

**AN ANALYSIS OF THE COHESION AND COHERENCE  
OF EFL LEARNERS' ESSAY WRITING IN UIN FAS  
BENGKULU**

**THESIS**

Submitted As A Partial Requirements For The Degree of *Sarjana  
Pendidikan* (S.Pd) In English Education Study Program  
Tarbiyah and Tadris Faculty UIN FAS Bengkulu



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Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

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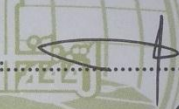


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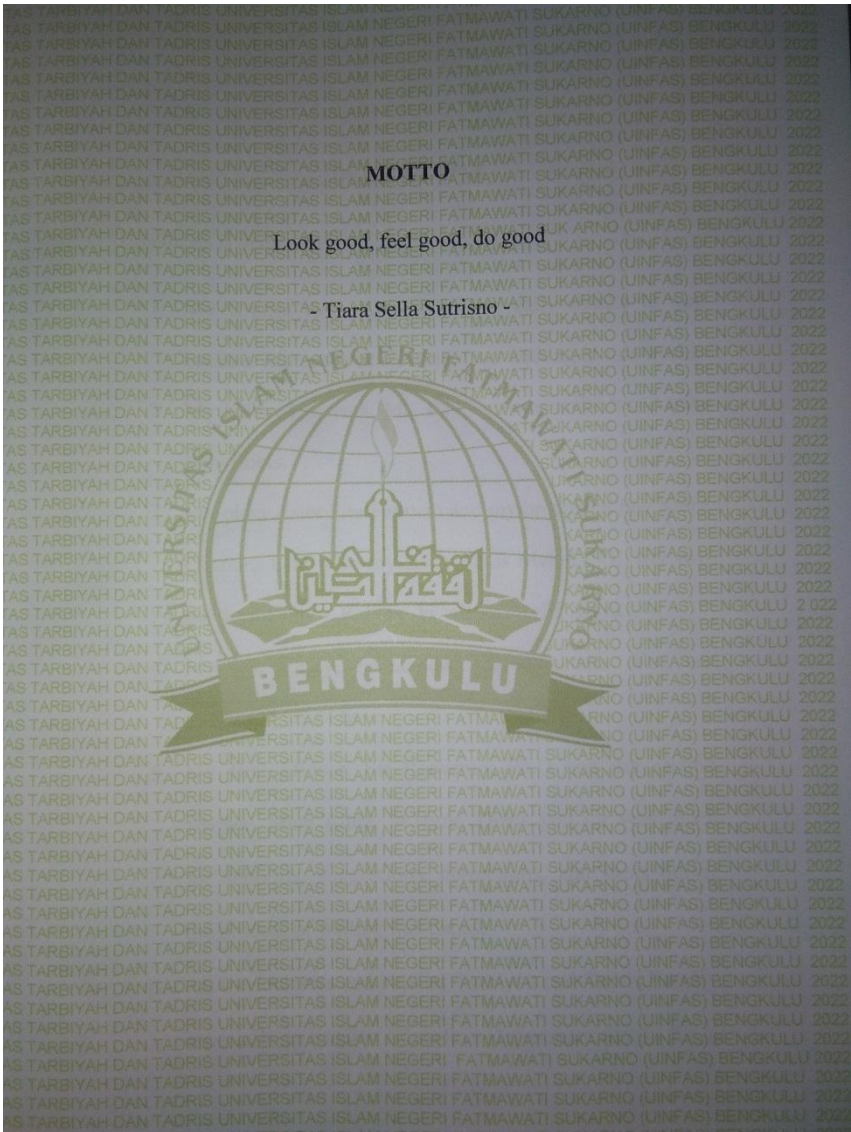
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## DEDICATIONS

This thesis is dedicated to :

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because without your blessing, I am nothing in this world.

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Lely Lubis.

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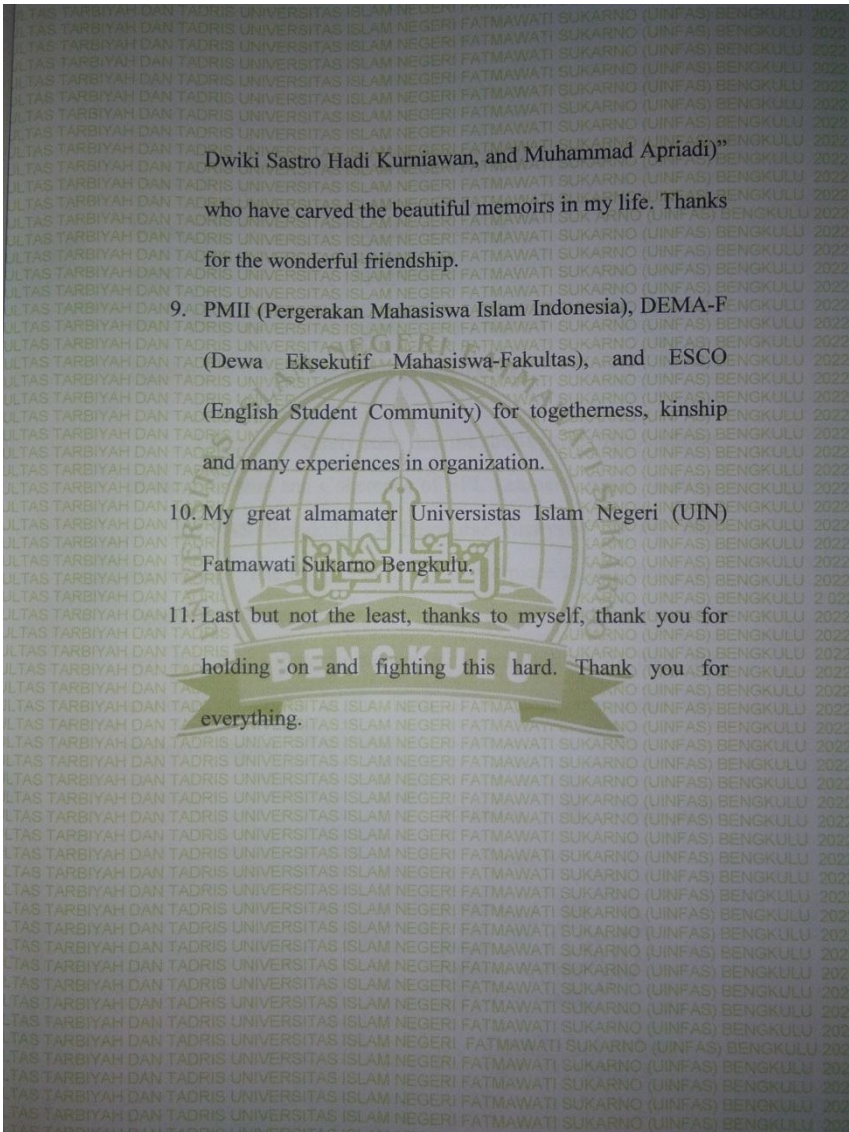
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everything.



## PRONOUNCEMENT

Name : Tiara Sella Sutrisno  
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I hereby sincerely state that the thesis titled "An Analysis of the Cohesion and Coherence of EFL Learners' Essay Writing in UIN FAS Bengkulu (A Discourse Analysis)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the references. 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.

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Stated By



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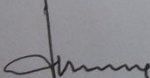
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## **ABSTRACT**

**Tiara Sella Sutrisno. (2022). An Analysis of The Cohesion and Coherence of EFL Learners' Essay Writing in UIN FAS Bengkulu.**

**Advisor I : Riswanto, Ph.D**

**Advisor II : Anita, M.Hum**

Considering the importance of cohesion and coherence, this study investigated a cohesion and coherence on students essay writing in term of: (1) they types of cohesion and coherence using by students (2) students'aware in building cohesion and coherence by employing descriptive qualitative method. Research population were the fifth semester Tadris Bahasa Inggris (TBI) students at UIN FAS Bengkulu. Purposive sampling technique was employed as research sample. 29 students of TBI 5E were investigated as the subject. Data obtained through archived document of students' essay writing. The data were analyzed qualitatively based on Halliday and Hasan theory of cohesion and absolute scale formed the basis of the rating scale for scoring coherence by Bachman & Palmer. Furthermore, the study results showed that students used Halliday and Hasan coding scheme, the types of references used are R11, R12, R13, R14, R21, R22, R23, R31, R32, R33, and R34, the types of conjunction used are C111, C121, C141, C142, C151, C152, C212, C213, C22, C232, C241, C311, C322, C351, C411, C42, C431, C445, C451, C452, C461, C481, and C5 and the types of reiteration used are L1, L2, L3, and L4. Then, students' ability in building cohesion of which reference 52.1%, conjunction was used 40.8%. Then, it was followed by reiteration as much as 7.2%. Besides, students' ability in building coherence were on Extensive Scale (3) and Complete Scale (4) in average. It means that students has good

enough understanding toward building coherence within their writing. The result of the study indicates that cohesion and coherence have to be emphasis in teaching writing and the English teacher have to be competent in evaluating the cohesion and coherence of students writing in order to be better.

