of the micro-level coherence aspects in the writing cumluade of students' thesis in 2020 IAIN Bengkulu. The second is the micro-level coherent type low dominantly used by the students in background of the problem of the thesis. The third is causes of the low used micro-level coherences in the background of the problem in the cumluade student's thesis 2020 IAIN Bengkulu.

D. Research Questions

Based on the background of the problems above, the research questions in this study are:

1. What is the identification of the application of writing micro-level coherence aspects in the writing of cumluade students' thesis in 2020 IAIN Bengkulu?
2. What types of micro-level coherence high and low are used in the background of the problem in the cumluade student's thesis 2020 IAIN Bengkulu?
3. What are the causes of the low used micro-level coherences in the background of the problem in the cumluade student's thesis 2020 IAIN Bengkulu?

E. Research Objectives

Related to the formulation of the problem, the purpose of this study is stated below: to find out how is the application of writing micro-level coherence aspects in the writing of cumluade students' thesis in 2020 IAIN Bengkulu, to find which type of coherence is dominantly used in the background of the problem in the cumluade student's thesis 2020 IAIN Bengkulu and to know what are the causes of the low used micro-level coherences.

F. Significance of Research

This research is expected to contribute to the following parties: final-level students. For the final year students, this research will provide a lot of information about what is in this research such as the mistake of not using conjunctions, incoherence between sentences, and paragraphs between paragraphs. Understanding to apply aspects of writing such as micro-coherence levels used in the scientific work of final-year students who will complete their English education by making research and background problems is an important part of the research. So students who will conduct the same research will understand the importance of the element of coherence in academic writing, especially in the background of the problem of the thesis.

F. Definition of Key Terms

1. Micro-Level

Micro-level is a linear or sequential relationship between propositions or is conjunctive that makes sentences easy to understand⁷.

2. Coherence

Coherence is the word to stick together or logical bridge between words, sentences, and paragraphs in writing by using connector devices to connect ideas within each sentence and paragraph.

3. Scientific Paper

Scientific papers are special types of papers that have special characteristics. These scientific papers are the subject of research of several experts in the field who verify the quality of the writing and the accuracy of the analysis and conclusions drawn by the author. Thus an author can refer to a paper in the belief that a reader can easily find that reference at any time in the future⁸. And the writing of scientific papers referred to here is a cumluade student's thesis 2020 IAIN Bengkulu.

4. Cumluade Students

Students Reached for a scholar to write thesis, in writting may not happen incoherents.

⁷Van Dijk, Teun A. 1977. *Coherence. Text and Context: Exploration in the Semantics and Pragmatics of Discourse* London: Longman. pp. 93–129

⁸Baskauf, S. J. 2018. *Introduction to Biological Sciences Lab (BSCI 1510L) Scientific Literature Guide*. Vanderbilt University, Nashville, TN, USA. From: <http://researchguides.library.vanderbilt.edu/bsci1510L>

5. Thesis Background

Thesis Background is wrote in the making thesis. Wrote thesis is a condition mandotory for Cumluade Students English Study program be undergraduate.

CHAPTER II

LITERATURE REVIEW

A. General Concept of Writing

This section presents the basic theories of writing skills. In this subchapter, researchers present several writing skills points. They are the resolution of writing skills, writing aspects, and micro-level coherence analysis.

a. Writing skill

There are four important skills in English. They are listening, speaking, reading, and writing. Writing is one of the important skills which are needed in the learning of a foreign language. According to Brown, reading in teaching writing of English⁹. Second language and other language are integrated with teaching in other skills, particularly in speaking and listening. When the teachers asked students to find ideas in writing, the students will try to search the source in the internet, newspaper, magazine, radio, and television. During searching the information, they do not only use one skill but they apply some skills like speaking, listening, and writing.

According to Hayland, writing is a way to share personal meanings¹⁰. It means it can share the idea or purpose within the written form. The people construct their views on a particular topic. They will

⁹Brown, H. Douglas. 2001. *Teaching by principles an interactive Approach to Language Pedagogy Second Edition*. New York: Pearson education Company.

¹⁰Hyland, Ken. 2004. *Genre and Second Language Writing*. London : University of Michigan Press.

share their views on that certain topic to the other. A person's view may be different from others'. It depends on their believe. Therefore, when constructing their views, the people need to make it understandable and acceptable. Writing can also be defined by writing as a process and writing as a product. In writing as a product, people are only interested in the aim of the task and the final product¹¹. Writing is the final product after they learn several stages of writing separately before. Those stages are note taking, identifying of the central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that they have to pass before producing a good piece of writing. However, in the writing as process, people must give attention to some stages in writing which are planning, drafting, editing (revising), and the final product.

According to Brown, defines writing as a written product of thinking, drafting, and revising that needs specialized skill on the way to generate ideas, how to recognize them coherently, how to use discourse makers and rhetorical conventional to put them cohesively into a transcription, the thank to revise a text for clear meanings, the way to produce a final product¹². Writing is really a development process. In development process, the students try to express their ideas well with

¹¹ Haylan D. (2004). *Constructing coherent ideas and using coherence devices in written descriptive essays: A study at the fourth grade English Department students of STBA Haji Agus Salim Bukittinggi*. *Lingua Didaktika Jurnal Bahasa dan Pembelajaran Bahasa* .4(2), hal.96-104.

¹² Brown, H. Douglas. 2001. *Teaching by principles an unteractive Approach to Language Pedagogy Second Edition*. New York: Pearson education Company.

the teachers' guidance¹³. The teachers have to provide them with chance to create their own meaning within a positive and cooperative environment. So, they need to practice more and more.

Writing is like a swimming. When people want to be able swimming, they must have an instructor to show them the basic ways to swim although the instructor is only their parents or their friends. After they get the basic skill of swimming, they will develop their swimming ability based on their styles. They more get an opportunity to practice their swimming styles. It is similar with writing. The first time, there will be teachers who guide the students to write. The teachers will show the principal of writing. After the students understand about that, they will try to develop their writing according to their own style. They should get sufficient writing practice to acquire good writing ability.

These practices are aimed to stimulate good their skill in expressing thoughts in a good passage. It is impossible to be ready to write effectively without any sufficient practices.

b. Writing Process

The writing process consists of a mechanism used by the authors to be able to make products that can be published. This is the method used by all authors to generate ideas. The writing process is used to select and organize the ideas that are owned. In addition, the writing process is also used to write and revise the writing and format it to be published. Then in

¹³Nopita, D. (2011). *Constructing coherent ideas and using coherence devices in written descriptive essays: A study at the fourth grade English Department students of STBA Haji Agus Salim Bukittinggi*. *Lingua Didaktika Jurnal Bahasa dan Pembelajaran Bahasa*. 4(2), hal.96-104.

terms of instruction it is holistic, encouraging, and overall product creation approach rather than working on pieces of this process and only rarely putting it together (procedures that are too often seen in textbooks). Instruction in the writing process is a process that is oriented and encourages the authors to discover for themselves how the composition mechanism in writing¹⁴.

1) Pre-writing

Prewriting is an important first step in creating a successful essay. What's more when writing is done has a time limit, taking time to focus and shape your thinking will produce a better and product. The six pre-written strategies described below can be used both to generate new ideas and to clarify those ideas you already have. Some strategies are more suitable for a longer writing process such as receiving essay lectures. While others can be adapted when you only have a short time to complete the essay. Pre-writing strategies can be used effectively when we are faced with a number of possible essay topics and must determine the best vehicle to express the unique thought and experiences we have¹⁵.

a) Free writing

Based on Kate Grenville, free writing is the process of thinking that we do on paper. Free writing is a good enough way to make us unconsciously able to provide ideas that we have. This allows us to access the memory we already have,

¹⁴Jeremy Harmer. *How to Teach Writing*. England, Pearson Longman, 2004, p.3

¹⁵Lauren Starkey . *How to write great Essays*, Newyork, Learning Exoress, 2004. P.2

such as experience, knowledge, fantasy, and other things that we never even realized were stored in our heads¹⁶. Based on Alice, pre-writing is a step in the process of getting ideas in writing. Free writing is free writing, which is to write freely without stopping on a topic for a certain amount of time. The goal of free writing is to be an simulation exercise, but usually people learn to use free writing is to keep your pencil moving across the paper. Free writing are often said to be an simulation exercise, but usually people learn to use free writing mode during a significant writing project, Especially at the exploration stage. Free writing allows us to try to do it anytime. So, free writing isn't showing whatever words we write to anyone, even to teachers or people that instruct us to try to do the exercises. We don't got to worry about spelling, grammar, or mechanic; we also don't got to feel that we've to remain focused on one topic. This makes us be happy to leap or deviate. Additionlly, we don't got to worry about the great or bad writing that I is sensible or not, the foremost important thing is to know yourself¹⁷.

b) Brainstorming

Based on Andrew .Jphnson, the aim of brainstorming is that the number of ideas. Because students can't naturally

¹⁶ Kate Grenville. *Writing From Start to finish: A Six-Step Guide*, Sydney, Allen &Unwin, 2001, p.16.

¹⁷Alice Oshima& Ann Hongue.*Introduction To Academic Writing (Third edition)*. New York, Person Longman, 2007 p.34

understand the way to brainstorm, then we must teach and demonstrate the method of completing brainstorming itself. If everyone writes on an equivalent topic, brainstormings are often an activity before the effective writing; this will be wiped out large groups. Because, once we groups, we will share ideas that we've. And by watching another people's ideas it can help us to develop ideas for ourselves¹⁸.

c) Clustering

Clustering also called mind mapping or idea mapping is strategy which allows you to get ideas you would possibly to explore the connection between those ideas. Clustering taps your intuitive and creative/connected mind simply, it can concluded the activity to form a planning, what is going to do before write a text¹⁹.

2) Drafting

A draft is an early version of a bit of writing. A draft is more reined in writing becomes impossible if you try to do it one polished sentence at a time²⁰. In drafting, the scholar got to arrange their writing. It are often done by using language first and later translate into English or directly write in English with some problems may face. Students often share their drafting result to their friends or teacher to get urge

¹⁸ Andrew P. Johnson. *Teaching Reading and writing: A Guide Book for Tutoring and Remediating Student*, Lanham, Rowman & Littlefield, 2008, P.191

¹⁹ Jack C. Richards & Willy A. Renandya. *Methodology in Language Teaching: An Antology of Current Practice*, New York, Cambridge University Press, 2000, p.316

²⁰ Thomas S. Kane. *The Oxford: Essential Guide to Writing*, New York, Berkley Books, 1988, p.34

feedback about their writing. In additionlly, students start to concern about several aspects associated with writing like grammar, spelling, vocabulary, and content of their writing to get how they will express their ideas in the clearest manner possible in order that their readers will receive an equivalent message with a wquivalent impact that students intended.

3) Revising

Revising means 'looking back'. Revising consists of the way to correct a bigger structural problem and, if necessary, "look back" as a an entire. Revising is finding an area where you would like to chop something, where you've got to feature something, move or reset something. However, rising doesn't mean fixing surface problems like grammar and spelling. Because it's called 'editing'. In revising, we'll as ideas and add things that make our writing better²¹.

4) Editing and proofreading

According to A. Johnson, at this stage students correct some errors such as grammar, spelling and punctuation. There are two important points to streng then this stage. That is, the first continues to in still that good writing does not mean writing without making the sligh test mistake. That is because the good writing is writing that has a good idea and is able to convey the message to the reader. In this case, grammar, spelling, and punctuation are used to help students to communicatthei ideas. Then the

²¹ Kate Grenville. *Writing From too Finish: A Six-Step Guide*, Sydney, Allen &Unwin, 2001, P. 137

second is that all writers of course need and use editors²². These are the broad categories for proofreading: check for such things as grammar, mechanics, and spelling, check the facts (if your writing includes detail, be sure you have included the information correctly), confirm legibility (if you have written your final draft, make sure that each word is legible. By doing editing and proofreading we can make our writing better, to make the writing almost perfect and there is no misunderstanding again in many ways²³.

5) Publishing

Based on Andrew P. Johnson, publishing is a situation where students have an audience to reply to their writing. This suggests that the writing made can be seen and commented on by many people of us. You only believe how you would possibly have an audience for student work²⁴.

c. Aspect of Writing Skill

There are three aspects of writing skill that need to be outlined during this discussion. The primary aspect is about micro and macro skill of writing, the second is mechanical and components and the therefore last is cohesion and coherence of writing. The primary aspect is micro and macro skill of writing. List of micro and macro skills for written language which focuses on both the shape of language and therefore the function of language. The micro skills apply more appropriate to imitative and

²² Andrew P. Johnson. *Teaching Reading and writing: A Guide Book for Tutoring and Remediating Student*, Lanham, Rowman & Littlefield, 2008, P.198

²³ Caroline Coffin, Mary Jane., Sharon Goodman., Ann Hewinga, Theresa M. Lilis & Joan Swann. *Teaching Academic Writing: A Toolkit for Higher Education*, London, Routledge, 2003, P.41-42

²⁴ Andrew P. Johnson. *Teaching Reading and writing: A Guide Book for Tutoring and Remediating Student*, Lanham, Rowman & Littlefield, 2008, P.199

intensive types of writing task, while macro skills are essential for the successful mastery of responsive and extensive writing. Micro skills of writing mentioned by Brown are producing graphemes and orthographic patterns of English, producing writing at an efficient rate of speed to suit the aim, producing an acceptable core of words and use appropriate ordering patterns, using acceptable grammatical stems (e.g., tense, agreement, patterns, and rules); expressing a specific meaning in several grammatical forms, and using cohesive devices in written discourse²⁵.

Meanwhile, macro writing skills have other components, such as using rhetorical forms and written discourse conventions, achieving communicative functions written texts in accordance with their shape and purpose. To convey links and relationship between events, and also communicate relationship such as main ideas, supporting ideas, new information, provided information, generalizations, and examples. It also distinguishes between literal and implicit meanings when we write. Then, correctly convey specific cultural reference in the context of written texts, develop and use battery writing strategies, such as accurately assessing audience interpretation, using pre-writing tools, writing smoothly in the first draft, using paraphrasing and synonyms, asking, peer feedback and instructors, and using feedback to revise and edit. In conclusion, we can say that previous micro skills apply more precisely to the type of imitative and intensive writing where they tend to describe writing mechanics and at the word level, such as cohesive device, past verbs, and so on.

²⁵ H. Douglas Brown. *Teaching by Principles: An interactive Approach to language Pedagogy (second edition)*, San Francisco state University, Pearson Longman, p. 342-343

On the other hand, the macro skill covered wider areas of writing , such as the form and the communicative purpose of a written text²⁶, main idea and supporting idea, the literal and implied meaning writing,etc. Thus, it is not only about a word but is is the whole written text. Mechanical components are the second importan matter of writing. Addressed writing mechanics in terms of grammar, spelling, punctuation, and capitalization. Grammar is a key element not only in writting, but in language as asystem of communication in general. Having a good knoledge of the parts speech, the stucture of the language and its rhetorical devices, and knowing how to write comprehensively are what writing requires. Capalization and punctuation marks are integral parts of written English²⁷. Writing that is punctuated propely and capitalized will make your work easier to read and understand by orhers. Besides, it can also make a better impression on your readers²⁸.

Similarly, for some people, using the correct spelling of words in English is a considerable challenge. And there are also some people who will claim perfect understandingof various rules. Some people justify inaccurate speling by showing that the meaning is genereally still commuunicated. But this assumption is risky because even small errors in some circumstances can cause significant changes in meaning.in some cases, furthermore, misspelling can be interpreted as a reflection of the author's carelessness or ignorance and working againts success. The

²⁶ H. Douglas Brown. *LamguageAssessmrnt: Principles and Classroom Practices*, San Francisco State University, Pearson, 2004, p.221

²⁷ Lauren Starkey . *How to write great Essays*, Newyork, Learning Exoress,2004. P.39

²⁸ Neil Murray & Geraldine Hughes. *Writing Up Your UniversityAssigments and Research Projects*, New York, Open University Press, 2008, P.185

problem mainly stems from the historical fact that English spelling was developed on the basis of etymology namely the origin of words as they occur in the phonetic quality of words which is how the word is actually heard in the ear²⁹.

According to Harmer, there are two types of cohesion. The two types are the first, lexical (repetition of words, lexical chains) and the second is grammatical cohesion (pronouns, positive reference and article references). In addition, coherence is defined in a different way, namely whether a paper can be easily read and understood³⁰. Murray and Hughes notice, coherence is the most important element in the type of writing. It is also very important in academic writing. Where success or failure may depend on how clearly we have succeeded in communicating our ideas and lines of argument to the readers. Regardless of how deep or original these ideas are. If we cannot present it clearly and logically, then the meaning and value will be lost. Coherence must then be done by arranging ideas in a way that makes writing the most easily understood by readers.

A good writer will put their ideas together so they act as links in the chain. Each link will connect one to the other. However, if there is a missing link, the connection will become unclear and the argument structure will be damaged³¹. In summary, the micro and macro skill of writing, mechanical components of writing, and cohesion and coherence of writing are important aspects of writing. All of them have contributions in

²⁹ Martin H. Manser. *The facts on file: guide to good writing*, New York, Facts on File, 2006, p.176

³⁰ Jeremy Harmer. *How to Teach Writing*. England, Pearson Longman, 2004, p.22-24

³¹ Neil Murray & Geraldine Hughes. *Writing Up Your University Assignments and Research Projects*, New York, Open University Press, 2008, p.45

producing a good writing. Therefore, the teacher should consider teaching them to the students in order to make their students writing works more accessible.

B. General concept of Micro level coherence

In English, there are two general skills. They are macro and micro skills. When the researcher talks about micro and macro skills, it is about assisting the teachers to define the most appropriate criteria to assess students' writing. Micro skills and macro skill deal with imitative intensive, responsive, and extensive writing. Imitative writing is a way to produce written language, the learner must attain in the fundamental basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.

At these stages, the form is the primary if not exclusive focus, while context and meaning are secondary concern. While, the intensive writing is skills is technique of writing which most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design. Then, responsive writing is an assessment task of writing which require learners to perform at limited discourse level, connecting sentence into a paragraph and creating a logically connected sequence of two of three paragraphs. After that, the extensive meaning implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research

project report, or even a thesis. In these stages, writer focus on achieving a purpose, organizing, and developing idea logically, using details to support, or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. It focuses on the grammar form is limited to occasional editing or proofreading of a draft. Brown state that proposed six micro skills of writing³². They are:

1. Producing graphemes and orthographic patterns of English
2. Producing writing at an efficient rate of speed to suit the purpose.
3. Producing an acceptable core of words, and use appropriate word order patterns.
4. Using acceptable grammatical systems,such as:tense, agreement, pattern, and rules)
5. Using cohesive devices in written discourse.

Brown also defines six macro skills of writing. They are:

1. Using rhetorical forms and conventions of written discourse.
2. Appropriately accomplishing the communicative functions written texts according to form and purpose.
3. Conveying links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

³²Brown, H. Douglas.2001. *Teaching by principles an unteractive Approach to Language Pendagogy Second Edition*.New York: Pearson education Company.

4. Distinguishing between literal and implied meanings when writing.
5. Correctly conveying the meaning culturally specific references in the context of the written text.
6. Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paragraphs and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

C. Concept of Coherence

Coherence in linguistics is what makes a text semantically meaningful. It is especially dealt with in text linguistics. Coherence is achieved through syntactical features such as the use of deictic, anaphoric and cataphoric elements or a logical tense structure, as well as presuppositions and implications connected to general world knowledge. The purely linguistic elements that make a text coherent are subsumed under the term cohesion³³.