***Keywords:*** *essay writing, coherence, cohesion, EFL Learners*



## **ABSTRAK**

**Tiara Sella Sutrisno. (2022). An Analysis of The Cohesion and Coherence of EFL Learners' Essay Writing in UIN FAS Bengkulu.**

**Pembimbing I : Riswanto, Ph.D**

**Pembimbing II : Anita, M.Hum**

Mengingat pentingnya kohesi dan koherensi, maka penelitian ini mengkaji kohesi dan koherensi pada penulisan esai mahasiswa ditinjau dari: (1) jenis-jenis kohesi dan koherensi yang digunakan mahasiswa (2) kesadaran mahasiswa dalam membangun kohesi dan koherensi dengan menggunakan metode deskriptif kualitatif. Populasi penelitian adalah mahasiswa Tadris Bahasa Inggris (TBI) semester V di UIN FAS Bengkulu. Teknik purposive sampling digunakan sebagai sampel penelitian. Sebanyak 29 siswa TBI 5E diselidiki sebagai subjek. Data diperoleh melalui dokumen arsip tulisan esai siswa. Data dianalisis secara kualitatif berdasarkan teori kohesi Halliday dan Hasan dan skala penilaian untuk koherensi oleh Bachman & Palmer. Selanjutnya hasil penelitian menunjukkan bahwa siswa menggunakan skema pengkodean Halliday dan Hasan, jenis referensi yang digunakan adalah R11, R12, R13, R14, R21, R22, R23, R31, R32, R33, dan R34, jenis konjungsi yang digunakan adalah C111, C121, C141, C142, C151, C152, C212, C213, C22, C232, C241, C311, C322, C351, C411, C42, C431, C445, C451, C452, C461, C481, dan C5 serta jenis-jenisnya pengulangan yang digunakan adalah L1, L2, L3, dan L4. Kemudian, kemampuan siswa dalam membangun kohesi yaitu referensi 52,1%, konjungsi yang digunakan 40,8%. Kemudian dilanjutkan dengan pengulangan sebanyak 7,2%.

Selain itu, kemampuan siswa dalam membangun koherensi rata-rata berada pada Skala Luas (3) dan Skala Lengkap (4). Artinya siswa memiliki pemahaman yang cukup baik untuk membangun koherensi dalam tulisannya. Hasil penelitian menunjukkan bahwa kohesi dan koherensi harus ditekankan dalam pengajaran menulis dan guru Bahasa Inggris harus kompeten dalam mengevaluasi kohesi dan koherensi tulisan siswa agar menjadi lebih baik.

***Kata kunci:*** *penulisan esai, koherensi, kohesi, pelajar EFL*

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

According to Chaniago (2021, p.16) Writing is significant for a variety of reasons. To begin with, writing is a fantastic way for every student to explore their thoughts. According to the Indonesian curriculum, students are expected to create a text by the end of the learning process. It is based on the texts that the students are studying. Each text serves a social purpose as well as lexical and grammatical features. Students demanded that they write texts. As a result, to write the text, they must have ideas. The concepts are also based on the text's overall structure. It is due to the fact that a good text should be in good order. The next important reason for writing is to think and write. The third reason is that literate students require writing to encode ideas, opinions, and so on. (Chaniago, 2021)



In the Qur'anic manuscript Q.S. Al-Qalam [68]:1 mentioned that writing is an important thing. In the meaning of Al-Qalam said by the pen and what they write. In a hadith also mentioned about the importance of writing. Hadith Ahmad said indeed, the first creature that Allah created was the pen. Then Allah said, "Write it down". So he asked Allah, "What shall I write, O Lord?" Allah replied, "Write down all what I have ordained and what is until the end of time. Writing is a very important activity in Islam. This is evidenced by the Qur'an before as it is today originated from the word of God which was then written on sheets of palm stems and animal skins. Then the sheets were collected into a collection at the time of the Usmani Caliph. Intellectual development in Islam cannot be separated from the writings of Muslim scholars who actively continue to create works that increase knowledge of religious knowledge, disciplinary knowledge and inspire to continue to develop existing scholarship. Writing in Islam Al-Quran consists of three root words, namely the word pen

(qalam), the word ink (midad), and write (kataba). In the Qur'an the word "pen" is explicitly mentioned only three times; (1) in Surah Al-Alaq, (2) The word pen (Qalam) in the letter named Al-Qalam which opens with the letter nun, and (3) The word pen qalam contained in Surah Luqman: 27. The command to write in There are indeed many in the Qur'an, but when compared to the commands to read, think, and use reason quantitatively, they are fewer in number. At least, the command to write, does not mean that writing activities are not important. On the other hand, at least the command to write should motivate Muslims to be more active in writing, as was done by the great scholars in the past. (Khoirunnisa, 2021)

Writing is more complex because it is a thought that has been recorded and can be edited and revised. Amperawati (2019, p.35). The students must be able to master some of the rhetorical structures of the text if they want to be able to write a text. Mastering the social function, language features, and schematic structures of the texts are some elements of the

rhetorical structures of the text. Meanwhile, students must be able to master skills such as, grammar, logical development of ideas, mechanics, organization, punctuation, spelling, style, and quality of expression.(Amperawaty, 2019)

Writing or written language is one way for people to communicate. Discourse is an example of written language. A discourse or text should have a complete structure. The whole is built by various components that are intertwined in a discourse organization, which is called the discourse structure. Halliday and Hasan in Mahajani et al (2021, p.98) argue that there is something that creates a discourse, namely the state of language elements that refer to each other and are semantically related.(Mahajani, Suhendra, & Nurlihayati, 2021)

Furthermore, Zaimar and Harahap in Mahajani (2021, p.8) also explain clearly that cohesion is the relationship of the outward elements of a text. The text will be coherent if each word is related to the other in a coherent sequence. In addition,

each word depends on the other but still with its grammatical form and conventions.(Mahajani et al., 2021)

Thus, it can be concluded that cohesion is harmony, coherence, and the integrity of the relationship between one element and another in discourse or text to create a discourse or text that is neat, good, and easy to understand its meaning. This cohesion refers to the linking of forms. Several sentences strung together in a single unit can become a discourse if there is a relationship of meaning between the sentences. Mahajani (2021, p.98)

Creating cohesion and coherence in the text, on the other hand, is difficult, and it becomes a problem for learners, particularly English as foreign language learners. Zahra et al (2021, p.195). Cohesion and coherence become issues when students are unaware of the meaning relationships among clauses and sentences. This is in consequence of a lack of teacher explanation as well as a lack of writing practice. Furthermore, instructional time is limited, leaving learners

with little time to create/write cohesive and coherent texts.(Zahra, Emilia, & Nurlaelawati, 2021)

When the researcher observed students in the process of learning English, who were assigned the task of writing an essay, the researcher noticed that they produced unrelated sentences. This happens because of the low knowledge of students about the correct sentence structure, grammar used and stringing words into complete sentences. The students also struggled to organize their ideas systematically. They tend to have no ideas, so they do not understand what they have to explain and imagine in writing. Worst case scenario, they were could not to compose cohesive paragraph. This is because students have difficulty in writing texts that require them to write in a foreign language. In a few places, the paragraph stood out. It is possible to conclude that they had difficulty creating cohesive text. In fact, cohesive devices (cohesion and coherence) are very significant in writing. It is possible to conclude that they had difficulty creating cohesive text. It was

founded in Bamberg in Priyatmojo, (2021, p. 361), One of the most difficult challenges was a deficiency of cohesion in the texts, which significantly contributed to lower test scores. Priyatmojo (2021, p.361). A coherent text is crucial. Students use coherent to organization text and let readers know where the writer is and where he or she is going. Readers can easily read the text toward interrelated clauses because of its coherence. According to Halliday (1976) in Priyatmojo, (2021, p.362) writing activity produces a written work. Texture has emerged as the most prominent feature in a text, which can be accomplished through cohesive ties based on lexical and grammatical relationships. Witte and Faigley (2008), Priyatmojo, 2021, p. 362).(Priyatmojo, 2021)

The researcher in this study is interested in researching written discourse, specifically essay texts. Essays are one of the academic writings that still make up the majority of the material and assignments given by lecturers to students in writing courses. Specifically, an essay is a piece of writing that

contains a topic that is divided into several paragraphs with one main point in each paragraph. (Aulia, 2021)

The essay contains the author's opinion, view, or personal expression about something that is happening or is happening in society. As one of the discourses, essays must also have scientific requirements. The scientific requirements in question are aspects of cohesion and coherence. The term cohesion is often referred to as cohesiveness, while the term coherence is often referred to as wholeness. These two aspects are very important in essay writing because, with these two aspects, the essay written have had cohesion and coherence so that people who read the essay quickly and easily understand it. By the description above, the researcher analyzed the device of cohesion and coherence contain in the essay of 5th Semester in English Education Students. Fifth semester students have received basic writing, intermediate writing, and advanced writing subjects. In addition, in this semester they have got an academic writing subject and at the end of the lesson they

should be done to write an essay text. The researcher is interested in the students' ability to create cohesion and coherence in their essay writing. Furthermore, the researcher's debriefing with the English lecturer at UIN FAS Bengkulu revealed that cohesion and coherence are valued in student evaluations. Considering the importance of essay writing, the researcher seen the need for research on thesis in that department, because it does not rule out that every essay writing, whether in the Language Department or other majors, must have many errors regarding the use of sentences, especially in terms of cohesion and coherence. Therefore, the researcher conducted the study under the title “An Analysis of The Cohesion and Coherence of EFL Learners’ Essay Writing in UIN FAS Bengkulu”.

## **B. Identification of the Problem**

The following issues arose from the study's background and are reasonable to be identified :



1. Some students continue to struggle with organizing sentences into paragraphs and putting ideas together into a logical part of writing.
2. Students in developed countries study to write in their native language. Only some students, however, reveal it in a logical and well-organized manner. The condition is exacerbated in developing countries. Because they learn how to write in a foreign language.
3. Almost all students are illiterate to write properly. This is shown by sentences or ideas that frequently jump between a word into a sentence, a sentence into a paragraph, and a paragraph into a discourse. Even if the significance is understandable and the writing is presentable, a written text must be well-organized and, if possible, error-free. It is one of the causes of cohesion and coherence errors in student writing. Furthermore, because the time required for writing is much shorter, it could be due to students' lack of

knowledge and training in the use of cohesion and coherence devices.

### **C. Research Questions**

The research problems are formulated as follows:

1. What types of cohesion and coherence devices are used by EFL learners in their essays?
2. To what extent are the EFL learners aware of the use of cohesion and coherence devices in their essays?

### **D. Research Objectives**

Based on the problem stated above, this study has two objectives:

1. To find out the types of cohesion and coherence devices used by EFL learners in their essays.
2. To discover extent are the EFL learners aware of the use of cohesion and coherence devices in their essay.

### **E. Research Limitation**

Every research needs limitations to ensure that the analysis does not stray too far from the topic of discussion and

that the analysis remains focused on what is being discussed. Based on the preceding identification, the problem's limitation in this research is to analyze the ability of fifth semester Tadris Bahasa Inggris (TBI) students at UIN FAS Bengkulu in producing cohesion and coherence devices in essays writing text. The researcher choose fifth semester students' of Tadris Bahasa Inggris (TBI) as her study object because they have completed basic writing, intermediate writing, and advanced writing subjects. The other reason that in this fifth semester, they received an academic writing course where the output of this learning is they will produce written works called an essay.

#### **F. Research Significants**

This study's inventions are intened to provide the following benefits and information :

### 1. Theoretically

- a. This research provided information and alternative to teach in the classroom. The teacher can use cohesion and coherence device.
- b. The results of this study are expected useful information for teachers in the learning process.

### 2. Practically

#### a. Teacher

Expected to be able to add information and encourage English teachers in their teaching.

#### b. Students

The researcher hope that students need to be active, creative, and innovative to solve the problems they face in class.

## **G. Definition of Key Terms**

### **1. Essay**

According to Setiawan in Butar-Butar, (2020, p.12) an essay is a way to communicate in writing form that is

conveyed with extensive knowledge, thought, and understanding.

## **2. Cohesion and Coherence**

According to Krisnawati (2013) in G.M Zahra, et al (2021, p.195), Students are supposed to competent create a cohesive and coherent text when writing. When sentences or clauses in a text are linked to one another, cohesion occurs, as cohesion indicates continuity between discourses. This is possible by employing "semantic ties" in the form of cohesive devices to connect texts into a compacted whole. (Eggins, 2004; Halliday & Hasan, 1976; Rahman, 2013 in Zahra, et al). Meanwhile, coherence is involve to situational and cultural contexts. Thus, If readers can identify the situation in the text, can tell what genre it is, and think the text makes sense, then the text is coherent.(Zahra et al., 2021)

### 3. EFL Learners

According to Faizal (2011) “English as a foreign language, indicates the use of English in a non-English-speaking region.” English as a foreign language (EFL) refers to the use or study of English by speakers with different native languages. This means person who is studying English in a non-English-speaking country is EFL learner. (Ummah, 2013)

Shu Dingfang in Si, (2019, p.33) distinguished "foreign language" and "second language". Language environment, language input, and affective factors all have an impact on the learning process. Thus, EFL refers to learning English in non-English-speaking countries, such as Chinese learners of English in China, whereas ESL refers to English as a second language, which has the same or even greater importance than mother tongue, such as Indian and Malaysian learners.(Si, 2019)

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Review**

##### **1. Writing Performance**

###### **1.1 The Notion of Writing Performance**

According to Astari and Nurlena (2021, p.653) Writing is a good activity in shaping self into a productive person. As a writer, a writer needs good skills in terms of language, writing, and things related to activities related to writing. Therefore, by writing someone will be more productive in laying out and coordinating the content in their writing. In writing activities, it is easy and does not take a long time. But, to create a soul as a writer requires a very high fighting spirit. Being a writer is required to be active in expressing an idea and experience while in the field or reading results, as well as opinions which are then

packaged in a scientific paper.(Astari dan Nurlaela, 2020)

According to Astari and Nurlena (2021, p.654) Writing is an art that must be developed in academic activities that require hard work. The art of writing will be fun if it is well done during the writing process. The creative nature will emerge by diligently writing activities. Creativity which includes a collection of attitudes and abilities in guiding someone to produce a very high creative idea, thought, or imagination. The existence of this ability that generates creative ideas can help students in fostering the spirit to become good writers. (Astari dan Nurlaela, 2020)

Moreover, students in school expected to have good writing proficiency. Writing performance or writing competence is the students' ability to make meaningful words and phrases and create coherent



paragraphs Domantani & Ramos (2018) in Khoiriyah & Rasikin (2020, p.16).(Khoiriyah & Rasikin, 2021)

Writers should be clear why they are writing. To have excellent writing performance, students have to solve their lack of proficiency in writing performance and need to appropriate to the criteria of excellent writing performance. According to Bailey, S. The most common reasons for writing are : Stephen Bailey (2011, p.3).

- a. To report on research done by the
- b. To answer a question given or chosen by the writer
- c. To discuss a topic of mutual interest and express the writer's viewpoint
- d. To synthesize previous research on a topic.(Bailey, 2015)

In Islamic perspective, writing is one way to introduce and convey knowledge to the wider community. In the Qur'an itself there are terms Al-

Kitab and Al-Qur'an. Al-Kitab which means writing has been mentioned in the Qur'an as much as 230 times while Al-Qur'an which means reading 56 times, in terms of quantity that how important the meaning of writing in Al-Qur'anul Karim even though the relationship between read and write very closely. With writing everything can be conveyed in detail and coherently. Therefore, the Qur'an which has been revealed by Allah to humans through the Prophet Muhammad should not become extinct because they saw the friends who had memorized the Qur'an died on the battlefield and this is feared for the extinction of the Qur'an as a source of information and guidance of Muslims in the future. Then the companions tried hard by appointing several friends who were qualified in this field, such as: Zaid bin Thabit by writing on camel skin, stones, palm fronds and animal bones. Also like the hadith of the prophet which has been narrated by

Abdullah bin Amr radhiyallahu'anhu which reads “*Convey from me even one verse*” (H.R. Bukhari) and of course the most effective way is by writing. (Yulinda, 2021)

## **1.2 Types of Writing Performance**

As claimed with Brown, (2004, p.220) Writing performance can be classified into four types.

### **a. Imitative**

The student have to master the fundamental, fundamental assignments of writing letters, words, punctuation, and short sentences in order to produce written language. This category includes the capacity to recognize phoneme-grapheme correspondences in the English spelling system as well as the capacity to spell words correctly. Students try to master writing mechanics at this level. At this point, context and meaning are

secondary, with form being the main, if not the only, consideration.

b. Intensive (controlled)

Skills in generating appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence extend beyond the fundamentals of imitative writing. The majority of assessment tasks are primarily concerned with form and strictly adhere to the test design, despite the fact that context is important in determining correctness and appropriateness.

c. Responsive

In this context, assessment tasks involve students to implement at a limited discourse level, connecting sentences into paragraphs also producing a logically connected sequence of two or three paragraphs. Tasks are created to respond to

pedagogical directives, criteria lists, outline documents, and other guidelines. Writing genres specifically brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under certain conditions, the writer start out to have several leeway in choosing between alternative forms of idea expression. The writer has mastered the basics of sentence-level grammar and it is more concerned with the discourse conventions that should attain the goals of the written text. The majority of form-focused attention occurs at the discourse level, where context and meaning are heavily emphasized.

d. Extensive

Extensive writing entails mastering all writing processes and strategies, up to and containing the length of an essay, term paper, major research

project report, or even a thesis. Writers concentrate on accomplishing a goal, logically organizing and developing ideas, demonstrating syntactic and lexical variety, using details to support or illustrate ideas, and, frequently, going through multiple drafts to produce a final product. The occasional draft editing or proofreading is all that places an emphasis on grammar.