However, those text-based features which provide cohesion in a text do not necessarily help achieve coherence, that is, they do not always contribute to the meaningfulness of a text, be it written or spoken. It has been stated that a text coheres only if the world around is also coherent. Robert De Beaugrande and Wolfgang U. Dressler define coherence as a “continuity of senses” and “the mutual access and

³³Thornbury, Scott. 2005. *Beyond The Sentence*. London: Macmillan. pdf

relevance within a configuration of concepts and relations". Thereby a textual world is created that does not have to comply to the real world. But within this textual world the arguments also have to be connected logically so that the reader/hearer can produce coherence. According to Thornbury, divided the coherence into, they are micro-level coherence and macro-level coherence³⁴. But researcher only focused on analysis about Micro level Coherence.

1) Part of Micro Level Coherence

Logical Relationship

The complete text has a logical relation to make the text meaningful.

Thornburysatate that the relation as the following:

a. Additive.

The relation is the next sentence gives detail about or specifies the previous sentence. It means that the movement of the relation is from general to specific. For example; also, too, as well, moreover, what's more, in addition, for example, likewise, similiarly, and, beside, such as, or, indeed, it means.

b. Adversative

The second sentence claims the problem solving toward the problem stated in the first sentence. Il, for example; but, though, however, on the other hand, in fact, alternatively, yet, on the contrary.

³⁴Thornbury, Scott. 2005. *Beyond the Sentence: Introducing Discourse Analysis*. Oxford: Macmillan.

c. Causal

The relation is the second sentence provides a reason for the situation or request mentioned in the first sentence. For example; this is why, so, therefore, as a result, since, and because.

d. Temporal

The relation implies the chronological order of events. It is assumed that the first sentence happened before the second³⁵. For example; Next, then, finally, in the meantime, ever since.

D. Scientific Paper

The writing of scientific papers referred to here is a thesis. Thesis is a task that must be completed by students at the end of the lecture period as one of the requirements for obtaining a bachelor's degree, because it is a requirement, writing a thesis is mandatory for every student. Writing this thesis is not just writing, but there are writing signs that must be considered by students. The writing signs depend on each college, however what needs to be paid attention is how in a thesis paragraph can be written not only using the correct language, but how the correct language can become a unified language.

The background section is very important thing in the research paper. It becomes the foundation of the research paper because in background section the researcher will explain their research in broad outline. The background section exposes the reason of the researcher do the research and the theories that corroborate his or her research, becomes

³⁵Thornbury, Scott. 2005. *Beyond The Sentence*. London: Macmillan. pdf

the fundamental information concerning to the study to broader fields and also signs concisely the expansion of the research problem³⁶.

E. Concept of Cumlaude

Cumlaude (from Latin for honors) is a predicate given on exams in college. or awards awarded to students who graduate from university who meet a certain threshold - usually determined by a GPA, grade percentile ranking, or exemplary level of achievement. There are several titles that are included in Cumlaude, such as magna cumlaude which means graduating with many honors and summa cumlaude which means graduating with the most honors. Each university has clear and different rules regarding the requirements for graduates who are entitled to the Cumlaude predicate. This predicate is usually stated on the diploma for both undergraduate and postgraduate graduates. In the world in general, the Cumlaude predicate is only used for postgraduate graduates, but in Indonesia, the United States, and the Philippines, this title is used for undergraduate graduates. In general, graduates who get the summa cum laude predicate have a Grade Point Average or GPA of 3.80 and above, magna cum laude has a GPA of 3.60 - 3.79, and cum laude has a GPA of 3.40 - 3.59.

However, not all universities have the same requirements as stated in on. Even in 2012, the Minister of Education and Culture of Indonesia, Mohammad Nuh, proposed that the Cum Laude predicate was only given to graduates who could publish their scientific works through journals and

³⁶ McMillan, James H. 2008. *Educational Research: Fundamental for Consumer*, Fifth Edition. Boston: Pearson International Edition.

so on³⁷. This research was conducted on cumluade students with the characteristics in 2020 of English tadrif faculty who successfully completed their four-year study with a GPA of 3.40- 3.90. All information in this study was male and female.

F. Related Previous Studies

The researcher takes review of related by previous researchers that give an inspiration to complete this research. They are:

The first previous studies is Astuti, Y. F, et.al: The analysis of coherence in the background of skripsi written by English Education. On 2010, Astuti conducted research to compere the analysis of coherence in the background of skripsi written by English Education. This research apply descriptive qualitative research since it attempts to describe questioned the coherence of the writing background of students' thesis research. Coherence is very necessary when writing a research background so that the integrity of a text can be achieved. However, students still find it difficult to maintain the cohesiveness of the text. Three things are the focus of the study: (1) the types of themes in the background of the thesis, (2) the thematic progression, and (3) the degree of background writing coherence. In other hand, the difference is the research is taken the data from the students whereas the recent research takes it from the cumluade students.

³⁷Shaadily, Hassan. *Ensiklopedia Indonesia Jilid 2 CES-HAM*. Jakarta: IchtiarBarudan Van Hoeve. From https://id.wikipedia.org/wiki/Cum_Laude#cite_ref-a_1-0 accessed on pm 16:22 Thursday/29/10/2020

The results of the study show: (1) topical theme is the most frequent category of themes, (2) the thematic progression in the background of the thesis is not constant because there is a change in the type of thematic progression in almost every new paragraph, and (3) the level of coherence writing background of the thesis is less (less coherence) because of the emergence of other new ideas in one paragraph.³⁸

The second is Fengjie, L. et.al : Analysis of the problems on coherence in college English writing. On 2014, Fengjie conducted a research to describing the focused the research on the level of coherence of student essay writing. The results show that students still cannot write sentences effectively. The use of word sequences, pronouns, and modifiers, sequence of ideas, sentence subjects, and tenses has not shown any integrated information integration. This is caused by: (1) lack of self-awareness in getting used to writing in English; (2) limited English vocabulary; (3) weaknesses in the use of English grammar; (4) lack of self-awareness to correct and learn from mistakes when writing. Then based on the results of this study, his researchers concluded that although students could express their ideas in written form, they could not write them with effective sentences. His research has not yet examined the use of conjunctions, so further research is needed on the object / focus. This is

³⁸ Astuti, Y. F., Suryani, F. B. & Kurniati, D. (2010). *The analysis of coherence in the background of skripsi written by English Education Department students of Teacher Training and Education Faculty of Muria Kudus University*. Jurnal Sosial dan Budaya, 3 (2). ISSN 1979-6889.

based on the condition of students who still use a lot of conjunctions that are not in accordance with the function that they should³⁹.

The similarities of this research has to the recent research is micro-level coherence and using descriptive qualitative research design. The difference is the research is taken the data and more focused on analyzing higher micro-level coherence.

The third is Suwandi : An analysis of the final project abstracts of the undergraduate students. On 2016, Suwandi conducted axamines the level of coherence and inner cohesion writing abstracts of students at the University of PGRI Semarang. This research applies descriptive qualitative research and his research focused on the level of macro and micro coherence by using analysis teen theme. The results of the study showed that there was no integration in abstract writing. In the all three abstracts there is the word conjunction used, but not in accordance with its function, so that the sentence does not become coherent.⁴⁰.

In other hand, the difference is the research is taken the data from axamines the level of coherence and inner cohesion writing abstracts of students. Whereas the recent research takes it from Content Analysis Micro-Level Coherence Made by Cumluade Students in Writing Background of Thesis in Academic Year 2019-2020.

³⁹ Fengjie, L., Xiuying, Y., &Chuangze, Z. (2014).*Analysis of the problems on coherence in college English writing*.International Journal of Language and Linguistic. 2(6):387-390.

⁴⁰Suwandi. 2016. *Coherence and cohesion: An analysis of the final project abstracts of the undergraduate students of PGRI Semarang*. *Indonesian Journal of AppliedLinguistics*.(IJAL).Vol.5 No.2.hal. 253-261

Based on the previous studies above, the researcher try to conducted the study about used content analysis and descriptive analysis research design. Also try to find something new in the research. Ten research proposals were obtained from the collection of cumluade students in the final semester of 2020. The data was obtained using documentation techniques. Data analysis was carried out in three stages, namely data reduction, data description, and data verification. The validity of the data was checked using the triangulation test. The conjunctions used to link sentences and paragraphs are often not used correctly in writing a research proposal, especially the section on research background. One of the causes is interference with the mother tongue as the first language.

The result, it shows that of the ten research proposals there is only one conjunction which is not used properly based on its function. High liaison words used by students are Additive (38.68%) and Causal (34.30%) while low connective words are Temporal (15.00%) and Adversative (13.86%). In addition, students are aware of the use of conjunctions to make the reader understand the content and context in the research background. Thus, students' understanding of the use of conjunctions is good.

Table 2.1
Previous Research Summary

No	Name	Title	Method	Result
1.	Astuti, Y. F	The analysis of coherence in the background of skripsi written by English Education	Qualitative	The results of the study showed 2 kinds of Macro- level coherence and the level of coherence writing background of the thesis is less (less coherence) because of the emergence of other new ideas in one paragraph.
2.	Fengjie, L	Analysis of the problems on coherence in college English writing.	Qualitative	The results show that students still cannot write sentences effectively. The use of word sequences, pronouns, and modifiers, sequence of ideas, sentence subjects, and tenses has not shown any integrated information integration.

(Continued)

3.	Suwandi	An analysis of the final project abstracts of the undergraduate students.	Qualitative	The results of the study showed that there was no integration in abstract writing. In the all three abstracts there is the word conjunction used, but not in accordance with its function, so that the sentence does not become coherent.
4.	Tia Febrianti	Content Analysis Micro-Level Coherence Made by Cumluade Students in Writing Background of Thesis in Academic Year 2029-2020.	Qualitative	The results of the study showed that of the ten research proposals there is only one conjunction which is not used properly based on its function. High liaison words used by students are Additive (38.68%) and Causal (34.40%) while low connective words are Temporal (13.13%) and Adversative (13.86%). In addition, students are aware of the use of conjunctions to make the reader understand the content and context in the research background. Thus,students' understanding of the use of conjunctions is good.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied content analysis method with qualitative approach. Content analysis can be defined as a technique which enables researchers to study human behavior in an indirect way, through an analysis of their communications; it is just what its name implies: the analysis of the usually, but not necessarily, written contents of a communication⁴¹. It means that content analysis was a technique of analyzing written content of a communication. In this research, the researcher focused on analyzing micro-level coherence on the thesis of cumluade students .

Other experts explained that content analysis is a research that applies flexible method for analyzing text data⁴². Content analysis describe a family of analytical approach ranging from impressionistic intuitive, interpretive analysis to systematic, strict textual analysis⁴³. It means that content analysis a method that aims to draw conclusion on a product by doing interpretation and analysis systematically toward textual output.

⁴¹ Jack R. Fraenkel, Norman E. Wallen, and Hellen H. Hyun. *How to design and Evaluate Research in Education Eighth Edition*, USA, McGraw Hill, 2012, P. 478.

⁴² Hsiu-Fang Hsieh, Shannon sarah E. *Qualitative Health Research tHree approaches to Qualitayive Content Analysis*. (Stage Publication 2005)P.1277

⁴³ Ibid

Then, according to Moleong, the human as the instrument of qualitative research and the data in form of words, pictures, not statistics⁴⁴. It means that qualitative research is a research to describe the data in form of words or picture with developing deep understanding and full description of data in form of long report and narrative. Then, Gay said that descriptive qualitative method is a study which is the data analysis involves summarizing data in a dependable and accurate manner and leads to the present findings in a manner that has an air of undeniability given the narrative, descriptive, and nonnumerical nature of the data⁴⁵. It means that descriptive qualitative method is a kind of research focuses on description and nonnumerical data.

In addition, Creswell explains that “qualitative research is descriptive in which the researcher is interested in process, meaning and understanding gained through words or picture. The data of the study are collected in the form of the words rather than the numbers”. This can be concluded that qualitative research uses words to present the result instead of numbers⁴⁶.

From the definition above, it can be concluded that descriptive qualitative method is a research method that focuses on describing the research data in form of words or picture with developing deep understanding and full description of data and nonnumerical analysis to result findings. This method will be used to describe the Micro-Level

⁴⁴Lexy J Moleong. *Metode Penelitian Kualitatif*. Bandung, Rosdakarya, 2003. P. 6

⁴⁵L.R. Gay, et al. *Educational Research: Competencies Analysis and Applications –Third Edition*. New York, Pearson, 2012, P. 465

⁴⁶Creswell, W John. 1994. *Research Design: Qualitative and Quantitative Approaches*. California: Sage Publications Inc.

coherence on the thesis analysis of cumluade students in 2020 IAIN Bengkulu.

B. Object of the Study

The object of this study is the texts appearing in the background of the thesis of cumluade students in 2020 IAIN Bengkulu. Because the data cumluade students in 2020 IAIN Bengkulu are 10 thesis English education. So, the total number of reading texts taken in the background of the total background thesis is 10 texts background.

C. Research Instruments

The instrument is one of the important points that researchers use to find out students' scores or abilities. The researacher will be examine the background of the students' thesis in the thesis. To get the data, the researcher needed some instruments. They helped the researcher to work easier, systematic, effective, and intensive. To research data in this research, the reseacher used some methods and intrumens; they were interview, observation, and documentation. The instruments described as the follow:

1. Interview

Interview is the second technique used to collect the data in the research. Esterberg said interviewing is a meeting of two persons to exchange information and idea through question and responses, leading to communication and joint construction of meaning a few particular topic⁴⁷.

⁴⁷ Dja'an Satori dan Aan Komariah, *Methodologi penelitian kualittif*, P. 130.

And interview is that researchers can perform face-to-face interviews with a respondent, interview by telephone or participate in focus group interviews (interviews in certain groups) consisting of six to eight group students⁴⁸.

For the first, the researcher used this instrument to English lecture to find out whether or not there is problem with micro-level coherence at the campus. Moreover, interview conducted to collect the data regarding the cumluade students' difficulties in learning. According Esberg, there are many types of interview; those are structured interviews, semi-structured interviews and unstructured interviews.⁴⁹ In this research, the researcher used semi-structured interviews to collect the data because the implementation of semi-structured interviews has the aim of determining the problem more openly, where the interviewes are asked to express their opinions and ideas. In conducting this interview, the researcher can carefully write what the speakers say. And Researchers used semi-structured interviews with cumluade students on the background of the thesis. Interviews are used because to find out or know their perceptions or opinions as well as their experiences when writing a scientific paper, especially in the background of a problem, to find out how the process of writing the background of the problem, what difficulties they experience and the truth of the data. The researcher will interview one by one with cumluade English students who have graduated in 2020.

2. Observation

⁴⁸ Miles .M., & Huberman,A,M. *Qualitative data analysis: A Sourcebook of new Methods*.(Thousand Oaks, CA:Sage,1994 P.267

⁴⁹ Ibid P. 133

The first technique of observation is the collection of open and direct information by observing the background of the problem in the writing of cumluade students thesis in 2020 IAIN Bengkulu. The observation is an activity to get data using visuals. The researcher observed the writing of cumluade student's thesis will be analyzed and took samples in ten thesis cumluade students. This observation will be carried out in the IAIN Bengkulu library. The researchers pay attention or observe aspects of micro-level coherence that exist in the background of the problem in a thesis.

D. Data Collectique Technique

1. Recording

The second technique of collecting data was recording. From this method, the researcher collected more information of micro-level coherence made by cumluade students. Furthermore, it was able to describe the setting of the field about the time, place and date where the observation takes place.

2. Observation

According to Louis, the quality of observation as a serach process is that it offers an investigator the chance to collect 'live' data from present social situations. In this way, the ressearcher can look directly at what is happening in place instead of counting on second-hand accounts.⁵⁰ In this research, the researcher will use observation to get the data about the application of writing micro-level coherence aspects in the writing of

⁵⁰ Louis Cohen, et.al, *Research Method in Education Sixth Edition*, (USA: Routledge, 2007),

cumluade students' thesis in 2020 IAIN Bengkulu. The observationn used to observe the cumluade students' thesis. The researcher did some procedures to get deep information about cumluade students' thesis. The procesedures were as follows as: 1) the researcher came to the library Faculty of Tarbiyah and Tadris in IAIN Bengkulu; 2) the researcher sat and observed Thesis Background at Cumluade Students in Academic Year 2019/2020 IAIN Bengkulu; 3) the researcher used observation to describe the analysis.

3. Documentation

The researcher used documentation (The Thesis Background at Cumluade Students') for method during the interview and collecting the data. According to Arikunto, "documentation is a number of data that presents the verbal data such as correspondence, journal, memory, report, photos and others" written text that can be mutually responsible ". This is meant that documentation is in the form of written data or photos. This kind of documentation is used to know students' writing performance and competence and see real evidence such as photos that researchers take in collecting data. Meanwhile, for collecting the data to this research, the researcher had to make an appointment with the librarian at IAIN Bengkulu and had to ask them for permission to borrow the students' scientific paper, and then make the copies of the texts later on.

E. Source of the Data

According to Arikunto, states that "the data resource is the subject from which the data can be found⁵¹". It can be interpreted that the data used or discovered by researchers is called a data source. In this study, the researchers obtained data from the background of the problem of the thesis by the cumluade students in 2020 IAIN Bengkulu. In this study, the researcher wanted to know the application of many micro-level coherences used by the Cumluade students in the background of the problem.

F. Techniques of Analysis Data

The process of data analysis is very crucial in a research. Therefore, it is important for the researcher determine the most appropriate data analysis in this qualitative data. To analyze the data, the researcher will use interactive model of data analysis proposed by Miles and Huberman which consists of three main components. They are: (1) data reduction (2) data display and (3) drawing and verifying conclusion. The components above can be explaine as the following figure⁵²:

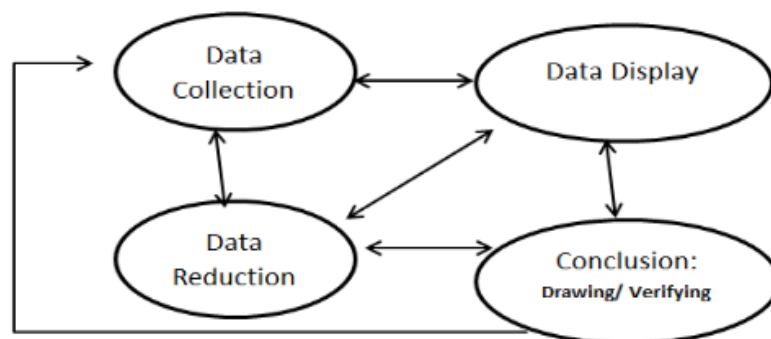


Figure 1:
Interactive Model Miles and Huberman

⁵¹Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.

⁵²Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174

The figure 1 above can be described as followings:

a. Data reduction

Data reduction occurs continually through out the analysis. It happens through editing, segmenting and sumarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through coceptualizing and explaining.

b. Data Display

Qualitative research on data presentation can be done in the form of tables, graphs, pie charts, pictograms and the like. By displaying the data, it was easier to understand what is happening, to plan further work bades on what has been understood. In this research, the researcher used narrative essay in displaying the data because it is the most common data display used in qualitative research.

c. Drawing and verifying conclusion

The third stages in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. Conclusions in qualitative research are new findings that have never before existed. The findings can be in the form of an image of an object that had not previously been seen so that after examinations it becomes clear. The conclusion drawing are often started from tentative conclusion which still needs to be completed. After getting the data, it is analyzed continuously

and verified about the validity. Using multiple methods to “triangulate” (i.e, confirm and deepen understanding by using multiple sources all that specialize in an equivalent process/event) within an equivalent case is described.