Brown (2004, p.219) divides writing genres into three categories :

- 1) Academic Writing such as papers and general subject reports, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, and dissertations;
- 2) Job-related Writing such as messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, announcements, and manuals.

3) Personal Writing such as letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration document, diaries, personal journals, and fiction.

## **2. Essay**

### **2.1 Notion of Essay**

Essays are commonly used to assess students' work in English-medium colleges and universities. Students' work can take the form of coursework, with a deadline one or two months in advance. Exams will be different. In most exams, an essay must be completed in one hour. A flowchart can depict the process of writing essays for coursework assignments.

An essay is a short piece of writing that discusses or analyzes a specific subject. The five-paragraph essay is a common type of essay used in school assignments

and tests. Each five-paragraph essay includes an introduction and three supporting paragraphs.

An essay is an idea or feedback from an author on social events that occur in the community, then poured into short writing. Procter in Setyowati, (2021, p.122) states that the form of essay writing is prose that contains events that occur in society, then written briefly. (Setyowati, 2021)

From the statement above, it can be concluded that essay writing is small in scope and not deep, but involves the overall content of the discussion.

## **2.2 Schematic Structure of Essay**

Essay is one of the academic writings that still make up the majority of the material and assignments given by lecturers to students in writing courses. Specifically, an essay is a piece of writing that contains a topic that is divided into several paragraphs with one main point in each paragraph. Oshima and Hogue



(2006) in Aulia (2021, p.351) explain that an essay begins with a paragraph containing an introduction (introductory paragraph) and ends with a paragraph containing a closing (concluding paragraph). According to Bulqiyah et al in Aulia (2021, p.351) The elements in the essay are:

- a. Introduction (introductory paragraph) which contains an explanation of the topic at the beginning to attract the reader's attention.
- b. Content or discussion (body paragraphs) which contains the development and description of the topic into the next few paragraphs.
- c. Closing (concluding paragraph) which contains a summary or summary that has been mentioned in the introduction and content.(Aulia, 2021)

According to Bailey S schematic structure essay has two types namely schematic structure short essay and schematic structure long essay. Stephen Bailey

(2011, p.5). Short essay generally has the scheme introduction, main body and conclusion. Then, the length essay should include :

- a. Introduction
- b. Main Body
  - Literature review
  - Case study
  - Discussion
- c. Conclusion
  - References
  - Appendices(Bailey, 2015)

The purpose of the introduction is to present the thesis statement. Friedman (2009, p.66). A well-written introductory paragraph grabs the reader's attention and explains why the topic under consideration is important. It can give readers background information on the topic or include anecdotes that illustrate different points of view on the subject. It can also

provide shocking information, clarify the essay's point of view, or propose opposing viewpoints that the essay will refute.

There are various approaches to writing introductory paragraphs. The following are the steps for writing an essay :

- a. Anecdote: a brief story that exemplifies a point about the topic;
- b. Amazing information: facts or statistics that clarify the essay's main points;
- c. Setting up and knocking down a position: a position or claim advanced by supporters of one side of a debate, followed by statements refuting that claim;
- d. Historical perspective: a historical example that led to a discussion of how or why things are different now;

e. Summary information: general introductory information about the thesis statement.(Friedman, 2009)

After the introduction are three (or more) supporting paragraphs. Friedman (2009, p.66) This is the essay's main body. Each paragraph proposes and develops a sub-topic to support the essay's thesis statement. Each subtopic begins with a topic sentence and is followed by facts, details, and examples. Writers can use a variety of supporting materials and details to support the theme of each supporting paragraph. Examples include statistics, quotations from people with specialized knowledge or expertise, historical facts, and anecdotes. Specific and concrete examples are more persuasive than vague, general, or unsupported assertions in writing.

The conclusion is the paragraph that follows the conclusion of the essay. Friedman (2009, p.67) Its

purpose is to summarize or restate the main point of the essay. It may refer back to an idea from the introduction or examine the essay's overall meaning briefly. The conclusion is also the writer's final opportunity to impress the reader; it is critical not to simply repeat what has already been presented in the essay, but also to end it in a clear, final, and memorable manner. Although the order of the constituent paragraphs of the essay is important, it is not required that they be written in the order shown here. Some writers prefer to choose an essay first, then write the introduction paragraph. Others prefer to begin with the essay's main body and then write the introduction and conclusion.(Friedman, 2009)

The conclusion brings an essay to a close by summarizing or returning to its main points. A good conclusion, on the other hand, goes beyond simply repeating these ideas. Strong conclusions look into the

implications of a larger topic and emphasize why it is important to think about. They can frame the essay by returning to the first paragraph's anecdotes. They can also end with quotes or a reference to an event in the essay. In the kind of essay opinion, the conclusion of an essay can either repeat the side that the essay takes or ask the reader to reconsider their previous position on the subject.

### **3. Cohesion and Coherence**

#### **3.1 Notion of Cohesion and Coherence**

A good paragraph should have element coherence. Oshima (2006, p.21). Cohere is a Latin verb that means "to hold together." Sentences must be held together in order for writing to be coherent. Holding together requires a logical and smooth transition from one sentence to the next. There have to no abrupt transitions. The transition between each sentence should be natural.

Cohesion is defined as the possibility of interconnected interactions between one sentence structure and other sentences in the same paragraph, whereas coherence is defined as the existence of a logical relationship of meaning between one sentence and another in the same paragraph. Setiawan (2021, p.61). Each sentence with each other consists of cohesion and coherence, which is very important for paragraphs because paying attention to the two elements above maintains the compactness between paragraphs so ideas, thoughts, and feelings can be delivered properly and received well by the reader. The analysis of cohesion and coherence is set because cohesion is the goal of obtaining the intensity of language meaning, information clarity, and language beauty. Cohesion elements are important for the formation of coherent discourse under certain conditions. The goal of use coherence analysis is to

create coherent and logical discourse structures because a series of sentences with no logical relationship between forms and meanings cannot be called discourse.(Setiawan, 2021)

According to Butt et al., at Priyatmojo, (2021, p. 363) Coherence is defined as the process by which the text survives in the correct order. Arif Suryo Priyatmojo (2021, p.363). This is important in how the paragraph, which is made up of interconnected sentences, can be read well by the reader. A good writer must inform the reader. Readers must also understand the text's topic and content. Text is good not merely for its coherence, however for its organization. Coherent text to be maintained by accurately informing the reader about what it is and where it goes. In order to accomplish this, grammar resources must be connected through clauses, clause complexes, and paragraphs. In addition, the first sign



must appear in the start of the text, paragraph, or clause to alert readers to what the writer intends to use as a starting point. (Priyatmojo, 2021)

According to Halliday and Hasan (1976), as quoted in Chaniago et al (2021, p.17), a text is considered good if it meets two properties: cohesion and coherence. Chaniago et al (2021, p.17). As stated by them, cohesion is an internal property, whereas coherence is a contextual property. Cohesion is important for both helping a writer make text understandable and for readers to build meaning. In addition, coherence is more based on the logic of the idea and how a writer presents it. Not how language is used to express the ideas. For a writing to be successful, it needs cohesion and coherence. This statement is supported by O'Malley and Pierce in Novitasari as quoted in Chaniago (2021, p.17) which says that writing is not just about how to start ideas, but

also how to develop these ideas into united thinking. Therefore, cohesion and coherence are needed in writing good compositions.(Chaniago, 2021)

In line with the previous definition, Eggins as quoted in Chaniago, (2021, p.17) defines the term "cohesion" with how parts of the discourse are related together. Chaniago et al (2021, p.17). Cohesion reveals textual features such as semantic ties, participant consistency, and connections in terms of lexical choices. Halliday and Hasan as quoted in Chaniago et al (2021, p.17) divide English cohesion into two broad categories: grammatical cohesion and lexical cohesion. The grammar element in grammatical cohesion signs the relation among sentences in the text. On the other hand, lexical cohesion describes how a writer connected to the text's broad focus consistently using lexical items like nouns, verbs, adjectives, and descriptions.(Chaniago, 2021)

### 3.2 Theory of Cohesion

Because the meaning of cohesion in paragraphs decide to content relations, Michael Halliday and Ruquaiya Hasan (1976) in Andayani et al., proposed English cohesive devices into five as a sign of discourse coherence. Cohesion is responsible for the construction of sentences in any text. This is accomplished by connecting various parts of the text with one another in order to provide structure to the text. Because it has the correct meaning, it aids in hanging sentences in a logical manner. As a result, cohesion is linked to the concept of wider coherence. (Andayani, Seken, & Marjohan, 2013)

Halliday and Hasan (1976, p.6) in Andayani et al., Classifying cohesion in English into two main categories: grammatical cohesion and lexical cohesion. Andayani (2021, p.3). The surface marking of semantic relations between clauses and sentences in written

discourse and utterances and turns in spoken discourse is referred to as grammatical cohesion. Lexical cohesion refers to the author's use of lexical items such as verbs, adjectives, nouns, and words to connect with text consistently to the focus area. Egging in Pipit Olva Andayani et al., This is marked by using lexical elements / vocabulary.(Andayani et al., 2013)

Tanskanen (2006) in Andayani et al., Reference, substitution, ellipsis, and conjunction are examples of grammatical cohesion devices. Andayani (2021, p.3). Language items known as references refer to another item for which both sender and receiver understand the context rather than being interpreted semantically in their own right. In written texts, references indicate how writers introduce and track participants over the course of the text. As state by Halliday and Hasan, (1976:37) in Pipit Olva Andayani et al., Personal references, demonstrative references, and comparative

references are three main types of references. Personal references include the following:

- a. Personal pronouns such as *I, me, you, him, she, he, her, we, us, they, them, it*
- b. Possessive determiners such as *my, yours, their, its, our, his, her*
- c. Possessive pronouns such as *mine, yours, hers, theirs, ours*

There are three types of demonstrative reference. First, nominative demonstrative such as *this, that, these, those*. Second, circumstantial demonstrative such as *here, there, now, then*. Third, definite article such as *the*. Comparative reference is divided into two types: "general" comparison and "particular" comparison. General comparison is concerned with comparison in terms of likeness and unlikeness, sans regard to any particular property: two things can be the same, similar, or different (where "different" includes both

"not the same" and "not similar").(Andayani et al., 2013)

Halliday and Hasan as quoted in Andayani et al., emphasize that substitution is a linguistic relationship rather than a semantic one. Andayani (2021, p.3). They also explain that substitution can be of three types: nominal (one/ones), verbal (do), and clausal (so, not). Ellipsis is the omission of grammar-required elements that the speaker/writer assumes are obvious from the context and thus do not need to be raised. Ellipsis is classified into three types. Nominal ellipsis, Verbal ellipsis, and Clausal ellipsis are all types of ellipses.(Andayani et al., 2013)

Mather & Jaffe (2002, p.1) as quoted in Andayani et al., A conjunction is a semantic relationship that delivers a specific connecting word or phrase is used to show how a clause or statement relates to another clause or statement in terms of meaning. Halliday and

Hasan further categorize conjunctions as adversative, additive, temporal, and causal.

As cited in Andayani et al., Halliday and Hasan (1976) separate lexical cohesion in two primary categories: reiteration and collocation. Reiteration is a mechanism for increasing text cohesion by repeating two or more lexical items visible on the text's surface. The following is a reiteration example from Halliday and Hasan cited in Andayani (2021, p.3). As an example:

**There is a boy climbing a tree**

- a. The boy is going to fall if he doesn't take care  
(repetition)
- b. The lad is going to fall if he doesn't take care  
(synonym)
- c. The child is going to fall if he doesn't take care  
(super ordinate)

- d. The idiot is going to fall if he doesn't take care  
(general word)

Collocation is accomplished by linking lexical items that frequently occur together. It denotes lexical items that are likely to occur in the same lexical environment. Consider the following as an example:

*Typically, plants create complex organic compounds from simple inorganic building blocks. Sunlight provides the energy for this process in green plants. Because chlorophyll, a green pigment, is processed by plants, they can use this energy. Light synthesis, also known as photosynthesis, is an autotrophic, or self-sustaining, process.(Pearson, in Andayani et al.,)*

Because all words associated with the scientific field of biology, the following items in the preceding



text are examples of lexical collocation.(Andayani et al., 2013)

According to Hoey quoted in Mohseni (2019, p.215) , the most important cohesive tie is lexical cohesion. Mohseni (2019, p.215). Therefore, The study of text cohesion is, to a large extent, the study of text lexis patterns. According to Lovejoy & Lance in Mohseni (2019, p.215), The theme-rheme operation generates cohesion. Pondering theme as "the 'point of departure' for information presentation," and rheme as "the information about the theme that the writer desire influence". In order for a text or discourse should flow naturally and be simple for the reader to understand, the theme, which is old information, and rheme, which is new information, are shown alternately.(Mohseni & Samadian, 2019)

## 1. Grammatical Cohesive Devices

### a) Reference

As stated by Halliday and Hasan (1976) seen from Mohseni, 2019, p. 216 divide reference into three types: personal reference, demonstrative reference, and comparative reference. Mohseni (2019, p.216). Personal pronouns such as she, he, it, his, her, and their all refer to previous items. Then there are demonstrations. The use of demonstrative references for referential purposes, such as the, this, that, and those. Last, General and specific comparisons are used to represent comparative reference. A general comparison is connected to any specific feature such as so, as, equal, similar, different, otherwise, similarly, whereas a comparison in terms of quantity or quality refers to a specific comparison such as more, fewer, additional, better, equally good.(Mohseni & Samadian, 2019)

## b) Ellipsis and Substitution

The other kind of grammatical cohesive are substitution and ellipsis. Mohseni (2019, p.216-217). Substitution is classified into three types: nominal, verbal, and clausal. The words *one* and *ones* are the most common substitutions in nominal substitution, and they always serve as the nominal group's head. The verb *do*, which functions as the head of a verbal group and is sometimes used in conjunction with *so*, is the most commonly used word in verbal substitution. For instance:

- Let's go and see the shirts. The small ones are over there.
- Did Ali take those papers? He might have done.
- She advised him to see a dentist, but he said that he didn't have enough time to do so.

Clausal substitution replaces an entire clause rather than an element. Examples:

- I think so.
- Everyone thinks she is guilty. If so, no doubt she will resign.

Halliday & Hasan (1976) quoted in Mohseni (2019, p.217) ellipsis (zero substitution) is “something left unsaid” . A word is substituted for another, and an ellipsis is used to show that a word from the previous text means nothing. There are three varieties of ellipsis, similar to substitution: nominal, verbal, and clausal. Examples:

- Do you want to eat another fruit? I have two more (fruit). [Nominal Ellipsis]
- Ahmad bought fruits and Reza (bought) food. [Verbal Ellipsis]

- Susan ran three miles on the first day and six on the second [Clausal Ellipsis](Mohseni & Samadian, 2019)

c) Conjunction

The other method of building cohesion is by means of conjunctions, which are more than just combining sentences cause it showed information for the listener/interpretation reader's of the utterance. Mohseni (2019, p.218). Some linguists refer to them as discourse markers for this reason. Implicit conjunctions are derived from a correct interpretation of the text. There are four categories of conjunctions: additive, adversative, causal, and temporal.

- 1) Additive conjunctions, for example and, also, moreover, too, additionally, and so on, structurally link to the presupposed item.

- 2) Adversative conjunctions, for example yet, though, only, but, in fact, rather, and so on, indicate the opposite of what is expected.
- 3) Causal conjunctions, for example so, then, for, because, for this reason, and so on, show the result, reason, and purpose. Causal conjunctions can also be expressed using verbs like cause and lead.
- 4) Temporal conjunctions are used to coordinate signals based on a signaling sequence or time. It indicated words such then, next, after that, next day, and so on. Temporal conjunctions are also expressed using a verb, as in follow or precede, and can reflect stages in the text by first, second, third, and so on.(Mohseni & Samadian, 2019)

## 2. Lexical Cohesive Devices

Lexical cohesion can be accomplished through vocabulary selection. Mohseni (2019, p.218). Reiteration and collocation are the types of lexical cohesion.

### a) Reiteration

The repetition of the same word, a synonym, an antonym, or another word referred to as reiteration. It is divided into five categories: repetition, synonymy, antonymy, hyponymy, and metonymy. Example:

A: Which *dress* is she going to wear?

B: She will wear her brown *frock*.

For lexical cohesion, the synonyms *dress* and *frock* are used in the preceding example.

### b) Collocation

The use of related words that frequently occur together is known as collocation. It is

highly difficult aspect of lexical cohesion, and it is interpreted using a general semantic description of English language, such as once upon a time.(Mohseni & Samadian, 2019)

## **2. Theory of Coherence**

Castro (2004) in Andayani et al., said the link in a text that connects ideas and makes the flow of thoughts meaningful and clear for readers is defined as coherence. The definition was derived from Halliday and Hasan's work (1976, p.23) Coherence refers to the internal elements of a text that include cohesion and register. Andayani (2021, p.6).

In Andayani et al., Pearson et al (2005) explain The term coherence refers to a variety of factors, including the order of events covered in the text, the completeness of the actions or concepts laid out in it, and whether the text conforms to what we would



expect from a piece of writing in a specific genre. Andayani (2021, p.6).

Coherence is defined by Enkvist in Andayani et al. as "the quality that makes a text conform to a consistent world picture and is thus summaries able and interpretable," in addition It is primarily related to the text's nature and property. Andayani (2021, p.6).