G. Trustworthiness of the data

In this research, the researcher used triangulation to see the validity of the data. Triangulation is multimode approach that conducted by the researcher in collecting the data in order to get better understanding of research phenomena.⁵³ It means that through triangulation researchers can combine multiple methods to obtain the truth of data or information in a phenomenon with a variety of different points of view and aim to reduce bias that occurs in collecting or analysing data. Denzin said that four types of triangulation that qualitative researchers can use to enhance the enhance objectivity, truth, and validity (dependability and credibility) of social research. They are *data triangulation* for correlating people, time, and space; *investigator triangulation* for correlating the findings from multiple researchers in a study ;*theory triangulation* for using and correlating multiple theoretical strategies; and *methodological triangulation* for correlating data from multiple data collection methods.⁵⁴ In this research, the researcher will use two triangulations, investigator triangulation and methodological triangulation.

1. Investigator Triangulation

⁵³ Mudjia Rahardjo, *Triangulasi dalam penelitian kualitatif*. Retrieved on December 20, 2019 from <http://mudjiahardjo.uin-malang.ac.id/materi-kuliah/270-triangulasi-dalam-penelitian-kualitatif.html>

⁵⁴ Patricia Fusch, et al., Denzin's Paradigm Shift: Refisiting Triangulation in Qualitative Research, *Journal of Social Change*, Vol.10 (1), 2018, p.22

It means the researcher will recheck the validity of data by her own or other researcher to exploring the phenomenon. Denzin stated this does not include coders, students/assistants, or data analysts. Rather the persons with the best skills should be closest to the data. The researcher will recheck the data with a researcher's friend. She is Siti Lailatul Hasanah. She is one of alumni of English education department in IAIN Bengkulu.

2. Methodological Triangulation

Methodological triangulation means conduct by comparing information/data in different ways. This research used interviews and documentation to get the correct information about the data that will be conducted at cumluate students in 2020 IAIN Bengkulu. In this the first steps, researchers used interviews to obtain data. However, if the data was still said to be inaccurate, the researcher used the observation and documentation to support the accuracy of the data.

H. Researcher Procedure

There are several stages in conducting this research, namely as follows:

1. Find data

In this study, the research used was the micro-level coherence used by students in their thesis. researchers copy the words used.

2. Transcribe

To see the micro-level coherence used in a thesis, to reach a good conclusion, here the researcher uses data triangulation to validate the data findings.

3. List transcript data

Furthermore, after the data transcript is listed based on the type of micro-level in a thesis. Therefore, it will make it easier for researchers to classify data.

4. Classification of data

The list of data the researcher will use to classify them according to the type of micro-level coherence. Then the type code will be displayed and concluded.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the research problem, this study analyzes the background in the thesis, here analyzes micro-level coherence in the thesis background at cumluade students in academic year 2019/2020 IAIN Bengkulu.

This study analyzes micro-level coherence made by students' English study program in Writing Background Thesis from Thornbury theory with a sample of Ten (10) thesis of cumluade students who completed the thesis in 2020.

The data showed that some students use micro-level coherence and low use micro-level coherence. Based on Thornbury theory Micro-Level Coherence has four types. The results are taken from the transcription of ten students who have been observed. The researcher will present data result of each cumluade students. For more details, we can see the exposure to the of the following research:

1. Student I (A.D.O)

The first after observed and interview, the researcher took data in his thesis by doing observation and transcript interview. The researcher takes the data and categorizes it into of micro-level coherence.

The researcher also gives code to the data to make it easy in analyzing the data. Because there are many kinds micro-level coherence which have

same. The researcher categorizes in a same code. The research gives code for each type of micro-level coherence. To the additive coherence, the researcher gives code (AC), (ADV.C) for additive coherence, (CC) for causal coherence, (TC) for temporal coherence. Based on Thornbury theory Micro-Level Coherence has four types, that will be presented in the table below. Types of speech function are additive coherence, adversative coherence, causal coherence, temporal coherence.

Table 4.1

The Use of Micro-Level Coherence of the Student 1

Aspect of micro level coherence	Amount of data
Additive	11
Adversative	5
Causal	9
Temporal	1
Total	26

In the table above, it can be seen that amount of sentences the speech communities function used by cumulative student 1. The researcher will describe of each micro-level coherence used by student I as follow:

a. Additive Coherence

The table above shows that there are 11 sentences out of 26 which are included in the additive coherence. The researcher here uses 2 examples of additive coherence which are often used in student 1 for example with code are (AC.SI.2) *“In English, there are four skills namely reading, speaking, writing and listening which students are asked to master. Students are also guided to enrich vocabulary and grammar that are good and right because this is a form of productive skills which includes writing and speaking”*.

b. Adversative Coherence

Based on the table above, there are 5 sentences from 26 which are included in adversative coherence. The researcher uses 2 example of adversative coherence because it has different data in student 1 for example with code are (ADV.C.S1.1) *“However, Indonesian students still do not master and apply English to their daily lives by following the rules in the language such as when they speak or write”*.

c. Causal Coherence

Based on the table above, there are 9 data from 26 data that express causal coherence. The researcher uses 2 word example of this causal coherence, which are often used in student 1 for example with code (CC.SI.2) *“Students are also guided to enrich vocabulary and grammar that are good*

and right because this is a form of productive skills which includes writing and speaking. Listening and reading involve receiving messages; therefore, they are referred to as receptive skills”.

d. Temporal Coherence

There are only 1 data from 26 data found that has temporal coherence. The example code is (TC.S1.1)” *Julia Wood said that communication is a systematic process in which individuals interact with and through symbols to create and interpret meaning. Accordingly, language learning help learners to express ideas and feelings, participate in society, and event find and use analytical and imaginative skills that exist within him”.*

2. Student 2 (O.A.R)

The second observed and interview, similar to the first students, the researcher took data in his thesis by doing observation and transcript interview. The researcher takes the data and categorizes it into of micro-level coherence.

The researcher also gives code to the data to make it easy in analyzing the data. Because there are many kinds micro-level coherence which have same. The researcher categorizes in a same code. The research gives code for each type of micro-level coherence. To the additive coherence, the researcher gives code (AC), (ADV.C) for additive coherence, (CC) for

causal coherence, (TC) for temporal coherence. Based on Thornbury theory Micro-Level Coherence has four types, that will be presented in the table below. Types of speech function are additive coherence, adversative coherence, causal coherence, temporal coherence.

Table 4. 2 The Use of Micro-Level Coherence of the Student 2

Aspect of micro level coherence	Amount of data
Additive	9
Adversative	2
Causal	7
Temporal	-
Total	18

In the table above, it can be seen that amount of sentences the speech communities function used by cumulative student 1. The researcher will describe of each micro-level coherence used by student I as follow:

a. Additive Coherence

The table above shows that there are 9 sentences out of 18 which are included in the additive coherence. The researcher here uses 3 examples of additive coherence, for example with code (AC. S2.4) “**Besides**, the teacher of

English can either facilitate or hinder learning. Automatically they often use speaking skills to explain their material ”.

b. Adversative Coherence

Based on the table above, there are 2 sentences from 18 which are included in adversative coherence. The researcher uses 2 example of adversative coherence with code (ADV.C.S1.1) ” ***In other words,*** speaking is an important skill as a tool for communication that must be one of the priorities in the process of learning and teaching English.

c. Causal Coherence

Based on the table above, there are 7 data from 18 data that express causal coherence. The researcher uses 3 example of this causal coherence, which are often used in student 1 with code example (CC.S2.6) ” It indicates that the cause of students hard to speak in English fluently and accurately ***because*** they were not ready for spontaneous communication. ***Therefore,*** they could not express themselves

d. Temporal Coherence

There is 0 data from 26 data found that has temporal coherence.

3. Student 3 (S.I)

The third students who has been observed and interview by the researcher is S.I. Similar to the each students, the researcher took data in his thesis by doing observation and transcript interview. The researcher takes the data and categorizes it into of micro-level coherence.

The researcher also gives code to the data to make it easy in analyzing the data. Because there are many kinds micro-level coherence which have same. The researcher categorizes in a same code. The research gives code for each type of micro-level coherence. To the additive coherence, the researcher gives code (AC), (ADV.C) for additive coherence, (CC) for causal coherence, (TC) for temporal coherence. Based on Thornbury theory Micro-Level Coherence has four types, that will be presented in the table below. Types of speech function are additive coherence, adversative coherence, causal coherence, temporal coherence.

**Table 4.3 The Use of Micro-Level Coherence of the
Student 3**

Aspect of micro level coherence	Amount of data
Additive	4
Adversative	0
Causal	1
Temporal	2

Total	7
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In the table above, it can be seen that amount of sentences the speech communities function used by cumluade student 3. The researcher will describe of each micro-level coherence used by student 3 as follow:

b. Additive Coherence

The table above shows that there are 4 sentences out of 7 which are included in the additive coherence. The researcher here uses 2 examples of additive coherence with code example (AC.S3.2) “*Computer Assisted Language Learning is an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.*”

b. Adversative Coherence

Based on the table above, there are 0 sentences from 7 which are included in adversative coherence.

c. Causal Coherence

Based on the table above, there are 1 data from 7 data that express causal coherence. In the code are (CC.S3.1)” **Therefore**, *there is a need for an in-depth research related to how the implementation of CALL in SMAN 2 Bengkulu City*”.

d. Temporal Coherence

Based on the table above, there are 2 data from 7 data that express temporal coherence. In the code example (TC.S3.1) “Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary”.

4. Student 4 (T.S.D)

The students who has been observed and interview by the researcher is T.S.D. Similar to the each students, the researcher took data in his thesis by doing observation and transcript interview. The researcher takes the data and categorizes it into of micro-level coherence.

The researcher also gives code to the data to make it easy in analyzing the data. Because there are many kinds micro-level coherence which have same. The researcher categorizes in a same code. The research gives code for each type of micro-level coherence. To the additive coherence, the researcher gives code (AC), (ADV.C) for additive coherence, (CC) for causal coherence, (TC) for temporal coherence. Based on Thornbury theory Micro-Level Coherence has four types, that will be presented in the table below. Types of speech function are additive coherence, adversative coherence, causal coherence, temporal coherence.

**Table 4.4 The Use of Micro-Level Coherence of the
Student 4**

Aspect of micro level coherence	Amount of data
Additive	5
Adversative	1
Causal	4
Temporal	4
Total	14

In the table above, it can be seen that amount of sentences the micro-level coherence used by cumluade student 4. The researcher will describe of each micro-level coherence used by student 4 as follow:

c. Additive Coherence

The table above shows that there are 5 sentences out of 14 which are included in the additive coherence. The researcher here uses 2 examples of additive coherence with code example (AC.S4.2) “**Furthermore,** a textbook plays an important role it supports the instructors in theteaching-learning process”.

b. Adversative Coherence

Based on the table above, there are 1 sentences from 14 which are included in adversative coherence. In the code is (ADV.C.S4.1)” **However,** the reality now is that

teacher still has some difficulties to find appropriate English for Specific Purpose (ESP) textbook for students”.

c. Causal Coherence

Based on the table above, there are 4 data from 14 data that express causal coherence. In the code example (CC.S4.2)” *Third, the teachers choose the wrong textbook or not analyze the content of the textbook, so they have some difficulties to convey the material”.*

d. Temporal Coherence

Based on the table above, there are 4 data from 14 data that express temporal coherence. The researcher here uses 2 examples of temporal coherence with code example (TC.S4.1)” ***First**, some textbook did not match to students’ needs. Sometimes the textbooks published by national publishers may not meet the teachers’ and students’ need. **Second**, the teacher did not analyze the students’ needs before teaching English for Specific Purpose (ESP). **Third**, the teachers choose the wrong textbook or not analyze the content of the textbook, so they have some difficulties to convey the material”.*

5. Student 5 (J.S)

The next students after observed and interview, the researcher took data in his thesis by doing observation and transcript interview. The researcher takes the data and categorizes it into of micro-level coherence.

The researcher also gives code to the data to make it easy in analyzing the data. Because there are many kinds micro-level coherence which have same. The researcher categorizes in a same code. The research gives code for each type of micro-level coherence. To the additive coherence, the researcher gives code (AC), (ADV.C) for additive coherence, (CC) for causal coherence, (TC) for temporal coherence. Based on Thornbury theory Micro-Level Coherence has four types, that will be presented in the table below. Types of speech function are additive coherence, adversative coherence, causal coherence, temporal coherence.

Table 4.5

The Use of Micro-Level Coherence of the Student 5

Aspect of micro level coherence	Amount of data
Additive	11
Adversative	3
Causal	4
Temporal	2

Total	20
-------	----

In the table above, it can be seen that amount of sentences the micro-level coherence used by cumluade student 5. The researcher will describe of each micro-level coherence used by student I as follow:

b. Additive Coherence

The table above shows that there are 11 sentences out of 20 which are included in the additive coherence. The researcher here uses 2 examples of additive coherence which are often used in student 1 with code example (AC.S5.1) “**It means** *that reading is needed in every subject. Readingalso has relationship with students’ achievement*”. and (AC.S5.2)”

b. Adversative Coherence

Based on the table above, there are 3 sentences from 20 which are included in adversative coherence. The researcher uses 2 example of adversative coherence because it has different data in student 1 with code example (ADV.C.S5.1)” **Even though,** *reading comes as the third skill in the recent*

curriculum of 2013, reading is considered as the most important skill.

c. Causal Coherence

Based on the table above, there are 4 data from 20 data that express causal coherence. The researcher uses 2 example of this causal coherence, which are often used in student 5 with code example (CC.S5.1)” **Therefore,** *the effect of choosing unsuitable textbook can cause students’ low achievement in reading comprehension **because** there is no suitability between the textbook and the students’ reading level”.*

d. Temporal Coherence

There are only 2 data from 20 data found that has temporal coherence. The example code example (TC.S5.1)” **The next** *factor that causes the students’ low achievement in reading is related to students’ reading habits”.*

6. Student 6 (D.P)

The next students after observed and interview, the researcher took data in his thesis by doing observation and transcript interview. The researcher takes the data and categorizes it into of micro-level coherence.

The researcher also gives code to the data to make it easy in analyzing the data. Because there are many kinds micro-level coherence which have same. The researcher categorizes in a same code. The research gives code for each type of micro-level coherence. To the additive coherence, the researcher gives code (AC), (ADV.C) for additive coherence, (CC) for causal coherence, (TC) for temporal coherence. Based on Thornbury theory Micro-Level Coherence has four types, that will be presented in the table below. Types of speech function are additive coherence, adversative coherence, causal coherence, temporal coherence.

Table 4.6

The Use of Micro-Level Coherence of the Student 6

Aspect of micro level coherence	Amount of data
Additive	4

Adversative	0
Causal	1
Temporal	1
Total	6

In the table above, it can be seen that amount of sentences the micro-level coherence used by cumluade student 6. The researcher will describe of each micro-level coherence used by student I as follow:

c. Additive Coherence

The table above shows that there are 4 sentences out of 6 which are included in the additive coherence. The researcher here uses 1 examples of additive coherence which are low used in student 6 with code is (AC.S6.1)” ***It means*** *that the student’ are lack of vocabulary and it has an effectfor their acieve, the studentsget low mark on their English exam”*.

b. Adversative Coherence

Based on the table above, There is 0 data from 6 data found that has temporal coherence.

c. Causal Coherence

Based on the table above, there are 1 data from 6 data that express causal coherence. The researcher used in

student 6 with code is (CC.S6.1)” *This teaching method makes students not actively participating in writing activities, so their ability to write is still low”.*

d. Temporal Coherence

Based on the table above, there are 1 data from 6 data that express temporal coherence. The researcher used in student 6 with code is (TC.S6.1)” *Based on these observations, the teacher teaches writing using the direct learning method, where the steps in explaining, the teacher explains the type of text, social function or social purpose of a text, generic structure of a text, mathematical lexicogram features of a text. **Then**, the final step teacher asks students to write the same text but different topics”.*

7. Student 7 (T.S)

The second students who has been observed and interview by the researcher is Tania Syafutri. Similar to other students, the researcher took data in his thesis by doing observation and transcript interview. The researcher takes the data and categorizes it into of micro-level coherence.

The researcher also gives code to the data to make it easy in analyzing the data. Because there are many kinds micro-level coherence which have same. The researcher categorizes in a same code. The research gives code for each type of micro-level coherence. To the additive coherence, the researcher gives code (AC), (ADV.C) for additive coherence, (CC) for

causal coherence, (TC) for temporal coherence. Based on Thornbury theory Micro-Level Coherence has four types, that will be presented in the table below. Types of speech function are additive coherence, adversative coherence, causal coherence, temporal coherence

Table 4.7

The Use of Micro-Level Coherence of the Student 2

Aspect of micro level coherence	Amount of data
Additive	5
Adversative	2
Causal	12
Temporal	1
Total	20

In the table above, it can be seen that amount of sentences the speech communities function used by cumulative student 1. The researcher will describe of each micro-level coherence used by student I as follow:

d. Additive Coherence

The table above shows that there are 5 sentences out of 20 which are included in the additive coherence. The researcher here uses 1 examples of additive coherence with

code are (AC. S7.4) *“The Interference which happens in morphology and syntax is called as grammatical interference”*

b. Adversative Coherence

Based on the table above, there are 2 sentences from 20 which are included in adversative coherence. The researcher uses 2 example of adversative coherence with example code(ADV.C.S7.2)” *“In phonological such as how the students pronounced correctly the words in English but many students just pronounced the word did not like native speaker, for the example when the student said “very” as “feri” instead of “very”, and then the student said “give” as “gif” instead of “give”.*

c. Causal Coherence

Based on the table above, there are 12 data from 20 data that express causal coherence. The researcher uses 2 example of this causal coherence, which are 1 often used and 1 low in student 1 with example code (CC.S7.3)” *“While in sociolinguistic refers to the interaction use mother tongue in communities that influence how people speak in second language. Therefore, students or the people difficult in mastering the second language”.*

d. Temporal Coherence

Based on the table above, There is 1 data from 20 data found that has temporal coherence. With code (TC.S7.1)” ***Then,*** *interference at the syntactic level is also divided into five categories: using the structure of the first language in the target language, using the structure of the first language in English phrases, literal translation in negation of verbal sentences, literal translation in negation of nominal sentences, and literal translation in nominal sentences of affirmative form”.*

8. Student 8 (O.J)

The eight students has been observed and interview by the researcher, similar to other students, the researcher took data in his thesis by doing observation and transcript interview. The researcher takes the data and categorizes it into of micro-level coherence.

The researcher also gives code to the data to make it easy in analyzing the data. Because there are many kinds micro-level coherence which have same. The researcher categorizes in a same code. The research gives code for each type of micro-level coherence. To the additive coherence, the researcher gives code (AC), (ADV.C) for additive coherence, (CC) for causal coherence, (TC) for temporal coherence. Based on Thornbury theory Micro-Level Coherence has four types, that will be presented in the table below. Types of speech function are additive coherence, adversative coherence, causal coherence, temporal coherence.