Brown and Yule in Andayani et al., believe that the interpretation of linguistic messages is the primary determinant of coherence.. Enkvist in Andayani, (2021, p.6) distinguishes two types of semantic connections. First, surface cohesion allows for surface-level connection. Second, connection at the deepest level through coherence. (Andayani et al., 2013)

Mohseni (2019, p.221) said coherence in meaning of inter-sentence connections that result in tightly structured and self-contained paragraphs. Text-based coherence and reader-based coherence are the two

approaches to coherence that can be distinguished. Regarding Halliday and Hasan's (1976) Mohseni (2019, p.221) Textual semantic unity is associated with the text-based approach, which is achieved through linguistic features or cohesive ties. They referred to coherence as "texture." Given the significance of text-based coherence, information must be presented in a well-organized format with appropriate cohesive ties. According to the reader-based approach, A coherent text is formed by the reader's successful interaction with the text via the reader's text knowledge and world knowledge. Textual coherence, on the other hand, is realized through the context, imagination, and knowledge of an individual reader rather than the writer of the text. As a result of previous research, this study examines the cohesion and coherence of EFL learners writing performance. (Mohseni & Samadian, 2019)

There are four approaches to achieving coherence:

Oshima (2006, p.22).

- a. Repeat key nouns.
- b. Use consistent pronouns.
- c. Use transition signals to link ideas.
- d. Arrange writer ideas in logical order.

The simplest way to create coherence is use frequently repeat key nouns in writing performance. There is no set rule for how frequently key nouns should be repeated or when pronouns should be substituted. When the meaning is hidden, the writer should repeat a key noun rather than use a pronoun. If writer does not want to repeat a key noun, he or she can utilize synonyms or expressions with the same meaning. Its purpose is to smooth the transition from one sentence to the next.

In the coherence also talk about transition signals. Oshima (2006, p.25). Transition signals are writing

expressions such as first, finally, and however, as well as phrases such as in conclusion, on the other hand, and as a result. Other words that can function as transition signals include subordinators (when, although), coordinators (and, but), adjectives (another, additional), and prepositions (because of, in spite of). Transition signals are similar to traffic signals. It instructs the reader when to proceed, turn around, slow down, and stop. Furthermore, it informs the reader when the writer is providing a similar idea (similarly, and, additionally), an opposite idea (on the other hand, but, in contrast), an example (for example), a result (therefore, as a result), or a conclusion (in conclusion). Transition signals, in fact, give a paragraph coherence by guiding the reader from one idea to the next.

The final way to achieve coherence, besides using transition signals and repeating key nouns and pronouns, is to arrange the writer's sentences in some

kind of logical order. Oshima (2006, p.34). The writer's preference for one type of logical order over another is determined by their topic and purpose. In some cases, the writer may concatenate two or more different logical orders in a single paragraph. The most important thing to remember is to arrange the writer's ideas in a logical order for a reader who is used to reading in English. In English, some common types of logical order are chronological order, logical division of ideas, and comparison/contrast.

- Chronological Order

A chronological order is a time-based order of events or steps in a process. To organize steps, the model paragraph employs time order such as first, second, third, after that, next, additionally, then, however, and so on.

- Logical Division Of Ideas

A topic is divided into parts in the logical division of ideas, and each part is discussed separately. The first sentence of the model paragraph discusses beauty, and the second sentence discusses utility.

- Comparison/Contrast

A comparison/contrast paragraph compares and contrasts the similarities and/or differences of two or more items. There is an example of a comparison/contrast in a paragraph, such as comparing and contrasting word meanings.

#### **4. EFL Learners**

In the past, According to Phillips & Stern (1991, p.9) The term 'foreign language' was more commonly used than the term 'native language.' Foreign language learning is frequently undertaken for a variety of reasons. Traveling abroad, communicating with native speakers, reading foreign literature, and reading foreign scientific and

technical works are just a few examples. A foreign language typically necessitates more formal instruction as well as other measures to compensate for a lack of environmental support. The term 'foreign' in the phrase 'foreign language' can refer to a relationship between a person and a language, i.e., the language is 'new' or 'foreign' to the individual. However, regardless of persons, it does not necessarily express the legal status of a language, such as a foreign language as a non-national language, a language that has no legal status within the nation. (Phillips & Stern, 1986)

According to Si (2019, p.34) EFL's target audience includes countries where English is not the first or official language, such as China, Japan, and South Korea. English is not required for daily communication in these countries. (Si, 2019)

Kachru (1985) in A. Al Mutairi (2020, p.85) categorizes the use of English, including Inner, Outer, and

Expanding Circle. The Inner Circle represents countries where English is spoken as a first language and as a native language. These are the United States, the United Kingdom, Canada, Australia, and New Zealand. The Outer Circle includes countries with long-standing British colonial ties and where English is widely spoken in social and government circles. The majority of the countries in this circle are former British Empire colonies. The Outer Circle includes countries that have English as a second language, such as India, Malaysia, Singapore, Ghana, Kenya, and others. The third circle, The Expanding Circle, includes countries that teach English as a foreign language in schools and universities, primarily to communicate with the Inner and Outer Circles in English. Turkey, Saudi Arabia, the United Arab Emirates, Japan, China, Korea, and others are examples of such countries.(A. Al-Mutairi, 2019)



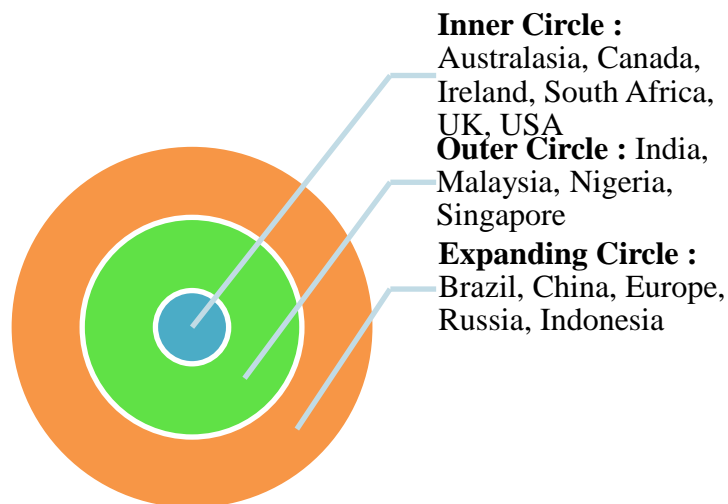


Figure 2.1 Kachru's Three Circles of English

Students in Indonesia are categorized as English Foreign Language Learners because English in Indonesia is the first foreign language that is officially taught in schools. As a foreign language, English is only used in class, namely as a subject and in certain places or activities, such as international seminars, TV films, and singing. (Suyanto, 2013)

Adapted by Kachru's three circles of English, EFL (English Foreign Language) learners in this research is fifth

semester of Tadris Bahasa Inggris (TBI) at UIN FAS Bengkulu.

## **B. Theoretical Framework**

Writing is not an easy task. In the text of writing, writing performance is a method of determining how a writer performs their writing. Writing a text requires various skills such as language, writing, and things related to writing activities. A writer must know the types of writing performance because each writing performance has its own characteristics. One of the types is essay. In the writing, the use of cohesion and coherence is crucial. Cohesion and coherence help writers in their writings to be more coherent, easy to understand and have meaning.

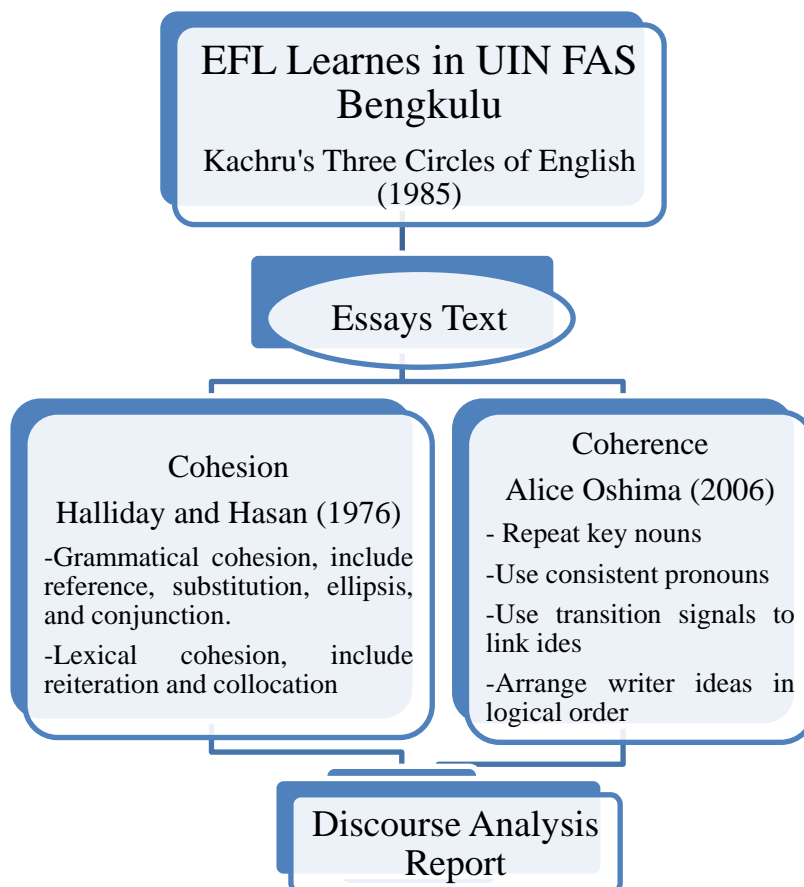


Figure 2.2 Theoretical Framework adapted  
by Norman Fairclough (1995)

### C. Previous Studies

1. Chaniago, Fransisko. (2021) entitled “An Analysis on the Use of Cohesion and Coherence in Students’ Writing”. This study was conducted to learn about the different types of

cohesion and coherence used by English Education Program students about writing a descriptive text. The researcher concentrated on lexical cohesion, key noun repetition, and consistent pronouns. This study employs a qualitative methodology. The data collecting technique use a test and documentation. Twenty-two students participated in this study. The results revealed that nine students used fifteen reiteration items and one student used collocation. In terms of coherence, all students used 131 items of repeated key nouns in their writing text. Furthermore, fifteen students used sixteen items of consistent pronouns. (Chaniago, 2021)

The similarity of the research with the research that the researcher will do is that the method used is qualitative and English students as the object. However, what makes the difference is that in the research above, the researcher used tests and documentation to collect data. While the research that will be carried out by researchers only uses

documents to collect data. In addition, the text is also different, if the research above examines cohesion and coherence in descriptive texts, the research will be carry out by researcher is to examine cohesion and coherence in essay texts.