Table 4.8

The Use of Micro-Level Coherence of the Student 8

Aspect of micro level coherence	Amount of data
Additive	2
Adversative	2
Causal	3
Temporal	9
Total	16

In the table above, it can be seen that amount of sentences the speech communities function used by cumulative student 8. The researcher will describe of each micro-level coherence used by student 8 as follow:

a. Additive Coherence

The table above shows that there are 2 sentences out of 16 which are included in the additive coherence with example code (AC.S8.1) “***In addition***, Robert T. Bell, defines translation as the expression in another language (target language) of what has been expressed in another (source language) preserving semantic”.

b. Adversative Coherence

Based on the table above, there are 2 sentences from 16 which are included in adversative coherence. The researcher uses 2 example of adversative coherence with example code (ADV.C.S8.1)” **For example** : “*emotional blackmail*” is translated into Indonesia “*pemerasan emosional*”.

c. Causal Coherence

Based on the table above, there are 3 data from 16 data that express causal coherence. The researcher uses 2 example of this causal coherence, which are 1 often used and 1 low in student 1 with example code (CC.S8.2)” *An interview conducted with the students of english education 6A showed that translation is interesting subject. It is **because** they can translate using the technique and theories of translation to make the source language (SL) and the target languang (TL) equivalence and correctly*”.

d. Temporal Coherence

Based on the table above, There are 9 data from 16 data found that has temporal coherence. The researcher uses 2 example of this causal coherence, which are often used in student 8 with code (TC.S8.2)” **First**, *in communication occurs when students try to translate some sentence in English conversation process, but they do not really*

*understand about the topic being discussed. The communication is not going well. **Second**, cultural context, what happens in a cultural context is that students often cannot translate correctly because they do not know the language culture of the source language, sometimes the language culture of the target language is somewhat different from the target language so that translation becomes less precise. **Third**, grammatical system. When translating, students are still confused about the tenses of the topic they are going to translate, so that their translation is incorrect". (TC.S8.5)" It is because they can translate using the technique and theories of translation to make the source language (SL) and the target language (TL) equivalence and correctly. **Next**, the students in english education study program 6A also said that they know about the category shift but sometimes they know the word but do not know the class or rank those word"*

9. Student 9 (L.R.M)

The next student has been observed and interview, the researcher took data in his thesis by doing observation and transcript interview. The researcher takes the data and categorizes it into of micro-level coherence.

The researcher also gives code to the data to make it easy in analyzing the data. Because there are many kinds micro-level coherence which have same. The researcher categorizes in a same code. The research gives code

for each type of micro-level coherence. To the additive coherence, the researcher gives code (AC), (ADV.C) for additive coherence, (CC) for causal coherence, (TC) for temporal coherence. Based on Thornbury theory Micro-Level Coherence has four types, that will be presented in the table below. Types of speech function are additive coherence, adversative coherence, causal coherence, temporal coherence.

Table 4.9

The Use of Micro-Level Coherence of the Student 9

Aspect of micro level coherence	Amount of data
Additive	0
Adversative	3
Causal	1
Temporal	0
Total	4

In the table above, it can be seen that amount of sentences the micro-level coherence used by cumluade student 9. The researcher will describe of each micro-level coherence used by student 9 as follow:

a. Additive Coherence

Based on the table above, There is 0 data from 4 data found that has temporal coherence.

b. Adversative Coherence

Based on the table above, there are 3 sentences from 4 which are included in adversative coherence. With example code (ADV.C.S9.2)” **However**, in a situation whwre people are onligated to create a polite conversation, they were chosen certain strategies to have polite conversation in order to maintain the communication”.

c. Causal Coherence

Based on the table above, there are 1 data from 4 data that express causal coherence. The researcher used in student 9 with code is (CC.S9.1)” Communication through language cannot be sparated from the rules too. **As a consequence**, people have to follow the rules in using language”.

d. Temporal Coherence

There is 0 data from 4 data found that has temporal coherence.

10. Student 10 (R.A.S)

The students has been observed and interview by the researcher, here the researcher took data in his thesis by doing observation and transcript interview. The researcher takes the data and categorizes it into of micro-level coherence.

The researcher also gives code to the data to make it easy in analyzing the data. Because there are many kinds micro-level coherence which have same. The researcher categorizes in a same code. The research gives code for each type of micro-level coherence. To the additive coherence, the researcher gives code (AC), (ADV.C) for additive coherence, (CC) for causal coherence, (TC) for temporal coherence. Based on Thornbury theory Micro-Level Coherence has four types, that will be presented in the table below. Types of speech function are additive coherence, adversative coherence, causal coherence, temporal coherence.

Table 4.10

The Use of Micro-Level Coherence of the Student 10

Aspect of micro level coherence	Amount of data
Additive	2
Adversative	1
Causal	5
Temporal	0
Total	8

In the table above, it can be seen that amount of sentences the micro-level coherence used by cumluade student 10. The researcher will describe of each micro-level coherence used by student 10 as follow:

a. Additive Coherence

The table above shows that there are 2 sentences out of 8 which are included in the additive coherence with example code (AC.S10.1) “**Furthermore,** *Dalyono states that the factors that influence learning can be classified into two factors namely: internal factors and external factors*”.

b. Adversative Coherence

Based on the table above, there is 1 sentences from 8 which is included in adversative coherence. With code are (ADV.C.S9.2)” **But at least,** *the high achiever students are they who put an effort to apply what they have learned inside or outside of school in another fields, places, situations outside of school*”.

c. Causal Coherence

Based on the table above, there are 5 data from 8 data that express causal coherence. The researcher uses 2 example of this causal coherence, which are often used and in student 10 with example code (CC.S10.1) “*Julia Wood said that communication is a systematic process in which individuals interact with and through symbols to create and interpret meaning. **Accordingly,** language learning help learners to express ideas and feelings, participate in society,*

and event find and use analytical and imaginative skills that exist within him”

d. Temporal Coherence

There is 0 data from 8 data found that has temporal coherence or function not use in the thesis.

1. All of the application Micro-Level coherence Made by cumluade students in Writing Background of Thesis in Academic Year 2019-2020

To know the amount of data the micro level coherence of all thesis cumluade student, the researcher joins the total data of each the micro-level coherence from all students. After all data of all students are joined, the researcher amount of data the micro level coherence in the table below.

Table 4.11 The application of Micro-Level coherence Made by cumluade students in Writing Background of Thesis in Academic Year 2019-2020

NO	Amount of Micro-level coherence				Total
	ADD	ADV	CA	TE	
S1	11	5	9	1	26
S2	9	2	7	-	18
S3	4	-	1	3	8

S4	5	1	4	4	14
S5	11	3	4	2	20
S6	4	-	1	1	6
S7	5	2	12	1	20
S8	2	2	3	9	16
S9	-	3	1	-	4
S10	2	1	5	-	8
Total	53	19	47	21	140

Based on the table above, it can be concluded that total of micro-level coherence of all thesis msde by cumluade students in year 2019-2020 is 140 data which classify into four the micro-level coherence as follow:

a. Additive Coherence (AD.C)

As we can see in the table 4, the data aspect of micro-level coherence of all students which uses additive coherence is 53 data. This is the higher number of used by cumluade students in year 2019-2020 IAIN Bengkulu.

b. Adversative Coherence (ADV.C)

Different from the previous type of micro-level, the adversative has lowest number of data which express adversative coherence is 19 data.

c. Causal Coherence (CC)

The table and diagram above show that causal coherence is has the medium number of data. There are 47 data of 140 data.

d. Temporal Coherence (TC)

There is 21 data of 140 data which express micro-level coherence. This is the lowest number used by cumluade students in year 2019-2020 IAIN Bengkulu.

B. Discussion

In this part, the researcher will interpret the micro-level coherence from the data findings. That is the sentences or data which have been classified based on Thornbury theory. The researcher takes the data from the ten thesis of cumluade students who completed the thesis in 2020 which is each student has different amount of data they make. The student I has 26 totals of data, student 2 makes 18 data, the students 3 makes 8 data, the student 4 makes 14 data, the student 5 makes 20 data, the student 6 makes 6 data, the student 7 makes 20 data, the student 8 makes 16 data, the student 9 makes 4 data and the student 10 makes 8 data. The researcher

classifies the data from each thesis made by student. After classifying them, the researcher also will analyze the data from each student.

1. The application of Micro-Level coherence Made by cumluade students in Writing Background of Thesis in 2020

From the table above, it can seen that the thesis proposal written by students has used more than one type of word even though there are frequent repetitions, but in accordance with the context of the content of a sentence or paragraph. This shows that the level of student mastery of the use of coherence words in writing scientific papers in this case the proposal can be said to be quite good. However, a paragraph is said to be coherent, if there is coherence between the ideas put forward in one sentence with another. These sentences still have a reciprocal relationship, but they also do not discuss one main idea together. This means that there are sentences that deviate from the main idea or mind jumps that are confusing. The researcher identifies and classifies the data into several types of micro-level coherence. They are additive coherence, adversative coherence, causal coherence and temporal coherence. The mastery of the use of conjunctions in the writing of the proposal background section in the table above can be explained as follows:

1. Student 1

1. Additive Coherence (AC)

According to Thornbury in 2005, he stated this coherence is expressed by the ideas stated in the first sentence followed by or added by

the ideas in the next sentence. From the table 1, it can be concluded that there are 11 sentences out of 26 which are included in the additive coherence. The researcher uses 2 examples of additive coherence which are often used in student 1. The data are:

- a. (AC. SI.2) “In English, there are four skills namely reading, speaking, writing and listening which students are asked to master. Students are also guided to enrich vocabulary and grammar that are good and right because this is a form of productive skills which includes writing and speaking”.

The data belong to additive coherence because it expresses the sentences by the ideas in the first sentence followed by or added by the ideas in the next sentence. Makes student 1 uses the word “also” to explain student have four skills and next quaided vocabulary and grammar.

- b. (AC.S1.4)” It is called competence error when learners make errors because they lack knowledge of the rules of the target language. It means that students make errors since they need information of the rules of the target language”.

The data belong to additive coherence for reason same with the first example, but in here different uses the other word “it means” to explain students make errors since they need information of the rules of the target language.

2. Adversative Coherencce (ADV.C)

According to Thornbury in 2005, he stated the first sentence compared to that stated in the next sentence. Adversative coherence relationship which means conflict occurs when one word / sentence contradicts what is stated in another word / sentence. From the table 1, it can be concluded that there are 5 sentences out of 26 which are included in the additive coherence. The researcher uses 2 example of adversative coherence because it has different data. The data are:

- a. (ADV.C.S1.1)” **However,** Indonesian students still do not master and apply English to their daily lives by following the rules in the language such as when they speak or write”.

The data is adversative coherence because the word “however” is the first sentence compared to that stated in the next sentence.

- b. (ADV.C.S1.5)” **From the facts above,** the researcher is really interested to know the types and sources of grammatical error made by students in English writing.

The data belong to adversative coherence because it expresses the first sentence compared to that stated in the next sentence. With uses the word “From the facts above”.

3. Causal Coherence (CC)

According to Thornbury in 2005, he stated by the first sentence stating the cause, while the next sentence states the effect. The causal

coherence relationship can be interpreted as a causal relationship, where the sentence after it is the result of the previous sentence. The first sentence is the cause of the next sentence. The causal coherence relationship that marks the meaning of cause is found in the word in this case, because, as a result, therefore, because, not only that, because, therefore. From the table, it can be concluded that there are 9 sentences out of 26 which are included in the additive coherence. The researcher uses 2 example of adversative coherence because it has unique offer uses data. The data are:

- a. (CC.S1.2)” Students are also guided to enrich vocabulary and grammar that are good and right **because** this is a form of productive skills which includes writing and speaking. Listening and reading involve receiving messages; **therefore**, they are referred to as receptive skills”,
- b. (CC.S1.5)” **Because**, of the differences in grammar between Indonesian and English make students think that grammar lessons are challenging and boring.

Two sentences that include words that use the relationship therefore, and because the words used contain the meaning of cause and effect, the first sentence is the cause of the meaning in the second sentence. The occurrence of an event in the second sentence is the cause of the occurrence in the first sentence. Therefore as result and other word examples are also used in the next sentence which can be seen in the student proposal table above.

4. Temporal Coherence (TC)

According to Thornbury in 2005, he stated there is a connection with continuous time or the period of using the repetition of words that have been written. There are only 1 data from 26 data found that has temporal coherence. The data is:

- a. (TC.S1.1)” *Julia Wood said that communication is a systematic process in which individuals interact with and through symbols to create and interpret meaning. Accordingly, language learning help learners to express ideas and feelings, participate in society, and event find and use analytical and imaginative skills that exist within him”.*

The data belong to additive coherence because it expresses the sentences a connection with continuous time or the period of using the repetition of words that have been written. Makes student 1 uses the word “accordingly” to explain means first sentences that language learning help learners to express ideas and feeling.

2. Student 2

1. Additive Coherence (AC)

According to Thornbury in 2005, he stated this coherence is expressed by the ideas stated in the first sentence followed by or added by the ideas in the next sentence. From the table 1, it can be concluded that there are 9 sentences out of 18 which are included in the additive coherence. The researcher here uses 3 examples of additive coherence

- a. (AC. S2.4) “**Besides**, the teacher of English can either facilitate or hinder learning. Automatically they often use speaking skills to explain their material”.
- b. (AC.S2.5)” **Additionally**, Jamila state the psychological factor affecting spoken English, found some factors that hide students from speaking activity, lack of confidence (24%), lack of practice (16%), lack of vocabulary (14%), lack of shyness **and** lack of academic courses till this level (12%), lack of structure (10%).
- c. (AC.S2.6)” **Furthermore**, the researcher also asked the students who were not satisfied with their speaking, on what reason can make the student unsatisfied with their current speaking and make students get less effort to join oral performance”.

From the three data above can we see same means but different word. They are additive coherence because it expresses the sentences by the ideas stated in the first sentence followed by or added by the ideas in the next sentence. Makes student 2 uses the word “additionally” , “and”, “furthermore”.to explain first sentence followed by or added by the ideas in the next sentence.

2. Adversative Coherence (ADV.C)

According to Thornbury in 2005, he stated the first sentence compared to that stated in the next sentence. Adversative coherence relationship which means conflict occurs when one word / sentence contradicts what is stated in another word / sentence. From the table above, there are 2 sentences from 18

which are included in adversative coherence. The researcher uses 2 example of adversative coherence. The data are:

- a. (ADV.C.S1.1) ” **In other words,** *speaking is an important skill as a tool for communication that must be one of the priorities in the process of learning and teaching English.*
- b. (ADV.C.S2.2) ” *It was found that they still had problems to get good speaking achievement, some of the students were satisfied with their speaking achievement, **but** some of them were not”.*

The word “in other words” and “but” data in table above is one all of kinds word from adversative coherence to explain the first sentence compared to that stated in the next sentence.

3. Causal Coherence (CC)

According to Thornbury in 2005, he stated by the first sentence stating the cause, while the next sentence states the effect. Based on the table above, there are 7 data from 18 data that express causal coherence. The researcher uses 3 example of this causal coherence. The data are:

- a. (CC.S2.6) ” *It indicates that the cause of students hard to speak in English fluently and accurately **because** they were not ready for spontaneous communication. **Therefore,** they could not express themselves.*
- b. (CC.S2.2) ” **Therefore,** *English becomes important for students in communicating with foreigners”.*

c. (CC.S2.3)” **Therefore,** *the teachers of English should master English skills; they are listening, speaking, reading, and writing skills”.*

From the data we can see the are same word to use in the thesis student. The word “therefore”, “besause” often use by student because general word and the word explain the first sentence stating the cause, while the next sentence states the effect.

d. Temporal Coherence (TC)

According to Thornbury in 2005, he stated there is a connection with continuous time or the period of using the repetition of words that have been written. In the student 2 There is 0 data from 26 data found that has temporal coherence. Do not can be concluded that there are data of thesis student of student 2 because temporal coherence it is seldom in use.

3. Student 3

1. Additive Coherence (AC)

According to Thornbury in 2005, he stated this coherence is expressed by the ideas stated in the first sentence followed by or added by the ideas in the next sentence. The table above shows that there are 4 sentences out of 7 which are included in the additive coherence. The researcher here uses 2 examples of additive coherence. The data are:

- a. (AC.S3.2) “Computer Assisted Language Learning is an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.”
- b. (AC.S3.4) “Computer Assisted Language Learning is an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element”.

The data belong to additive coherence because it expresses the sentences a connection with continuous time or the period of using the repetition of words that have been written. The word “and” often use by studen because the word very general touse in the write to relateted two clausa.

2. Adversative Coherence (ADV.C)

According to Thornbury in 2005, he stated the first sentence compared to that stated in the next sentence. Adversative coherence relationship which means conflict occurs when one word / sentence contradicts what is stated in another word / sentence. Based on the table above, there are 0 sentences from 7 which are included in adversative coherence. Do not can be

concluded that there are data of thesis student of student 2 because temporal coherence it is seldom in use.

3. Causal Coherence (CC)

According to Thornbury in 2005, he stated by the first sentence stating the cause, while the next sentence states the effect. Based on the table above, there are 1 data from 7 data that express causal coherence. The data are:

- a. (CC.S3.1) "**Therefore,** *there is a need for an in-depth research related to how the implementation of CALL in SMAN 2 Bengkulu City*".

From the data we can see the word "therefore explain first sentence stating the cause, while the next sentence states the effect.

4. Temporal Coherence (TC)

According to Thornbury in 2005, he stated there is a connection with continuous time or the period of using the repetition of words that have been written. Based on the table above, there are 2 data from 7 data that express temporal coherence. The data are:

- a. (TC.S3.1) "**Currently,** *computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary*".

- b. (TC.S3.2) “**First**, CALL will increase educational costs and harm the equity of education. It will cause unfair educational conditions for those poor schools and students. **Second**, it is necessary that both teachers and learners should have basic technology knowledge before they apply.

From the data we can see the word “currently”, “first”, “second” is the word temporal coherence that have connection with continuous time or the period of using the repetition of words that have been written.

4. Student 4

1. Additive Coherence (AC)

According to Thornbury in 2005, he stated this coherence is expressed by the ideas stated in the first sentence followed by or added by the ideas in the next sentence. From the table. The table above shows that there are 5 sentences out of 7 which are included in the additive coherence. The researcher here uses 2 examples of additive coherence with code are

- a. (AC.S4.2) “**Furthermore**, a textbook plays an important role it supports the instructors in the teaching-learning process.”
- b. (AC.S4.4) “**Besides**, there are other aspects of difficulties in selecting the textbook”.

From the data we can see that the word “furthermore” is added by the ideas in the next sentence before first sentence. Same with data AC.S4.4 explain ideas as next sentences as conjunction of word.

2. Adversative Coherence (ADV.C)

According to Thornbury in 2005, he stated the word adversative coherence is the first sentence compared to that stated in the next sentence. Adversative coherence relationship which means conflict occurs when one word / sentence contradicts what is stated in another word / sentence. Based on the table above, there are 1 sentences from 14 which are included in adversative coherence.

- a. (ADV.C.S4.1)” ***However,*** *the reality now is that teacher still has some difficulties to find appropriate English for Specific Purpose (ESP) textbook for students”.*

From the data we can see the basic meaning of the adversative relation is contrary to expectation. The word “however” explain expectation before first explain.