2. Priyatmojo, Arif Suryo. (2021) entitled “Cohesion and Coherence of Students’ Recount Texts in Indonesia”. The goal of this study was to look at the cohesion and coherence of recount texts, as well as the implications for teaching writing to students. The data consisted of fifteen recount texts chosen at random from first-year high school students in Central Java, Indonesia. This was qualitative research employing cohesion theory by Halliday and Hasan (1976) and thematic progression proposed by Butt et al. (1995).

Cohesive devices were frequently used as personal references as a result of this research. It happened 437 times, or 58.11 percent of the time. The second most

common occurrence was repetition, which occurred 167 times or 22.21 percent of the time. The temporal conjunction was the third most common, accounting for 56 occurrences or 7.45 percent of all occurrences. The adversative conjunction then happened 10 times, or 1.33 percent of the time. Following that, additive conjunction occurred eight times, or 1.06 percent of the time. The following device served as a comparison, with a score of seven times or 0.93 percent. Then there were five occurrences of causal conjunction and synonym, for a total of 0.66 percent. Ellipsis occurs twice, or 0.27 percent of the time. The last device that existed and became the fewest was the superordinate. It happened only once, or 0.13 percent of the time. Those numbers were calculated using the total number of cohesive devices found in the texts. Because the method is qualitative and the theory used is Halliday and Hasan's theory, the research is relevant for the research that the researcher will conduct. Furthermore, data

collection is accomplished through the use of a document, with the only difference being the type of text used.(Priyatmojo, 2021)

3. Zahra, G. M., Emilia, E., & Nurlaelawati, I. (2021) entitled “An Analysis of Cohesion and Coherence of Descriptive Texts Written by Junior High School Students”. The goal of this research was to investigate the cohesion and coherence of descriptive texts written by seventh grade junior high school students. During Covid-19 pandemic, this study was carried out in the seventh semester of 2019/2020 academic year. Using a qualitative case study design, data for this study were gathered from six texts representing high, middle, and low achiever students. The grammar of textual metafunction from systemic functional linguistics (SFL), i.e. the theme system, was used to identify the cohesion and coherence of the texts. According to findings, all student were able to create descriptive texts with cohesion and coherence. All texts

used a variety of themes to create coherence, including topical and textual themes, as well as thematic progression such as zigzag and reiteration patterns. Cohesive devices like reference, conjunction, lexical, and ellipsis were also used to create a cohesive text.(Zahra et al., 2021)

According to the findings of the study, all texts written by high, middle, and low achievers could be classified as descriptive text because they all specifically described a person and used descriptive text structures. There was no statistically significant difference in theme selection across the three levels of achievement. Every text used two themes namely topical themes and textual themes. The students attempted to create a cohesive text by using a variety of cohesive devices as well reference, conjunction, lexical, and ellipsis. Nonetheless, the texts of high and middle achievers appeared to be more cohesive than the other texts because all the middle text achievers used a broader range of cohesive devices. This study is relevant for the research that



the researcher conducted because it used document analysis to collect data, then uses a table instrument that is almost similar, then explanations when analyzing documents are very helpful for researcher to conduct research.

This research also conducted by the researcher to analyzing the cohesion and coherence of essay texts in EFL students'. The researcher focused on grammatical cohesion, lexical cohesion and coherence. Considering cohesive in writing text is important in nowadays, so cohesion and coherence is demands for the students to writing text. Therefore, this research is entitled "An Analysis of The Cohesion and Coherence of EFL Learners' Essay Writing in UIN FAS Bengkulu".

No.	Name. Title. Year	Method	Participants	Results
1	Chaniago, Fransisko. (An Analysis on the Use of Cohesion and Coherence in Students' Writing, 2021)	Qualitative	English Education Program students	The findings revealed that nine students out of 22 used fifteen items of reiteration and one student used collocation. In terms of coherence, the researcher discovered that all students used 131 items of repeated key nouns in their writing. Then, fifteen students used sixteen distinct pronouns.
2	Priyatmojo, Arif Suryo. (Cohesion and Coherence of Students' Recount Texts in Indonesia, 2021)	Descriptive qualitative	First-grade students of high school in Central Java, Indonesia	The result of this research showed that most of the cohesive devices employed by the students were personal reference with 58.11%; demonstrative reference and definite article with 7.18%; comparative reference with 0.93%), lexical (repetition 22.21%; synonym 0.66%; superordinate 0.13%), conjunction (temporal conjunction 7.45%; adversative conjunction: 1.33%; additive conjunction 1.06%; causal conjunction 0.66%), and ellipsis with 2%. The presuppositions of the presupposed and presupposing items were accomplished anaphorically and cataphorically, with the majority of them being anaphoric. The presuppositional distances took the form of immediate ties, mediated ties, and non-mediated ties. Furthermore, there was a lot of closeness. According to the analysis, the majority of the texts were cohesive as a result of the achievement of presupposing and presupposed items in each sentence of the texts. The students' recount texts were then made coherent by employing three types of patterns: reiteration/constant,

				zig-zag, and multiple thematic progression patterns. The majority of the texts were created using a reiteration/constant pattern. According to the analysis, most texts were not coherent due to unrelated clauses.
3	Zahra, G. M., Emilia, E., & Nurlaelawati, I. (An Analysis of Cohesion and Coherence of Descriptive Texts Written by Junior High School Students, 2021)	Qualitative case study design	Seventh grade junior high school students	The findings show that all students could write descriptive texts with cohesion and coherence. All texts successfully used various types of themes, such as topical and textual themes, and thematic progression, such as zigzag and reiteration patterns, to create coherence. Cohesive devices such as reference, conjunction, lexical, and ellipsis are used to create a cohesive text. It was also discovered that texts written by high achievers were more coherent than texts written by middle and low achievers due to a variety of factors such as more diverse pattern and more frequent use of pattern. Furthermore, because of the high number of cohesive devices and conjunctions used in the middle and high achiever texts, the high and middle achiever texts appeared more cohesive than the low achiever texts.
4	Sutrisno, Tiara Sella. (An Analysis of the Cohesion and Coherence of EFL Learners' Essay Writing in	Descriptive qualitative	EFL Learners students in UIN FAS Bengkulu	The study findings revealed that students used the Halliday and Hasan coding scheme, that the types of references used are R11, R12, R13, R14, R21, R22, R23, R31, R32, R33, and R34, that the types of conjunction

	UIN FAS Bengkulu (A Discourse Analysis), 2022)			used are C111, C121, C141, C142, C151, C152, C212, C213, C22, C232, C241, C311, C322, C351, C411, C42. Then, students' ability in creating cohesion was reference 52.1%, conjunction 40.8% and reiteration 7.2%. Besides, Students produced coherence as much as 44.8% at Complete Scale, 44.8% at Extensive Scale, 10.3% at Moderate Scale, 0% at Limited and Zero Scale. The students' ability in building coherence were on Extensive Scale (3) and Complete Scale (4) in average. It indicates that students have a sufficient understanding of how to construct coherence in their writing.
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## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this current study, the researcher used a qualitative descriptive method in an effort to provide answers to problems that have been laid out. The researcher used content analysis approach because the data collection techniques in this study were carried out by using documentation. The kinds of documentation to get the information such as the research place, organization structure, students' activities, students' worksheets, and documents. In addition, the document used in this research are essays. According to Creswell (2007, p.16) in Chaniago, qualitative method is ideal for a research which embeds a cultural aspect such as power distance, since it allows the researcher to investigate the small data in a detailed and in depth manner. Qualitative research is also an approach carried out with a holistic and realistic manifestation of nature, such as the environment where the approach is carried out by

collecting data, observing, interviewing, and analyzing documents. The purpose of qualitative research is to know and study social life by understanding one's perceptions and experiences in society about a particular subject. In this study, the researcher focused on EFL Learners in UIN FAS Bengkulu through An Analysis of Cohesion and Coherence in the Essay. This is related to the statement that qualitative research is the study of people's lives, which means about their real conditions.(Chaniago, 2021)

Based on the description above, it is safe to assume that the study's research design were qualitative. This research conducted with EFL Learners in UIN FAS Bengkulu for the 2021/2022 academic year to find out how many use cohesion and coherence in their essays.