3. Causal Coherence (CC)

According to Thornbury in 2005, he stated causal relation involves primarily reason result and purpose relations between the sentence. based on the table above, there are 4 data from 14 data that express causal coherence. The data are:

- a. (CC.S4.2)” *Third, the teachers choose the wrong textbook or not analyze the content of the textbook, so they have some difficulties to convey the material”.*
- b. (CC.S4.3)” *So, when the teacher wants to get the maximum result in the learning process, then the teacher must analyze or evaluate the textbook that suits to the learning objectives”.*

From the data CC.S4.2 and CC.S4.3 have same word but different sentence. The data explain cause and effect for first sentences to after sentences.

4. Temporal Coherence (TC)

According to Thornbury in 2005, he stated the word is temporal coherence if have the relation between two successive sentences. Based on the table above, there are 4 data from 14 data that express temporal coherence. The data are:

- a. (TC.S4.1)” *First, some textbook did not match to students’ needs. Sometimes the textbooks published by national publishers may not meet the teachers’ and students’ need. Second, the teacher did not analyze the students’ needs before teaching English for Specific Purpose (ESP). Third, the teachers choose the wrong textbook or not analyze the content of the textbook, so they have some difficulties to convey the material”.* (TC.S4.2)” *So, when the teacher wants to get the maximum result in the learning process, then the teacher must analyze or evaluate the textbook that suits to the learning objectives”.*

From the data we can see have four word temporal coherence to use the scientific paper thesis student to explain relatio between two successive sentences. Like word “first, second, third, then” make the reader understand about sentence scientific paper.

5. Student 5, 6,7

1. Additive Coherence (AC)

According to Thornbury in 2005, he stated this coherence is expressed by the ideas stated in the first sentence followed by or added by the ideas in the next sentence. The table shows there are 11 sentences out of 20 which are included in the additive coherence. The researcher here uses 2 examples of additive coherence which are often used in student 5, 6,7. The data are:

- a. (AC.S5.1) “**It means** that reading is needed in every subject. Readingalso has relationship with students’ achievement”. and
- b. (AC.S5.2)” **Furthermore,** based on the result of Programfor International.StudentAssessment study in 2018, it shows that the rank of Indonesian students’ reading quality was at rank 74 from 79 countries with the score 371”.

For the student 6 the data are:

- a. (AC.S6.1)” **It means** that the student’ are lack of vocabulary and it has an effectfor their acieve, the studentsget low mark on their English exam”.

For the data student 7 are:

- a. (AC. S7.4) “The Interference which happens in morphology **and** syntax is called as grammatical interference”.

From all the data we can conclude the student use the word like the data to explain the ideas stated in the first sentence followed by or added by the ideas in the next sentence. From the 7 we can see the word ‘and’ explain two clausa about interference to syntax, same the data 5, 6.

2. Adversative Coherence (ADV.C)

According to Thornbury in 2005, he stated this coherence is expressed by the ideas stated in the first sentence followed by or added by the ideas in the next sentence. Based on the table above, there are 3 sentences from 20 which are included in adversative coherence. The researcher uses 2 example of adversative coherence because it has different data. The data are:

- a. (ADV.C.S5.1)” **Even though**, reading comes as the third skill in the recent curriculum of 2013, reading is considered as the most important skill.
- b. (ADV.C.S5.2)” **However**, some issues related to Indonesian students’ reading happen”.
- c. (ADV.C.S5.3)” **In fact**, many students, especially students of the Senior High School facedreading problem”.

From the data 6 are:

The 6 student not use adversative coherence.

From the data 7 are:

- a. (ADV.C.S7.2)” In phonological such as how the students pronounced correctly the words in English **but** many students just pronounced the word did not like native speaker, for the example when the student said “very” as “feri” instead of “very”, and then the student said “give” as “gif” instead of “give”.
- b. (ADV.CS7.1)” **The other hand,** when the researcher asked about how to say “Dia (perempuan) tidak menyukai seafood”.

From all the data 5,6,7 we can see they are use micro level coherence is adversative to continue the sentences like word however, in fact, but, the other hand. The senteces use to explain basic meaning of the adversative relation is contrary to expectation.

3. Causal Coherence (CC)

According to Thornbury in 2005, he stated causal relation involves primarily reason result and purpose relations between the sentence. Based on the table above, there are 4 data from 20 data that express causal coherence. The researcher uses 2 example of this causal coherence, which are often used in student 5. The data are:

- a. (CC.S5.1)” **Therefore,** the effect of choosing unsuitable textbook can cause students’ low achievement in reading comprehension **because**

there is no suitability between the textbook and the students' reading level".

- b. (CC.S5.2)" It happend **because** they are not became reading in their habbit it relevance with their interest. The other side they lacked of reading skill so they still difficulty to get main idea of the text. **Therefore**, the students' confuse with a some word in reading text".

From the data 6 are:

- a. (CC.S6.1)" This teaching method makes students not actively participating in writing activities, **so** their ability to write is still low".

From the data 7 are:

- a. (CC.S7.3)" While in sociolinguistic refers to the interaction use mother tongue in communities that influence how people speak in second language. **Therefore**, students or the people difficult in mastering the second language".
- b. (CC.S7.9)" **The result** of this thesis is the researcher of this research found environmental factors such as uneducated parents, rural area, outside college peer group, neighbors, watching TV.

From all the data 5,6,7 can conluade they are use good causal coherence with the word "therefore'because,the result" the data explain relation involves primarily reason result and purpose relations between the sentence.

4. Temporal Coherence (TC)

According to Thornbury in 2005, he stated there is a connection with continuous time or the period of using the repetition of words that have been written. There are only 1 data from 26 data found that has temporal coherence. There are only 2 data from 20 data found that has temporal coherence. The data are:

- a. (TC.S5.1)” **The next** factor that causes the students’ low achievement in reading is related to students’ reading habits”.
- b. (TC.S5.2)” They said that they would not understand the text even though they read it. **Then,** there were only several students who comprehend text”.

From the student 6 are:

- a. (TC.S6.1)” Based on these observations, the teacher teaches writing using the direct learning method, where the steps in explaining, the teacher explains the type of text, social function or social purpose of a text, generic structure of a text, mathematical lexicogram features of a text. **Then,** the final step teacher asks students to write the same text but different topics”.

From the student 7 are:

- a. (TC.S7.1)” **Then,** interference at the syntactic level is also divided into five categories: using the structure of the first language in the target language, using the structure of the first language in English phrases, literal translation in negation of verbal sentences, literal translation in negation of nominal sentences, and literal translation in nominal sentences of affirmative form”.

From all the data we can see the student use temporal coherence one of aspect micro-level coherence. Similar with the each student, they are use word “the next” and the word”then“ have three in from all the data. The word explain thr relation between two successive sentences.

6. Student 8,9,10

1. Additive Coherence (AC)

According to Thornbury in 2005, he stated this coherence is expressed by the ideas stated in the first sentence followed by or added by the ideas in the next sentence. The table above shows that there are 2 sentences out of 16 which are included in the additive coherence. The data are:

- a. (AC.S8.1) “**In addition**, Robert T. Bell, defines translation as the expression in another language (target language) of what has been expressed in another (source language) preserving semantic”.
- b. (AC.S8.2) “The researcher will find out some shifts in translating process **and** also the influence on transferring meaning from source language into the target language”.

From the student 9 are:

In the student 9 they are not use additive coherence in the thesis.

From the student 10 are:

- a. (AC.S10.1) “**Furthermore**, Dalyono states that the factors that influence learning can be classified into two factors namely: internal factors and external factors”.

- b. (AC.S10.2)” **As well as**, the high achiever students are not always they are who actively in the classroom interaction, getting good mark in the school and get achievement”.

From all the data we can see thge student use additive in the thesis, but from the student 9 they are not use additive coherence in their thesis. The data 8 and 10 the are use word” as well as, furthermore,and in addition. To make sentences have conjuction.

2. Adversative Coherence (ADV.C)

According to Thornbury in 2005, he stated the word adversative coherence is the first sentence compared to that stated in the next sentence. Adversative coherence relationship which means conflict occurs when one word / sentence contradicts what is stated in another word / sentence. Based on the table above, there are 2 sentences from 16 which are included in adversative coherence. The researcher uses 2 example of adversative coherence. The data are:

- a. (ADV.C.S8.1)” **For example** : “*emotional blackmail*” is translated into Indonesia “*pemerasan emosional*”.

The data from the student 9 are:

- a. (ADV.C.S9.2)” **However**, in a situation whwre people are onligated to create a polite conversation, they were chosen certain strategies to have polite conversation in order to maintain the communication”.
- b. (ADV.C.S9.3)” **On the other hand**, other student was utter anything without considering any language rules”.

- c. (ADV.C.S9.4) **The fact,** in the school found that the students are not experienced the debate activities and they neither use politeness strategies”.

The data from the student 10 is:

- a. (ADV.C.S9.2)” **But at least,** the high achiever students are they who put an effort to apply what they have learned inside or outside of school in another fields, places, situations outside of school”.

From all the data we can see the student use adversative coherence in their thesis, make the sentence have conjunction sentence by sentence and make good scientific paper for all word in the thesis.

3.Causal Coherence (CC)

According to Thornbury in 2005, he stated causal relation involves primarily reason result and purpose relations between the sentence. Based on the table above, there are 3 data from 16 data that express causal coherence. The researcher uses 2 example of this causal coherence, which are 1 often used and 1 low. The data are:

- a. (CC.S8.2)” An interview conducted with the students of english education 6A showed that translation is interesting subject. It is **because** they can translate using the technique and theories of translation to make the source language (SL) and the target language (TL) equivalence and correctly”.
- b. (CC.S8.3)” **Therefore,** the researcher is interested to analyze category shift on short story translation from English into

Indonesian that has different structure and form between source language (SL) and target language”.

From the student 9 is:

- a. (CC.S9.1)” Communication through language cannot be sparated from the rules too. As a consequence, people have to follow the rules in using language”.

Ftom the student 10 are:

- a. (CC.S10.1) “Julia Wood said that communication is a systematic process in which individuals interact with and through symbols to create and interpret meaning. Accordingly, language learning help learners to express ideas and feelings, participate in society, and event find and use analytical and imaginative skills that exist within him”.
- b. (CC.S10.3)”Internal factors include: health, intelligence and talents, interests, and motivation, ways of learning, while external factors include: family, school, community, and the surrounding environment. So, teachers who master subject matter well, use appropriate learning methods and media are able to manage class well”.

From all the data above, we can see the student use causal coherence in thei thesis from the student 8,9,10 they are make good causal coherence by word “so,accordingly, because, therefore” that

make sentence have conjunction in the thesis and make the scientific paper good.

4.Temporal Coherence (T.C)

According to Thornbury in 2005, he stated temporal coherence is function to signal the sequence of events and time,then,next and another. Based on the table above, There are 9 data from 16 data found that has temporal coherence. The researcher uses 2 example of this causal coherence, which are often used in student 8 the data are

- a. (TC.S8.2)” **First**, in communication occurs when students try to translate some sentence in English conversation process, but they do not really understand about the topic being discussed. The communication is not going well. **Second**, cultural context, what happens in a cultural context is that students often cannot translate correctly because they do not know the language culture of the source language, sometimes the language culture of the target language is somewhat different from the target language so that translation becomes less precise. **Third**, grammatical system. When translating, students are still confused about the tenses of the topic they are going to translate, so that their translation is incorrect”.
- b. (TC.S8.5)” It is because they can translate using the technique and theories of translation to make the source language (SL) and the target languang (TL) equivalence and correctly. **Next**, the students in english education study program 6A also said that they know about the category

shift but sometimes they know the word but do not know the class or rank those word”

From the student 9 and student 10 they are not use temporal coherence in their thesis. But in the student 8 they are use temporal coherence with the word “ first, second,third,next” we can conclude they are use the word to explain signal the sequence of events and time in their thesis scientific paper.

2. The Types of Micro-Level Coherence High and Low Dominantly used in the Background of the problem in the Cumluade Student’s Thesis.

The following table shows several types of micro-level coherence low dominantly used in the background of the problem in the cumluade student’s thesis 2020 IAIN Bengkulu.

Table 4.12
The Type Of Micro-Level Coherence High and lows Made By Cumluade Students

NO	Type of Micro-Level Coherence			
	ADD	ADV	CA	TE
S1	11	5	9	1
S2	9	2	7	-

S3	4	-	1	3
S4	5	1	4	4
S5	11	3	4	2
S6	4	-	1	1
S7	5	2	12	1
S8	2	2	3	9
S9	-	3	1	-
S10	2	1	5	-
T	53	19	47	20

From the table above, we can see there were one hundred forty (140) used micro level coherence. From this problem, four types of micro-level coherence uses in thesis background at cumluade students in 2020 IAIN Bengkulu found, namely Additive, Adversative, Causal, Temporal. But, from four types of micro-level coherence there are three type low used by students found because not up to 50%, namely adversative, causal, and temporal.

Found there were 19 adversative type low uses micro-level coherence made by students , there 47 causal type medium uses micro-level coherence made by students and 21 temporal. causal type low uses micro-level coherence made by students. Meanwhile, there is one type

micro-level coherence used which is up to 50% found, namely additive. Therefore, this study made a mistake caused by a background thesis not use micro-level coherence in the use of mother tongue and not use in the selection of inappropriate words. For more clearly we can see in the following diagram:

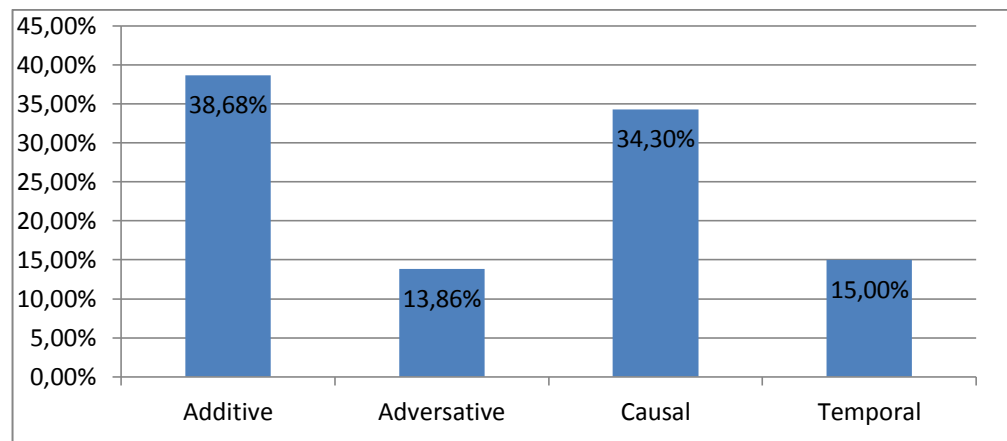


Chart 2 Precentages Of Micro-Level Coherence lows Made By Cumluade Students in Writing Background Thesis.

Finally, from the diagram above it turns out that students used micro-level coherence in the additive type, adversative type, causal type and temporal type. So, from the diagram it can be concluded that it is low micro-level coherence made by cumluade student are adversative (13.86%) and temporal (15.00%). High micro-level coherence made by sumluade students is additive (38.68%) and medium micro-level coherence made by cumluade students is causal.

3. Causes of The low use Micro-Level coherence

From the thesis background data analysis of cumluade students found three types of low used micro-level coherences, namely adversative, and temporal, found 19 types of adversative, and 21 types of temporal.

The cause of low or not uses micro-level coherence according to Touchie, especially there are two main sources of not uses micro-level in paragraph and sentences in second language learning. The first source is interference from the original language while the second source can be associated with developmental factors.⁵⁵ The choice of the word micro-level coherence is low because it is influenced by the first language because in translating Indonesia into English it is not translating sentence of sentence but translating them with all sentences if not then the results of the meanings are different.

C. Interview

1. Result

Here was the data of interview activity, which was taken from cumluade students of IAIN Bengkulu in academic year 2019-2020. The interview activity aims to find the sources used in writing the thesis on the background of the problem. The author takes all cumluade students in 2019-2020 as respondents to interview activities. Researchers conducted semi-structured interviews. Interviews were also recorded and transcribed to facilitate analysis of results. The students' questions and answers obtained in the interview are summarized in the table below:

Table 4.8 The Summary of Interview Results

No.	Questions	Answers
1.	How was the research background writing	<ul style="list-style-type: none"> • All students said they found it difficult to write the background of the problem

⁵⁵ Hanna y. Touchie, *Second Language Learning Errors Their types, causes And Treatment*, (JALT Journal, vol. 1 1986), P.77

	process?	because they had to convey an idea that should be easily understood by readers.
2.	Do you use an inverted pyramid structure when writing background problems?	<ul style="list-style-type: none"> All students said they use an inverted pyramid structure when writing background problems.
3	What are your difficulties when writing the background of the study?	<ul style="list-style-type: none"> All students said they have difficulties in writing the background of the study. Eight students said the difficulties in the limited make sentence coherent, because they must use the correct grammar, use the correct conjunctions so that a paragraph is connected and easy for the reader to understand. Two students said it was difficult to compose of the English sentences, even though they have the ideas.
4	What are the factors that influence the difficulty occurring?	<ul style="list-style-type: none"> All students said they are influenced by the first language which always carries over when writing a sentence or paragraph
5	How do you overcome these obstacles?	<ul style="list-style-type: none"> Seven students said they did repetition of what they wrote, so they could find out what was wrong or what was not right. Three students said they discussed with their friends to correct each other.

(Continued)

No.	Questions	Answers

6	Whether the harmony between text and paragraphs is in scientific work?	<ul style="list-style-type: none"> • All students said in text and paragraphs must be in harmony, because if they are not in line, a sentence and a paragraph will not coherence
7	Do you know about micro-level coherence?	<ul style="list-style-type: none"> • Seven students said yes • Three students said know very little.
8.	What do you think is the understanding of using micro-level coherence in the background of the study?	<ul style="list-style-type: none"> • Five students said micro level coherence is the way text makes sens to readers and writer through the relevant accessibily of its configuration of concept and idea. • Two students said micro-level coherence is a series of words, phrases and clauses. • Three students said micro-level coherence is a conjunction that has several types of parts, usually used in sentences and paragraphs.

(Continued)

No.	Questions	Answers
9	Which micro-level aspects used when writing background problems?	<ul style="list-style-type: none"> • six students said like and, also, for example, next, after that, it means. • Three students said like and, so, on the other hand, the first, the second. • One students said like therefore, in addition, moreover and also.
10	How do you make sentences and paragraphs coherent?	<ul style="list-style-type: none"> • All students said using the correct grammar, paying attention to the conjunctions as at the beginning of paragraphs by paragraphs and sentence by sentences to make a good writing.

The results of the interviews showed that some students already understood the importance of using micro-level coherence and some students still did not really understand the use of micro-level coherence in writing. Actually, an understanding of micro-level coherence has been studied by English students in advanced writing courses.

In questions number 1 and two, it can be seen that students say they have difficulty when starting to write because they have to think of the right ideas and in number 2 students say they use a pyramid structure to make solid sentences. Furthermore, question number 4 even though they have used the pyramid structure, they still have difficulty writing the background of the problem because of the limited make sentence coherent, because they must use the correct grammar, use the correct conjunctions

so that a paragraph is connected and easy for the reader to understand and to compose of the English sentences, even though they have the ideas.

Questions number 4 and five regarding what factors influence this difficulty and how you can overcome it, they also answer it because the influence of mother tongue is not easy to remove and also according to them how to overcome it by re-reading what they have written and discussing with friends to check and be corrected. Furthermore, numbers 7,8, 9, and 10 there, it seems that some of them already understand a little more about micro-level coherence in writing. By using the triangulation method, the researcher found the same research results as the students' writing on the thesis which said that the source of students' errors was caused by the development and interlinguality of the mother tongue.

D. Discussion

The use of conjunctions in a sentence aims to determine the coherence or level of the author's coherence. As described in the theoretical study that a paragraph is called effective if there is unity as seen from the idea of the whole paragraph, coherence which links ideas between sentences or paragraphs, and development that can explain and describe controlling ideas. Unity (unity) means that all sentences in a paragraph can support the main idea. This shows the topic sentence (topic sentence), supporting sentences (supporting sentences), and the closing sentence (concluding sentence) continued, so that the reader can easily know the purpose of the paragraph.

In order for paragraphs to be intact, writing a topic sentence is needed when starting a paragraph. This does not mean that the topic sentence must always be at the beginning of the paragraph, although in academic writing the topic sentence is always at the beginning of the paragraph. The most important thing is that the main idea or purpose stated in the topic sentence can develop in the following sentences. An effective paragraph not only has integrity, but also develops, that is, it does not confuse the reader and guides the reader to follow the author's ideas or flow. There are three ways to develop paragraphs (1) developing paragraphs by providing details (providing the right level of supporting level), (2) choosing the right example (choosing the right kind of evidence) and (3) choosing the right paragraph development pattern (choosing the right pattern of development for your purpose). The term coherence implies cohesiveness or relationship. Coherence means to stick together. This shows that there is a chain of ideas that are linked, so that the ideas that arise can be continued. The strings of ideas are arranged in a clear and logical order. Ideas expressed in a logical order can show clarity in the context of a paragraph. Emilia stated, "coherence refers to the way a group of clauses or sentences relate to the context."⁵⁶

It can be concluded that by understanding sentences that are in accordance with the context, readers can interpret the message conveyed by the author. The findings and research analysis showed that students used conjunctions or micro level coherence with a different type and still

⁵⁶ Emilia, E. (2014). *Introducing functional grammar*. Bandung: PT. Dunia Pustaka Jaya

general. It can be seen that the use of conjunctions is still in the form of common words, but students already understand the importance of using words that can connect one sentence to another. Authors or students also have the opinion that the use of conjunctions can provide an understanding of the content or context of a sentence for the reader. As it is known that the use of conjunctions in a sentence is necessary to know the meaning of the sentence clearly. The use of conjunctions has a different understanding from one another. As in one of the thesis proposals, the use of the word such as indicates a meaning other than that, so the word that follows it is a different word from the previous word.

This explains that there is a need for an appropriate conjunction in a sentence which aims that a sentence requires cohesion, so that it can be understood by the reader. The number of conjunctions that indicate the relationship of additive meanings used in the ten thesis proposals, namely 53 words, namely such as, for example, it means, also, and, in addition, in this case, moreover, thus, furthermore, as well as, and besides the word and is used nine times, the word also is used seven times, the word besides is used twice, in addition is used five times, for example three times, moreover six times, it means eight times, furthermore nine times, as a result once, as well as once, thus once, in this case once. Of the ten proposals, only one proposal (S9) did not use an additive connector. All bridges which have additive meaning in S1, S2, S3 S4, S5, S6, S7, S8 S9 and S10 are used appropriately. The total number of conjunctions used in the ten thesis proposals is fifty-three words. From the quotations contained in the

ten student thesis proposals, it is explained that students already understand the use of words that are included in the additive meaning relationship. Then for the number of adversative markers or connectors contained in the ten thesis proposals are five types of words. The adversative connector is however which is used five times and P6, there is no adversative conjunction, Absolute once, But three times, The other hand five times. In fact once.

All adversative connectors that are used are appropriate for their function. So, the total conjunctions used are nineteen. Only on S6 does not use the adversative link in the background section. Meanwhile, the number of types of causal conjunctions found in the ten thesis proposals were analyzed as many as nine types of words, namely therefore, in this case, as a result, not only that, accordingly, so, thus and because. The word therefore is used fifteen times in all of S1, S3, S4, S5, S6, S7, S8, S9, S10. The word because is used thirteen times. the word as a result is used four times, in this case once, the word not only that is once, accordingly said once, thus said twice, so said seven times, said as a consequence once. So, the total number of causal conjunctions used is forty-seven words.

Meanwhile, there are nine types of temporal conjunction words, namely then, first, second, third, last, after that, meanwhile, the next, currently .. The word then is used four times out of a total of ten student proposals. The word first is used three times, the word second is used four times, the word third is used three times, the word after that is used once, the word last is used once, the meanwhile word is used once, the next

word is used once, the word currently one time. Only S2 and S9 do not use the adversative connector in the background section. The total number of words that indicate a temporal meaning relationship is nine words with a total of eighteen uses and has been used correctly in sentences.

The description above is in accordance with the statement that in order to combine sentences in a paragraph into a coherent paragraph, connective devices are needed such as pronouns, repetitive structures, contrast, transitional markers, and coherence between paragraphs⁵⁷. This statement or theory from Crimmon can be related to the description of the research findings that a coherent paragraph can be easily understood because in the paragraph there are sentences that are logically written in sequence, so that a continuity between sentences is created. The sentences written in the paragraph must be able to describe the purpose of the main idea of the paragraph. If you have shown cohesiveness between sentences in paragraphs and between paragraphs in text, then readers will easily understand the author's goals. Readers will understand the goals the writer wants to convey and the author's way of thinking which is shown in the sentence development pattern on the topic being discussed⁵⁸.

The theoretical statement above explains that the sentence the reader understands, is a sentence that has coherence between paragraphs. It is clear that a good sentence must have a degree of coherence. Regarding coherence or coherence in sentences, it is explained that cohesion and

⁵⁷ McCrimmon, J. M. (1984). *Writing with a purpose* Boston: Houghton Mifflin Company.

⁵⁸ Harmer, J. (2000). *How to teach writing*. Essex: Pearson Education Limited.

coherence are very important in writing in a discourse.⁵⁹ Then in other research journals the writing is said to be coherent if the contents of a writing can be understood by the reader or it can be said that the content of the writing is coherent if it reflects the purpose of the writing⁶⁰. By analyzing sentence relationships in micro-level coherence, it can be said that the text is coherent, so that it can be seen that there are additive, adversative, causal and temporal relationships in the background text of the student thesis proposal. The relationship of these types of words can create cohesion in a sentence.

The results of previous research (Suwandi, 2016; Fitriati & Yonata, 2017) and non-academic texts show different results from the findings of this study. The results of this study indicate that there are not many types of conjunctions used by students, but students are already able to use them in sentences, meaning that in this study students understand the use of conjunctions of different types, as evidenced by the ten proposals analyzed using additive, adversative, connective words. causal, and temporal while the news texts are mostly coordinative.

In the Academic Writing course, the final project that students must do is to write a scientific paper in the form of a thesis proposal, so that knowing the results of this research can be used as evaluation material to develop Academic Writing teaching materials and techniques. Thus

⁵⁹ Prayuda. (2016). The Cohesion and coherence of the editorials in the Jakarta Post. *Jurnal ADJES Ahmad Dahlan Journal of English Studies*. 3 (2), hal. 30-40

⁶⁰ Carascalo, O. U. & Hasanah, R. (2015). An analysis of abstract using micro level coherence and micro level coherence. 4th ELTTLT International Conference Proceeding

students must have the ability to make scientific papers in the form of proposals and theses as the purpose of lectures by paying attention to the cohesion and coherence of writing methods. And by using the triangulation method, the researcher found the same research results as the students' writing on the thesis which said that the source of students' errors was caused by the development and of the mother tongue.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this chapter, the researcher would like to conclude the result of this research based on data analysis explained in chapter four. There are three problems that writer stated; those were to know is the application of writing micro-level coherence aspects in the writing of cumluade students' thesis, what are types of micro-level coherence high and low dominantly used in the background of the problem in the cumluade student's thesis, and what are the causes of the low used micro-level coherences in the background of the problem in the cumluade student's thesis. Regarding with the objectives of the research, the researcher would like to present the conclusion of this research as follow:

1. The application of Micro-Level coherence Made by cumluade students in Writing Background of Thesis in 2020

Based on data analysis in chapter four, it can be conclude that application of writing micro-level coherence aspects in the writing of cumluade students' thesis in year 2019/2020; Based on the findings and theories on the use of conjunctions or micro-level coherence in a paper in the form of a thesis proposal, students are able to use conjunctions according to their function. It can be said that students understand the importance of using conjunctions as a condition for coherence of a sentence. This condition is proven by the use of conjunctions, even though the words are repeated and still common, students already understand the importance of using words that can connect one sentence to another.

Students also have the opinion that the use of conjunctions can provide an understanding of the content or context of a sentence for the reader.

2. The Types of Micro-Level Coherence High and Low Dominantly used in the Background of the problem in the Cumluade Student's Thesis.

The researcher conduct types of micro-level coherence high and low dominantly used in the background of the problem in the cumluade student's thesis; students used micro-level coherence in the additive type, adversative type, causal type and temporal type. So, that it is low micro-level coherence made by cumluade student are adversative consist of 19 used or (13.86%) and temporal consist of 21 or (15.00%). High micro-level coherence made by cumluade students is additive consist of 53 or (38.68%) and average micro-level coherence made by cumluade students is causal consist of 47 or (34.30%).

3. Causes of The low use Micro-Level coherence

The researcher conducts interview to answer this statement. By using interview, the researcher gets data the the causes of the low used micro-level coherences in the background of the problem in the cumluade student's thesis;. The first source is interference from the original language while the second source can be associated with developmental factors. The choice of the word micro-level coherennce is low because it is influenced by the first language because in translating Indonesia into English it is not translating sentence of sentence but translating them with all sentences if not then the results of the meanings are different.

Based on the result from interview, observation, and documentation, it can be conclude that the teaching system used by English lecturers in IAIN Bengkulu used a inductive approach. The students can develop higher-order and creative thinking skills through observation, comparing, and finding patterns.

B. Suggestions

The researcher wants to propose some suggestions, Hopefully these suggestions are expected to provide new ideas for a better teaching and learning process, especially in writing skills in the Bengkulu Language Islamic Studies program at Bengkulu Islamic Institute. The first suggestions is for English teachers who are the subjects of this study and teachers who are competent to find to right way to minimize student low used micro-level coherence in order to improve the quality of teaching and learning English. Other suggestions that the authors offer are as follows:

e. For the Lectures

Student lows have important meanings for teachers and designers of syllabi. They help the instructor identify problem areas from student writing. The researcher suggested that all teachers use the most appropriate technique in teaching writing. Because they are prepered to become English teachers, they must have good competence in all language skills to become good English teachers. It is hoped that they will not make the same mistakes in the future.

f. For the students

The students should learn writing seriously especially for micro-level coherence. Because they must learn English by reading more ingredients to improve their English conjunction abilities.

g. For the next Researchers

- i. The researchers hope that from the results of this study other researchers could further develop it.
- ii. the researcher hoped that other researchers can find the solution in overcoming this problem.

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LIST OF INSTRUMENT

1. 1 Observation

Aspect	Sub-aspect	Component	Indicators
Types of analysis	Researcher and student scientific paper	<ul style="list-style-type: none">• Additive	Write the right conjunctions between sentences in the learning writing process.
		<ul style="list-style-type: none">• Adversative	Write the beginning of a sentence with words that connect.
		<ul style="list-style-type: none">• Causal	Create relevant sentences.
		<ul style="list-style-type: none">• Temporal	Write the sequence at the beginning of a sentence correctly.

1. 2 Interview

Aspect	Sub-aspect	Component	Indicators	Question number
Student write micro-level coherence on background of thesis.	The micro-level coherence made by cumluade students	Student use micro-level coherence on background of thesis .	<p>-To get more information about micro-level coherence at cumluade students IAIN Bengkulu</p> <p>- To find out students' perceptions or understanding of micro-level coherence.</p> <p>- To find the truth of a data.</p> <p>-To compare the data findings with the results of interviews with students.</p>	10

A P P E N D I C E S

Appendix 2

A.

TRANSCRIPT INTERVIEW OF STUDENT 1

Student Name: Arin Dwi Oktarinda

Interviewee : Assalammu'alaikum.

Student : Wa'alaikumsalam.

Interviewee : Sebelumnya gini rin, saya mau minta izin menganalisis skripsi arin di bagian Background of study nya rin karena bahan penelitian skripsi saya yaitu skripsi mahasiswa yang cumluade dan sekalian akan bertanya mengenai proses ketika arin menulis pada bagian Background of study nya, boleh rin?

Student : Oh gitu Tia, iya boleh dengan senang hati ia silahkan dianalisis.

Interviewee : Baiklah Rin, Trimakasih. Saya mau bertanya rin, bagaimana proses arin ketika membuat latar belakang masalah?

Student : oke baiklah ia, jadi ketika saya menulis latar belakang pada skripsi saya, saya masih sangat bingung untk memulainya, memberikan ide dengan bahasa yang baik agar pembaca mudah memahami apa yang saya tulis seperti itu.

Interviewee : Oh jadi begitu rin, lalu apakah arin menggunakan penulisan struktur piramida pada saat menulis latar belakang masalah rin?

Student : Iya jelas ia, saya menggunakan penulisan struktur piramida pada latar belakang masalah skripsi saya agar lebih tersusun.

Interviewee : Lebih tersusun maksudnya gimana ya rin?

Student : iya lebih jelas dan tersusun dari umum ke ke spesifiknya ia.

Interviewee : Hmm, bagus rin. Selanjutnya kesulitan apa yang arin alami ketika menulis latar belakang masalahnya?

- Student : Kesulitan yang saya alami, pertama masih ragu membuat suatu kalimat menjadi koherensi atau nyambung antar kalimat. Karena harus menggunakan grammar yg tepat, menggunakan konjungsi yg tepat agar mudah dipahami ketika dibaca.
- Interviewee : Oke jadi ada dua poin, grammar dan konjungsi. Sebenarnya apa faktor arin masih ragu dalam membuat kalimat menjadi koherensi dengan adanya grammar dan konjungsi?
- Students : Menurut saya sih karena faktor bahasa pertama ataupun bahasa ibu yang masih sangat melekat dan terbawa ketika menulis.
- Interviewee : Ketika kamu sudah tau itu faktornya , bagaimana kamu mengatasinya?
- Student : Yang saya lakukan yaitu mengulang kembali apa yang sudah saya tulis sehingga ketahuan apa yang masih salah didalam suatu kalimat ataupun paragraf tersebut.
- Interviewee : Jadi mengulang membaca kembali bagus dong rin,selanjutnya menurut kamu apakah keselarasan antara kalimat dan paragraf itu penting didalam penulisan rin ?
- Student : Ya benar sekali itu sangat penting, karena jika suatu kalimat tidak selaras dengan kalimatnya itu tidak akan koherensi dengan kalimat berikutnya.
- Interviewee : Jadi kamu sangat memperhatikan itu ya rin. Apakah kamu pernah mendengar atau mengetahui kata micro-level coherence rin?
- Student : Saya pernah mendengar tapi lupa mungkin ada kata lainnya?
- Interviewee : Sama seperti konjungsi rin, namun disini memiliki empat bagian yaitu additive, adversative, causal and temporal. Kamu tau itu?
- Student : Oh kalau seperti konjungsi sepengetahuan saya itu kata penghubung seperti and, also, in addition, moreover, therefore dll

itu sih yang saya tau tapi tidak tau termasuk kebagian mana kata itu.

Interviewee : Ya benar sekali itu maksudnya, jadi kamu tau tapi dengan kata yg lain. Bisakan kamu mmberikan contoh kalimat salah satu penggunaan kata penghubng tersebut?

Student : Ya seperti It is a very complex and complicated process that involves some factors influential upon each other.

Interviewee : Bagus, jadi bagaiman kamu membuat kalimat itu menjadi koherensi pada suatu kalimat dan paragraf?

Student : Seperti yang saya katakan tadi saya akan menggunakan grammar yang tepat dan konjungsi yang tepat agar menjadi kalimat yang bagus untuk dibaca dan mudah dipahami.

1. 2 Appendices

B.

TRANSCRIPT INTERVIEW OF STUDENT 2

Student Name: Deby Patricia

Interviewee : Assalammu'alaikum.

Student : Wa'alaikumsalam.

Interviewee : Maaf mengganggu waktunya sebelumnya gini Bi, saya mau minta izin menganalisis skripsi Deby di bagian Background of study nya bi karena bahan penelitian skripsi saya yaitu skripsi mahasiswa yang cumluade dan sekalian akan bertanya mengenai proses ketika deby menulis pada bagian Background of study nya, boleh bi?

Student : Iya Tia boleh, hanya dibagian Background of study nya aja ia?

Interviewee :Trimakasih bi, iya hanya pada bagian latar belakang masalahnya bi. Saya mau bertanya bi, bagaimana proses debi ketika membuat latar belakang masalah?

- Student : Oke baiklah ia, jadi ketika saya menulis latar belakang pada skripsi saya, sebenarnya dalam memberikan ide dengan bahasa yang baik agar pembaca mudah memahami apa yang saya tulis ia.
- Interviewee : Oh jadi begitu bi, lalu apakah deby menggunakan penulisan struktur piramida pada saat menulis latar belakang masalah bi?
- Student : Iya jelas ia, saya menggunakan penulisan struktur piramida pada latar belakang masalah skripsi saya agar mudah dipahami.
- Interviewee : Hmm, iya bi. Selanjutnya kesulitan apa yang deby alami ketika menulis latar belakang masalahnya?
- Student : Kesulitan yang saya alami, pertama masih ragu membuat suatu kalimat menjadi koherensi antar kalimat. Karena harus menggunakan grammar dan menggunakan konjungsi yg tepat agar mudah dipahami ketika dibaca.
- Interviewee : Oke jadi grammar dan konjungsi. Sebenarnya apa faktor yang membuat deby masih ragu dalam membuat kalimat menjadi koherensi dengan adanya grammar dan konjungsi?
- Students : Menurut saya sih karena faktor bahasa pertama ataupun bahasa ibu yang masih sangat melekat dan terbawa ketika menulis.
- Interviewee : Jadi bagaimana kamu mengatasinya?
- Student : Yang saya lakukan yaitu mengulang kembali apa yang sudah saya tulis sehingga ketahuan apa yang masih salah didalam suatu kalimat ataupun paragraf tersebut.
- Interviewee : Baik bi, selanjutnya menurut kamu apakah keselarasan antara kalimat dan paragraf itu penting didalam penulisan?
- Student : Ya benar sekali itu sangat penting, karena jika suatu kalimat tidak selaras dengan kalimatnya itu tidak akan koherensi dengan kalimat berikutnya.

- Interviewee : Jadi kamu sangat memperhatikan itu bi. Apakah kamu pernah mendengar atau mengetahui kata micro-level coherence bi?
- Student : Setau saya itu seperti kata penghubung kan ia?
- Interviewee : ya benar bi, Sama seperti konjungsi namun disini memiliki empat bagian yaitu additive, adversative, causal and temporal. Kamu tau itu?
- Student : kata penghubung seperti and, also, in addition, for example, it means dll itu sih yang saya tau tapi tidak tau termasuk kebagian mana kata itu.
- Interviewee : Ya benar sekali itu maksudnya, Bisakan kamu memberikan contoh kalimat salah satu penggunaan kata penghubung tersebut?
- Student : Ya seperti ***For example*** : “*emotional blackmail*” is translated into Indonesia “*pemerasan emosional*”.
- Interviewee : Bagus, jadi bagaimana kamu membuat kalimat itu menjadi koherensi pada suatu kalimat dan paragraf?
- Student : Saya akan mengulang kembali membaca dan menyuruh orang lain yang paham grammar dan konjungsi untuk memeriksa tulisan saya.

1. 2 Appendices

A.

TRANSCRIPT INTERVIEW OF STUDENT 3

Student Name: Jerry Setiawan

- Interviewee : Assalammu'alaikum.
- Student : Wa'alaikumsalam.
- Interviewee : Sebelumnya gini Jer, saya mau minta izin menganalisis skripsi Jerry di bagian Background of study nya jer karena bahan penelitian skripsi saya yaitu skripsi mahasiswa yang cumluade dan sekalian akan bertanya mengenai proses ketika menulis pada bagian Background of study nya, boleh Jer?

- Student : Oh gitu Tia, iya boleh ia silahkan dianalisis dan apa yang perlu saya jawab?
- Interviewee : Baiklah Jer, Trimakasih. Saya mau bertanya Jer, bagaimana proses Jery ketika membuat latar belakang masalah?
- Student : oke baiklah ia, jadi ketika saya menulis latar belakang pada skripsi saya, saya masih sangat bingung untk memulainya, memberikan ide dengan bahasa yang baik.
- Interviewee : Oh jadi begitu Jer, lalu apakah kamu menggunakan penulisan struktur piramida pada saat menulis latar belakang masalah ?
- Student : Iya, saya menggunakan penulisan struktur piramida pada latar belakang masalah skripsi saya agar tau dari umum ke spesifiknya ia..
- Interviewee : Hmm, bagus Jer. Selanjutnya kesulitan apa yang dialami ketika menulis latar belakang masalahnya?
- Student : Kesulitan yang saya alami, pertama masih ragu membuat suatu kalimat menjadi koherensi atau nyambung antar kalimat. Karena harus menggunakan grammar yg tepat, menggunakan konjungsi yg tepat agar mudah dipahami.
- Interviewee :Oh begitu,. Sebenarnya apa faktornya masih ragu dalam membuat kalimat menjadi koherensi dengan adanya grammar dan konjungsi?
- Students : Menurut saya sih karena faktor bahasa pertama ataupun bahasa ibu yang masih sangat melekat dan terbawa ketika menulis.
- Interviewee : Ketika kamu sudah tau itu faktornya , bagaimana kamu mengatasinya?
- Student : Yang saya lakukan yaitu mengulang kembali apa yang sudah saya tulis sehingga ketahuan apa yang masih salah didalam suatu kalimat ataupun paragraf tersebut.

Interviewee : Jadi mengulang membaca kembali Jer, selanjutnya menurut kamu apakah keselarasan antara kalimat dan paragraf itu penting didalam penulisan rin ?

Student : Ya benar sekali itu sangat penting, karena jika suatu kalimat tidak selaras dengan kalimatnya itu tidak akan koherensi dengan kalimat berikutnya.

Interviewee : Jadi kamu sangat memperhatikan itu ya Jer. Apakah kamu pernah mendengar atau mengetahui kata micro-level coherence?

Student : Saya pernah mendengar tapi lupa mungkin ada kata lainnya?

Interviewee : Sama seperti konjungsi Jer, namun disini memiliki empat bagian yaitu additive, adversative, causal and temporal. Kamu tau itu?

Student : Oh kalau seperti konjungsi sepengetahuan saya itu kata penghubung seperti and, also, in addition, moreover, therefore dll itu sih yang saya tau tapi tidak tau termasuk kebagian mana kata itu.

Interviewee : benar sekali itu maksudnya, jadi bagaiman kamu membuat kalimat itu menjadi koherensi pada suatu kalimat dan paragraf?

Student : Saya menggunakan konjungsi yang tepat agar menjadi kalimat yang bagus untuk dibaca dan mudah dipahami.

1. 2 Appendices

D.

TRANSCRIPT INTERVIEW OF STUDENT 4

Student Name: Lidya Rona Mentari

Interviewee : Assalammu'alaikum.

Student : Wa'alaikumsalam.

Interviewee : Maaf mengganggu waktunya Lid, saya mau minta izin menganalisis skripsi Lidya di bagian Background of study nya karena bahan penelitian skripsi saya yaitu skripsi mahasiswa yang

cumluade dan sekalian akan bertanya mengenai proses ketika Lidya menulis pada bagian Background of study nya, boleh Lid?

Student : Iya Tia boleh, hanya dibagian Background of study nya aja ia?

Interviewee : Trimakasih Lid, iya hanya pada bagian latar belakang masalahnya. Saya mau bertanya Lid, bagaimana proses Lidya ketika membuat latar belakang masalah?

Student : Oke baiklah ia, jadi ketika saya menulis latar belakang pada skripsi saya, sebenarnya dalam memberikan ide dengan bahasa yang baik agar pembaca mudah memahami apa yang saya tulis ia.

Interviewee : Oh jadi begitu bi, lalu apakah Lidya menggunakan penulisan struktur piramida pada saat menulis latar belakang masalah ?

Student : apa itu ia, mungkin ada kata lainnya?

Interviewee : Semacam struktur penulisan dari umum ke spesifiknya Lid.

Student : Oh didalam penulisan saya ini sepertinya saya menggunakan itu.

Interviewee : Oke, Selanjutnya kesulitan apa yang deby alami ketika menulis latar belakang masalahnya?

Student : Kesulitan yang saya alami, membuat suatu kalimat menjadi koherensi antar kalimat.

Interviewee : Sebenarnya apa faktor nya itu yang kamu ketahui?

Students : Menurut saya karena faktor bahasa pertama ataupun bahasa ibu yang masih sangat melekat dan terbawa ketika menulis.

Interviewee : Jadi bagaimana kamu mengatasinya?

Student : Yang saya lakukan yaitu mengulang kembali apa yang sudah saya tulis.

Interviewee : Baik Lid, selanjutnya menurut kamu apakah keselarasan antara kalimat dan paragraf itu penting didalam penulisan?

Student : Menurut saya penting.

Interviewee : apakah kamu menggunakannya didalam penulisan skripsi kamu ?

Student : ya saya menggunakannya,seberpa banyaknya saya juga lupa.

Interviewee : Baik, selanjutnya apakah kamu pernah mendengar atau mengetahui kata micro-level coherence?

Student : apa itu?

Interviewee :.,Sama seperti kata penghubung namun disini memiliki empat bagian yaitu additive, adversative, causal and temporal. Kamu tau itu?

Student : Ya saya tau itu, tapi tidak tau bagian-bagiannya.

Interviewee : Oke, jadi bagaiman kamu membuat kalimat itu menjadi koherensi pada suatu kalimat dan paragraf?

Student : Saya menyuruh orang lain untuk memeriksakembali tulisan saya lalu saya perbaiki.

1. 2 Appendices

F.

TRANSCRIPT INTERVIEW OF STUDENT 6

Student Name: Okta Junaidi

Interviewee : Assalammu'alaikum.

Student : Wa'alaikumsalam.

Interviewee : Maaf mengganggu waktunya sebelumnya gini Ta, saya mau minta izin menganalisis skripsi Okta di bagian Background of study nya karena bahan penelitian skripsi saya yaitu skripsi mahasiswa yang cumluade dan sekalian akan bertanya mengenai proses ketika Oetari menulis pada bagian Background of study nya, boleh Okta?

Student : Iya Tia boleh, Silahkan.

Interviewee : Trimakasih Ta, Saya mau bertanya Ta, bagaimana proses ketika membuat latar belakang masalah?

Student : Oke baiklah ia, jadi ketika saya menulis latar belakang pada skripsi saya, sebenarnya susah gampang.

Interviewee : Maksudnya Ta?

Student : Iya jika kita sudah paham betul apa yang akan kita buat insya allah kita pasti bisa menulis karang kita dibagian latar belakang masalah dengan baik dan benar asalkan mau belajar dan berusaha.

Interviewee : Oh jadi begitu Ta, lalu apakah Okta menggunakan penulisan struktur piramida pada saat menulis latar belakang masalah?

Student : Iya jelas ia, saya menggunakan penulisan struktur piramida pada latar belakang masalah skripsi saya agar mudah dipahami.

Interviewee : Hmm, iya Ta. Selanjutnya kesulitan apa yang dialami ketika menulis latar belakang masalah?

Student : Kesulitan yang saya alami, pertama masih ragu membuat suatu kalimat menjadi koherensi antar kalimat. Karena harus menggunakan grammar dan menggunakan konjungsi yg tepat agar mudah dipahami ketika dibaca.

Interviewee : Oke jadi grammar dan konjungsi. Sebenarnya apa faktor yang membuat masih takut dalam membuat kalimat menjadi koherensi dengan adanya grammar dan konjungsi?

Students : Menurut saya sih karena faktor Mother tongue.

Interviewee : Jadi bagaimana kamu mengatasinya?

Student : Yang saya lakukan yaitu slalu merevisi ulang..

Interviewee : Baik Ta, selanjutnya menurut kamu apakah keselarasan antara kalimat dan paragraf itu penting didalam penulisan?

- Student : Ya benar sekali itu sangat penting, karena jika suatu kalimat tidak selaras dengan kalimatnya itu tidak akan koherensi dengan kalimat berikutnya dan membuat pembaca menjadi sulit memahaminya.
- Interviewee : Jadi kamu sangat memperhatikan itu Ta, Apakah kamu pernah mendengar atau mengetahui kata micro-level coherence?
- Student : Setau saya itu seperti kata penghubung kan ia?
- Interviewee : Ya benar Ta, Sama seperti konjungsi namun disini memiliki empat bagian yaitu additive, adversative, causal and temporal. Kamu tau itu?
- Student : kata penghubung seperti and, then, next, also, in addition, for example, it means dll itu sih yang saya tau tapi tidak tau termasuk kebagian mana kata itu.
- Interviewee : Ya benar sekali itu maksudnya, kalo boleh saya tau kalimat ini “They said that they would not understand the text even though they read it. Then, there were only several students who comprehend text”. Mana kata penghubungnya?
- Student : Then.
- Interviewee : Bagus, jadi bagaimana kamu membuat kalimat itu menjadi koherensi pada suatu kalimat dan paragraf?
- Student : Saya akan mengulang kembali membaca dan menyuruh orang lain yang paham grammar dan konjungsi untuk memeriksa tulisan saya apakah sudah benar ataupun belum.

1. 2 Appendices

G.

TRANSCRIPT INTERVIEW OF STUDENT 7

Student Name: Rahmat Aji Septiyono

- Interviewee : Assalammu’alaikum.
- Student : Wa’alaikumsalam.

- Interviewee : Maaf mengganggu waktunya sebelumnya gini Jik, saya mau minta izin menganalisis skripsi Aji di bagian Background of study nya karena bahan penelitian skripsi saya yaitu skripsi mahasiswa yang cumluade dan sekalian akan bertanya mengenai proses ketika Aji menulis pada bagian Background of study nya, boleh Jik?
- Student : Iya Tia boleh, Silahkan.
- Interviewee :Trimakasih Ji, Saya mau bertanya Jik, bagaimana proses ketika membuat latar belakang masalah?
- Student : Oke baiklah ia, jadi ketika saya menulis latar belakang pada skripsi saya, sebenarnya ya begitulah sedikit membingungkan untuk mengeluarkan ide-idenya.
- Interviewee : Oh jadi begitu Jik, lalu apakah Aji menggunakan penulisan struktur piramida pada saat menulis latar belakang masalah?
- Student : Iya jelas ia, saya menggunakan penulisan struktur piramida pada latar belakang masalah skripsi saya agar mudah dipahami.
- Interviewee : Hmm, iya Ta. Selanjutnya kesulitan apa yang dialami ketika menulis latar belakang masalah?
- Student : Kesulitan yang saya alami, pertama masih ragu membuat suatu kalimat menjadi koherensi antar kalimat. Karena harus menggunakan grammar dan menggunakan konjungsi yg tepat agar mudah dipahami ketika dibaca.
- Interviewee : Oke jadi grammar dan konjungsi. Sebenarnya apa faktor yang membut masih takut dalam membuat kalimat menjadi koherensi dengan adanya grammar dan konjungsi?
- Students : Menurut saya sih karena faktor bahasa pertama.
- Interviewee : Jadi bagaimana kamu mengatasinya?

- Student : Yang saya lakukan yaitu selalu merevisi ulang dan memintapendapat orang lain yang mahir dibidang itu.
- Interviewee : Baik Jik, selanjutnya menurut kamu apakah keselarasan antara kalimat dan paragraf itu penting didalam penulisan?
- Student : Ya benar sekali itu sangat penting, karena jika suatu kalimat tidak selaras dengan kalimatnya itu tidak akan koherensi dengan kalimat berikutnya dan membuat pembaca menjadi sulit memahaminya.
- Interviewee : Baik, Apakah kamu pernah mendengar atau mengetahui kata micro-level coherence?
- Student :Ya tau, saya pernah membaca bukunya?
- Interviewee : waw, keren, iya Sama seperti konjungsi namun disini memiliki empat bagian yaitu additive, adversative, causal and temporal. Kamu tau itu?
- Student : kata penghubung seperti and, then, next, also, in addition, for example, it means dll itu sih yang saya tau tapi tidak tau termasuk kebagian mana kata itu.
- Interviewee : Ya benar sekali, yang sering kamu gunakan kata penghubung yang mana?
- Student : In addition, and, for example, next, the first seingat aku itu.
- Interviewee : Bagus, jadi bagaimana kamu membuat kalimat itu menjadi koherensi pada suatu kalimat dan paragraf?
- Student : Saya akan mengulang kembali membaca dan menyuruh orang lain yang paham grammar dan konjungsi untuk memeriksa tulisan saya apaah sudah benar ataupun belum.

1. 2 Appendices

H.

TRANSCRIPT INTERVIEW OF STUDENT 8

Student Name: Selvia Irawan

- Interviewee : Assalammu'alaikum.

Student : Wa'alaikumsalam.

Interviewee : Maaf mengganggu waktunya Via, saya mau minta izin menganalisis skripsi Lidya di bagian Background of study nya karena bahan penelitian skripsi saya yaitu skripsi mahasiswa yang cumluade dan sekalian akan bertanya mengenai proses ketika Via menulis pada bagian Background of study nya, boleh Via?

Student : Iya Tia boleh, hanya dibagian Backgound of study nya aja ia?

Interviewee :Trimakasih Via, iya hanya pada bagian latar belakang masalahnya. Saya mau bertanya Via, bagaimana proses Lidya ketika membuat latar belakang masalah?

Student : Jadi ketika saya menulis latar belakang pada skripsi saya, sebenarnya dalam memberikan ide dengan bahasa yang baik agar pembaca mudah memahami apa yang saya tulis ia.

Interviewee : Oh jadi begitu Via, lalu apakah Via menggunakan penulisan struktur piramida pada saat menulis latar belakang masalah ?

Student : apa itu ia, mungkin ada kata lainnya?

Interviewee : Semacam struktur penulisan dari umum ke spesifiknya Via.

Student : Oh didalam penulisan saya ini sepertinya saya menggunakan itu.

Interviewee : Oke, Selanjutnya kesulitan apa yang Via alami ketika menulis latar belakang masalahnya?

Student : Kesulitan yang saya alami, membuat suatu kalimat menjadi koherensi antar kalimat salah satunya.

Interviewee : Sebenarnya apa faktor nya itu yang kamu ketahui?

Students : Menurut saya karena faktor bahasa pertama ataupun bahasa ibu yang masih sangat melekat dan terbawa ketika menulis.

Interviewee : Jadi bagaimana kamu mengatasinya?

Student : Yang saya lakukan yaitu mengulang kembali apa yang sudah saya tulis.

Interviewee : Baik Via, selanjutnya menurut kamu apakah keselarasan antara kalimat dan paragraf itu penting didalam penulisan?

Student : Menurut saya penting.

Interviewee : apakah kamu menggunakannya didalam penulisan skripsi kamu ?

Student : ya saya menggunakannya,seberpa banyaknya saya juga lupa.

Interviewee : Baik, selanjutnya apakah kamu pernah mendengar atau mengetahui kata micro-level coherence?

Student : apa itu?

Interviewee :Sama seperti kata penghubung namun disini memiliki empat bagian yaitu additive, adversative, causal and temporal. Kamu tau itu?

Student : Ya saya tau itu, tapi tidak tau bagian-bagiannya.

Interviewee : Oke, jadi bagaiman kamu membuat kalimat itu menjadi koherensi pada suatu kalimat dan paragraf?

Student : Saya menyuruh orang lain untuk memeriksa kembali tulisan saya lalu saya perbaiki.

1. 2 Appendices

I.

TRANSCRIPT INTERVIEW OF STUDENT 9

Student Name: Tania Syafutri

Interviewee : Assalammu'alaikum.

Student : Wa'alaikumsalam.

Interviewee : Sebelumnya gini Tan, saya mau minta izin menganalisis skripsi Tania di bagian Background of study nya karena bahan penelitian skripsi saya yaitu skripsi mahasiswa yang cumluade dan sekalian

akan bertanya mengenai proses ketika Tania menulis pada bagian Background of study nya, boleh tan?

Student : Oh gitu Tia, iya boleh dengan senang hati ia silahkan dianalisis.

Interviewee : Baiklah Tan, Trimakasih. Saya mau bertanya Tan, bagaimana proses Tania ketika membuat latar belakang masalah?

Student : Oke baiklah ia, jadi ketika saya menulis latar belakang pada skripsi saya, saya masih sangat bingung untk memulainya, memberikan ide dengan bahasa yang baik agar pembaca mudah memahami apa yang saya tulis seperti itu.

Interviewee : Oh, lalu apakah Tania menggunakan penulisan struktur piramida pada saat menulis latar belakang masalah?

Student : Iya jelas ia, saya menggunakan penulisan struktur piramida pada latar belakang masalah skripsi saya agar lebih tersusun.

Interviewee : Lebih tersusun maksudnya gimana ya Tan?

Student : iya lebih jelas dan tersusun dari umum ke ke spesifiknya ia.

Interviewee : Hmm, bagus . Selanjutnya kesulitan apa yang Tania alami ketika menulis latar belakang masalahnya?

Student : Kesulitan yang saya alami, pertama masih ragu membuat suatu kalimat menjadi koherensi atau nyambung antar kalimat. Karena harus menggunakan grammar yg tepat, menggunakan konjungsi yg tepat agar mudah dipahami ketika dibaca.

Interviewee : Oke jadi ada dua poin, grammar dan konjungsi. Sebenarnya apa faktor masih ragu dalam membuat kalimat menjadi koherensi dengan adanya grammar dan konjungsi?

Students : Menurut saya sih karena faktor bahasa pertama ataupun bahasa ibu yang masih sangat melekat dan terbawa ketika menulis.

Interviewee : Ketika kamu sudah tau itu faktornya , bagaimana kamu mengatasinya?

Student : Yang saya lakukan yaitu mengulang kembali apa yang sudah saya tulis sehingga ketahuan apa yang masih salah didalam suatu kalimat ataupun paragraf tersebut.

Interviewee : Jadi mengulang membaca kembali bagus dong Tan,selanjutnya menurut kamu apakah keselarasan antara kalimat dan paragraf itu penting didalam penulisan?

Student : Ya benar sekali itu sangat penting, karena jika suatu kalimat tidak selaras dengan kalimatnya itu tidak akan koherensi dengan kalimat berikutnya.

Interviewee : Jadi kamu sangat memperhatikan itu ya Tan. Apakah kamu pernah mendengar atau mengetahui kata micro-level coherence?

Student : Saya pernah mendengar tapi lupa mungkin ada kata lainnya?

Interviewee : Sama seperti konjungsi Tan, namun disini memiliki empat bagian yaitu additive, adversative, causal and temporal. Kamu tau itu?

Student : Oh kalau seperti konjungsi sepengetahuan saya itu kata penghubung seperti and, also, in addition, moreover, therefore dll itu sih yang saya tau tapi tidak tau termasuk kebagian mana kata itu.

Interviewee : Ya benar sekali itu maksudnya, jadi kamu tau tapi dengan kata yg lain. Bisakan kamu mmberikan contoh kalimat salah satu penggunaan kata penghubung tersebut?

Student : Ya seperti **Therefore**, English becomes important for students in communicating with foreigners.

Interviewee : Bagus, jadi bagaiman kamu membuat kalimat itu menjadi koherensi pada suatu kalimat dan paragraf?

Student : Seperti yang saya katakan tadi saya akan menggunakan grammar yang tepat dan konjungsi yang tepat agar menjadi kalimat yang bagus untuk dibaca dan mudah dipahami.

1. 2 Appendices

J.

TRANSCRIPT INTERVIEW OF STUDENT 3

Student Name: Tiara Septa Della

Interviewee : Assalammu'alaikum.

Student : Wa'alaikumsalam.

Interviewee : Sebelumnya gini Ra, saya mau minta izin menganalisis skripsi Tiara di bagian Background of study nya Ra karena bahan penelitian skripsi saya yaitu skripsi mahasiswa yang cumluade dan sekalian akan bertanya mengenai proses ketika menulis pada bagian Background of study nya, boleh Ra?

Student : Oh gitu Tia, iya boleh ia silahkan dianalisis dan apa yang perlu saya jawab?

Interviewee : Baiklah Ra, Trimakasih. Saya mau bertanya Ra, bagaimana proses Tiara ketika membuat latar belakang masalah?

Student : oke baiklah ia, jadi ketika saya menulis latar belakang pada skripsi saya, saya masih sangat bingung untk memulainya, memberikan ide dengan bahasa yang baik.

Interviewee : Oh jadi begitu Ra, lalu apakah kamu menggunakan penulisan struktur piramida pada saat menulis latar belakang masalah ?

Student : Iya, saya menggunakan penulisan struktur piramida pada latar belakang masalah skripsi saya agar tau dari umum ke spesifiknya ia..

- Interviewee : Hmm, bagus Jer. Selanjutnya kesulitan apa yang dialami ketika menulis latar belakang masalahnya?
- Student : Kesulitan yang saya alami, pertama masih ragu membuat suatu kalimat menjadi koherensi atau nyambung antar kalimat. Karena harus menggunakan grammar yg tepat, menggunakan konjungsi yg tepat agar mudah dipahami.
- Interviewee : Oh begitu,. Sebenarnya apa faktornya masih ragu dalam membuat kalimat menjadi koherensi dengan adanya grammar dan konjungsi?
- Students : Menurut saya sih karena faktor bahasa pertama ataupun bahasa ibu yang masih sangat melekat dan terbawa ketika menulis.
- Interviewee : Ketika kamu sudah tau itu faktornya , bagaimana kamu mengatasinya?
- Student : Yang saya lakukan yaitu mengulang kembali apa yang sudah saya tulis sehingga ketahuan apa yang masih salah didalam suatu kalimat ataupun paragraf tersebut.
- Interviewee : Jadi mengulang membaca kembali Ra, selanjutnya menurut kamu apakah keselarasan antara kalimat dan paragraf itu penting didalam penulisan ?
- Student : Ya benar sekali itu sangat penting, karena jika suatu kalimat tidak selaras dengan kalimatnya itu tidak akan koherensi dengan kalimat berikutnya.
- Interviewee : Jadi kamu sangat memperhatikan itu ya Ra. Apakah kamu pernah mendengar atau mengetahui kata micro-level coherence?
- Student : Saya pernah mendengar tapi lupa mungkin ada kata lainnya?
- Interviewee : Sama seperti konjungsi Ra, namun disini memiliki empat bagian yaitu additive, adversative, causal and temporal. Kamu tau itu?
- Student : Oh kalau seperti konjungsi sepengetahuan saya itu kata penghubung seperti and, also, in addition, moreover, therefore dll

itu sih yang saya tau tapi tidak tau termasuk sebagian mana kata itu.

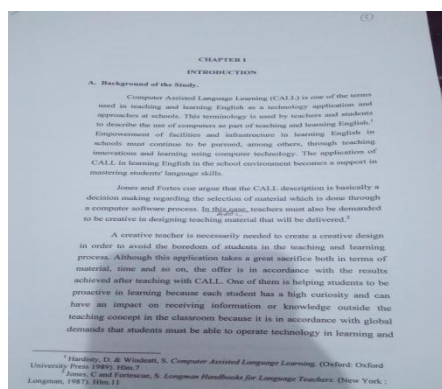
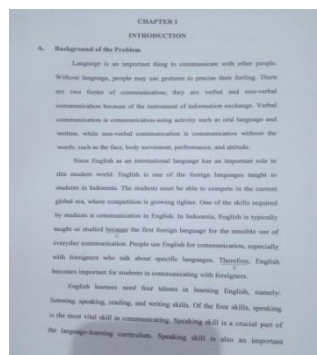
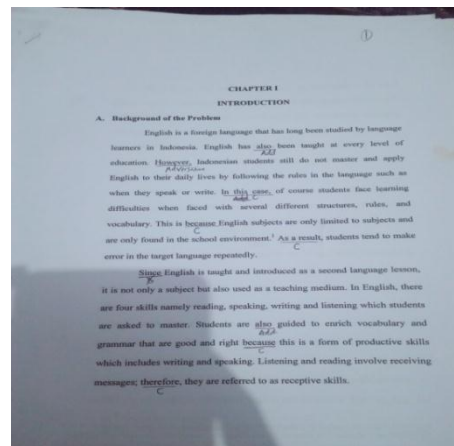
Interviewee : benar sekali itu maksudnya, jadi bagaiman kamu membuat kalimat itu menjadi koherensi pada suatu kalimat dan paragraf?

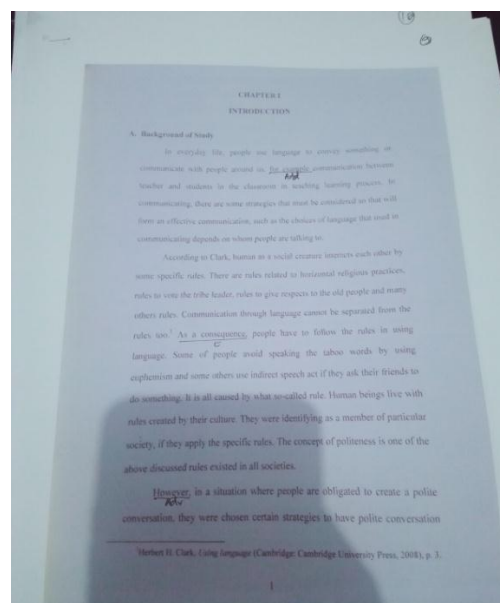
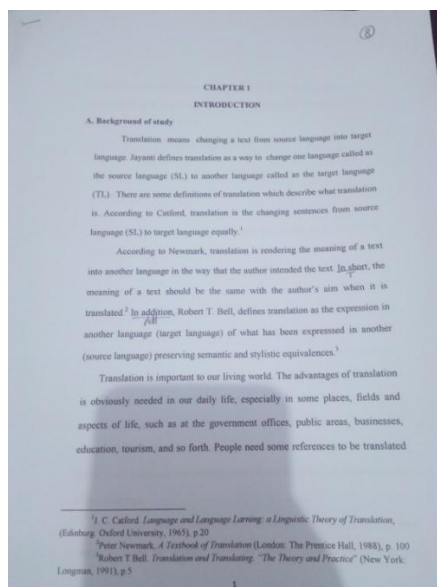
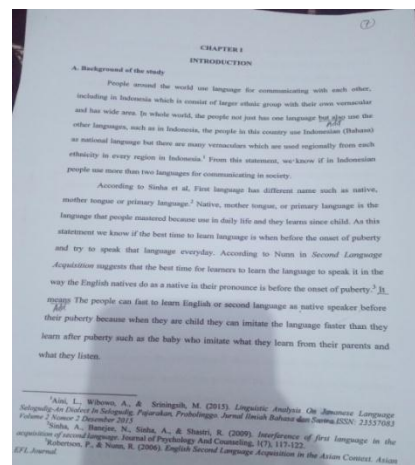
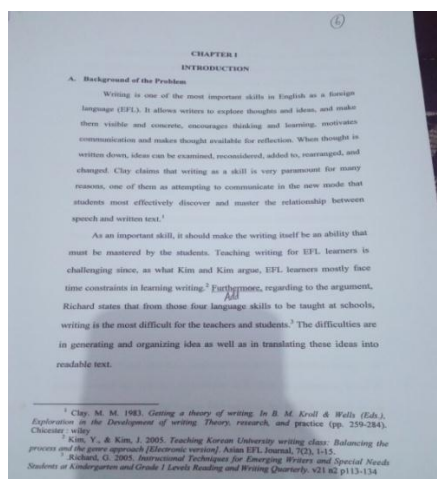
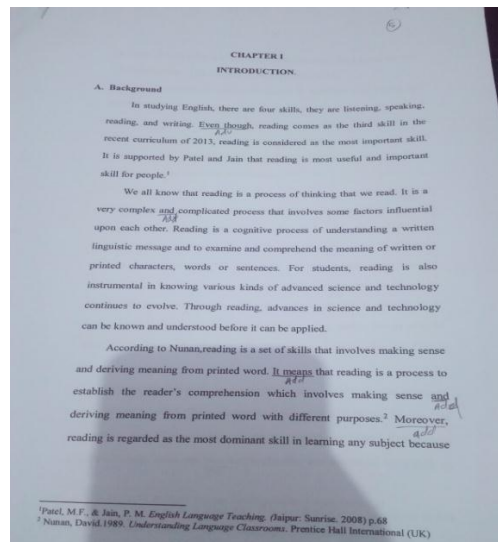
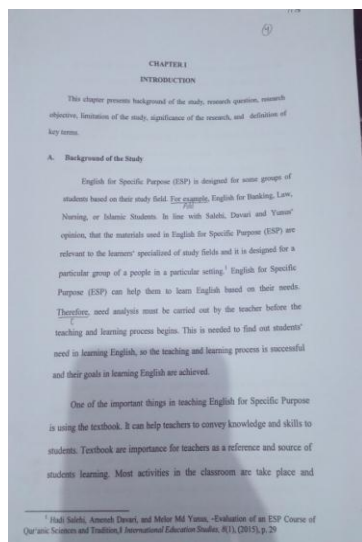
Student : Saya menggunakan konjungsi yang tepat agar menjadi kalimat yang bagus untuk dibaca dan mudah dipahami oleh pembaca.

1. 4 Documentation

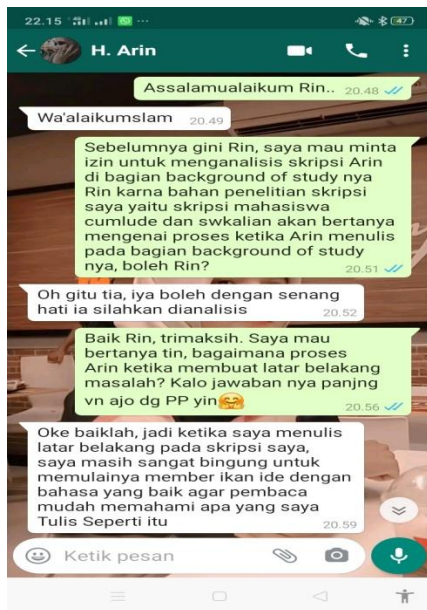
1. 1 Observation / Recording

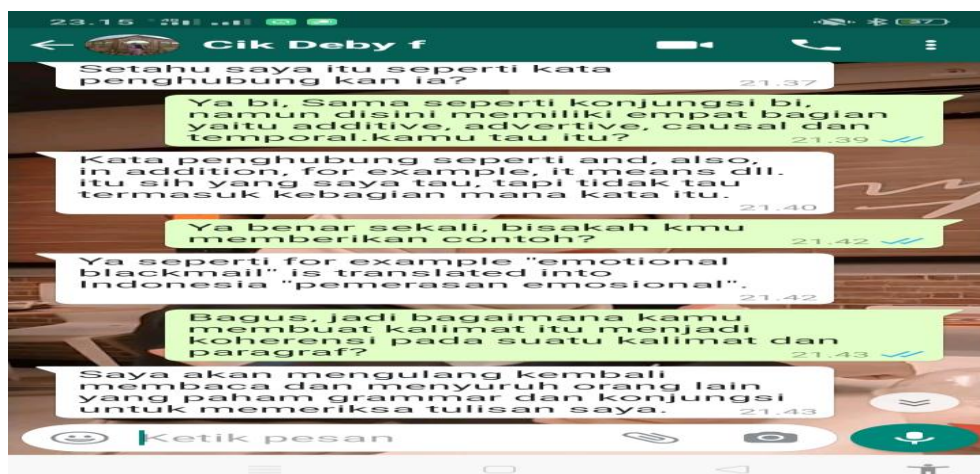
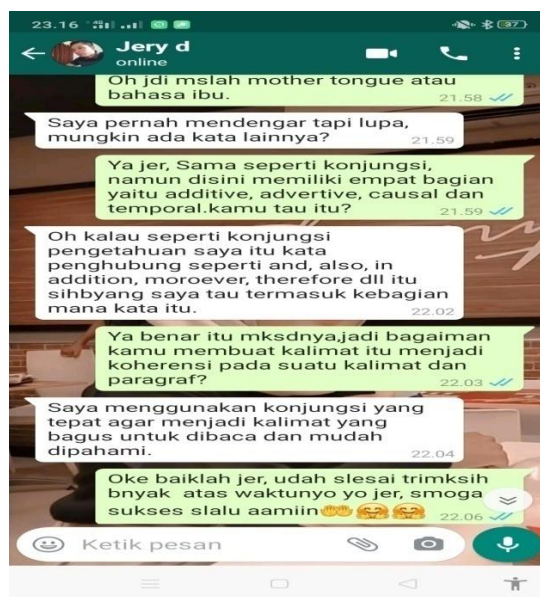
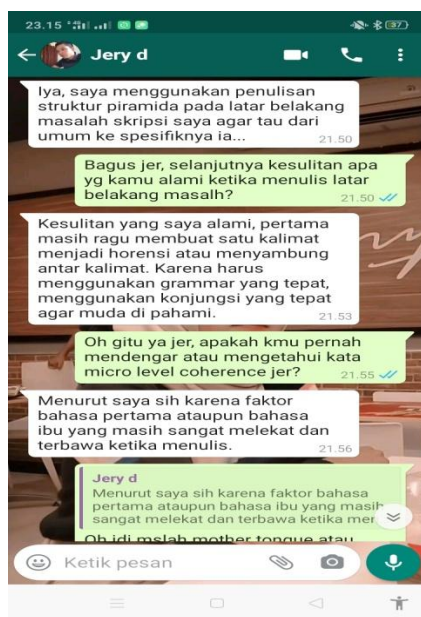
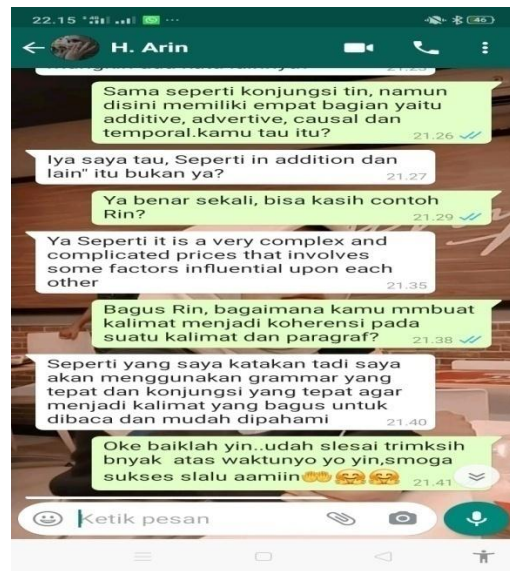
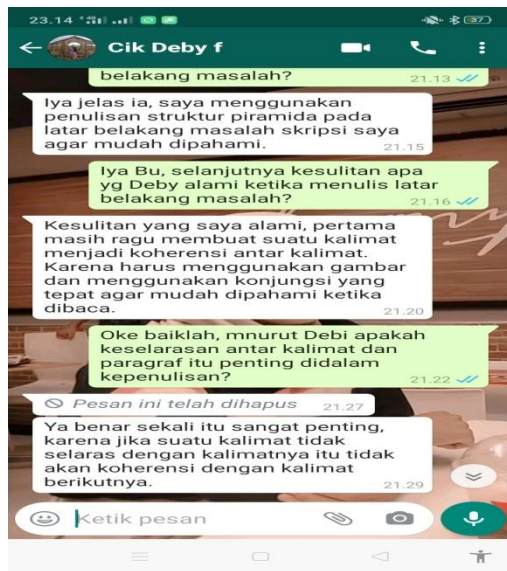
a. Background of the study Cumluade Student





1. 4 Documentation of Students' Interview and of Screenshoot about Students' speaking Via WhatsApp





Appendix 6

NAME OF THE RESEARCH PARTICIPANTS

NO	NAME	GENDER	Students' Code
1	Arin Dwi Oktarinda	Female	S1
2	Deby Patricia	Female	S6
3	Jery Setiawan	Male	S5
4	Lidya Rona Mentari	Female	S9
5	Oetari Ayu Rizky	Female	S2
6	Okta Junaidi	Male	S8
7	Rahmat Aji Septiyono	Male	S10
8	Selvia Irawan	Female	S3
9	Tania Syafutri	Female	S7
10	Tiara Septa Della	Female	S4

Appendix 7

Table 4.2

The Type Of Micro-Level Coherence High and lows Made By Cumluade Students

No.	Students' Code	Type of Micro-Level Coherence				Note
		ADD	ADV	CA	TE	
1	S1	11	5	9	1	
2	S2	9	2	7	-	
3	S3	4	-	1	3	
4	S4	5	1	4	4	
5	S5	11	3	4	2	
6	S6	4	-	1	1	
7	S7	5	2	12	1	
8	S8	2	2	3	9	
9	S9	-	3	1	-	
10	S10	2	1	5	-	
Total of Frequency		53	19	47	21	
Total Number Of micro-level coherence use		140				
%		38.68%	13.86%	34.30%	15.00%	

NOTE:

S : Students

$$\text{ADD : Additive : } \frac{53}{140} \times 100\% = 38.68\%$$

$$\text{ADV : Adversative: } \frac{19}{140} \times 100\% = 13.86\%$$

$$\text{CA : Causal : } \frac{47}{140} \times 100\% = 34.30\%$$

$$\text{T : Temporal : } \frac{21}{140} \times 100\% = 15.00\%$$