## **B. Research Setting**

In this current study, the research conducted at UIN FAS Bengkulu which is located on Raden Fatah Street, Pagar Dewa, Bengkulu City. The reasons for choosed fifth semester

students' of Tadris Bahasa Inggris (TBI) in UIN FAS Bengkulu as the participants in this research are that they have completed basic writing, intermediate writing, and advanced writing subjects. The other reason is that in this fifth semester, they received an academic writing course where the output of this learning is that they produced written works called essays. Then, the time that the researcher used for this research is carried out from the date of issuance of the research permit within a period of approximately one (1) month. The researcher estimated this research taken place in early March 2022.

### 1. Population

According to Mackey and Gass (2005) in Khoiriyah & Rasikin (2020, p.31) the population includes all instances of individuals or situations that have characteristics. As a result, this study's population includes all students in the fifth semester of the academic year 2021-2022. It has five

classes and a total of 119 students. The number of fifth semester students is as follows:

Table 3.1 The Number of Students

No.	Class	Total
1	5A	19 students
2	5B	13 students
3	5C	23 students
4	5D	26 students
5	5E	29 students
Total		110 students

## 2. Sample

The sample is a small group (part) of the population being taken and can represent the population as a whole. The sample is part of the population whose characteristics are to be studied. In this current study, the researcher used a non-probability sampling technique. Purposive or judgmental sampling used by the researcher as a non-probability sampling technique. According to Sugiyono



(2016) Purposive sampling is a sampling technique with certain considerations. (Ayu, 2018)

There were five classes in fifth semester of Tadris Bahasa Inggris (TBI), namely (A, B, C, D, E). But, only students in E class fulfill the criteria of their essay for the research that the researcher did.

### **C. Research Instrument**

A research instrument is a device used to measure natural and social phenomena. Because this research is content analysis approach so the instrument in this research were essay texts, which written by fifth semester students of Tadris Bahasa Inggris in UIN FAS Bengkulu. The types of data in this research were all of the sentences in the essay. The characteristics of the essay will be analyzed were :

1. The theme is about compering the education.
2. The lenght is 500-1000 words.

#### **D. Research Procedures**

Research is a systematic, directed, and purposeful scientific activity. Data collection techniques used document studies also require procedures or steps. The procedures taken in this research are as follows:

1. Collected the data from the object of the study. The essay texts used as the objects.
2. The texts were arranged based randomly.
3. Read the essays thoroughly.
4. Analyzed the data carefully. The texts analyzed based on the cohesion and coherence devices. An expert is used to validate the results of the analysis conducted by the researcher.
5. All the data were organized in a table to make it easier to analyze.
6. The result of data analysis provided with detailed explanation and in the form of a percentage.

## E. Data Analysis Technique

The findings of learners' essay writing analyzed by used document analysis, this following steps to analyzed :

### Cohesion Analysis

- a. To determine the types of cohesion obtained in each sentence, divide each passage into sentences and number them.
- b. The researcher identified and underlined every cohesive item in each sentence after dividing and numbering them.
- c. The researcher then coded each cohesive item discovered using the Halliday & Hasan coding scheme table. R. Hasan and M.A.K. Halliday (1976, p.333). The coding scheme can look at appendix 1. (Halliday & Hasan, 1976).

Table 3.2 Halliday and Hasan Coding Scheme Table

Text	Cohesion Items					
	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types


The researcher then calculated the percentage of cohesive items that had been coded. Anas Sudijono's formula used to calculate this percentage. Brigham et al, (2018, p.88)

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

With:

p = the percentage of different types of cohesion in students' essay writing.

f = the total number of cohesion items on the essay writing of learners.

N = the number of instances of each type of cohesion in students' essay writing.(Brigham et al, 2013)

### Coherence Analysis

- a. The researcher presented an absolute scale that served as the foundation for Bachman and Palmar's rating scale for scoring coherence. Bachman and Palmar (1996, p.214)

0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4

0 : Zero very little ability

1 : Limited

2 : Moderate

3 : Extensive

4 : Complete

0 (Zero) : Too brief to pass judgment. There is no evidence of coherence. Regardless of length, completely incomprehensible.

1 (Limited) : A seriously disjointed/isolated collection of ideas. There is a severe lack of conceptual connections.

- 2 (Moderate) : There are some links between different ideas, but no global links between local ideas. There could be some significant gaps in the network.
- 3 (Extensive) : In general, the passage is well-organized. There was no notable pause. Globally, all ideas are inextricably linked. However, there was no evidence of sophistication or elaboration of connections.
- 4 (Complete) : A sophisticated and elaborated idea connection. Thematically, it is completely understandable. The ideas are completely consistent. There was a clear presence of elements for introductory/opening remarks, coda, and elaborated connections at every significant local point.(Bachman & Palmer, 1996)

- b. The researcher judged the results of the learners' essay writing used Bachman and Palmer's rating scale.
- c. Next, used Anas Sudijono's formula, the researcher counted the number of each coherence scale. Brigham, (2018, p.88)

$$p = \frac{f}{N} \times 100\%$$

With:

p = the percentage of students' essay coherence on the coherence scale.

f = the total number of coherence scales on the essay writing of students

N = the number of coherence scales used in students' essay writing.

(Brigham et al, 2013)

- d. The researcher described the outcome after counting the numbers on each scale.
- e. In the final step, the researcher summarized the found of her data analyzed.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. The Data Description

This chapter showed the findings of types grammatical cohesion and lexical cohesion in essays text there are presented in several essays from English student at English education study program. The essays of 29 students have been examined. The analysis employs Halliday and Hasan's concept of cohesion, and the absolute scale served as the foundation for Bachman and Palmer's coherence rating scale.

Table. 4.1 The Recapitulation of Cohesion

Text	Grammatical Cohesion		Lexical Cohesion
	Reference	Conjunction	Reiteration
1	8	14	3
2	11	12	-



3	17	7	3
4	11	9	-
5	12	6	2
6	8	6	2
7	12	13	1
8	17	9	-
9	8	8	-
10	9	7	-
11	12	8	2
12	15	10	-
13	12	8	1
14	12	9	4
15	12	7	2
16	15	10	4
17	10	8	-
18	15	8	2
19	14	6	-
20	12	10	1
21	20	16	1
22	14	14	3
23	10	14	3

24	17	8	2
25	14	8	2
26	16	21	4
27	17	12	4
28	17	16	5
29	19	18	2
Subtotal	386	302	53
Total	741		

The following chart summarizes the preceding recapitulation:

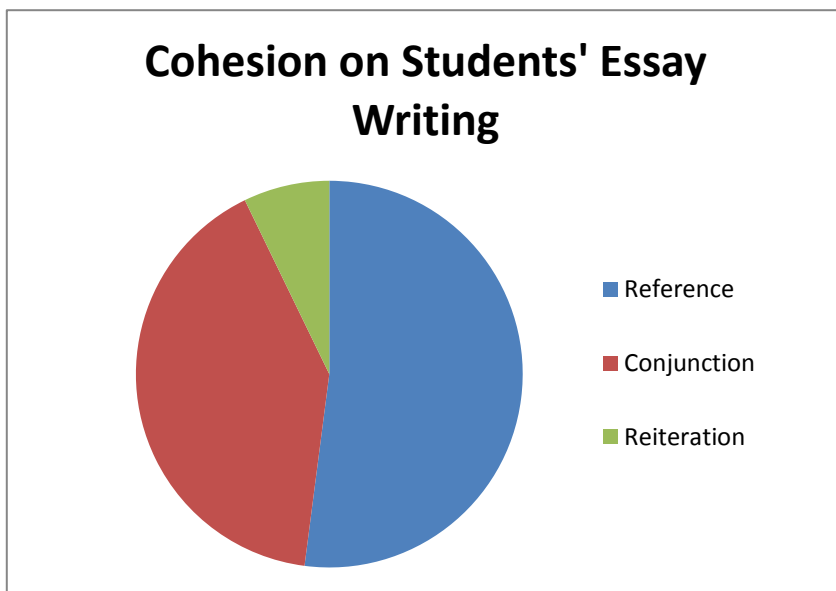


Figure 4.1 The Percentage of Cohesion

The graph above depicts the percentages of two types of cohesion: grammatical and lexical cohesion. Students can create grammatical cohesion that includes up to 52.1% reference and 40.8% conjunction using the chart above. While lexical cohesion, including reiteration, accounts for up to 7.2% of the total.

Table. 4.2 The Recapitulation of Coherence

Text	Bachman and Palmar Scale				
	Zero (0)	Limited (1)	Moderate (2)	Extensive (3)	Complete (4)
1					✓
2				✓	
3					✓
4				✓	
5				✓	
6					✓
7				✓	
8				✓	

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

Subtotal	0	0	3	13	13
Total	29				
Total Percentage	0%	0%	10.3%	44.8%	44.8%

The following chart summarizes the preceding recapitulation:

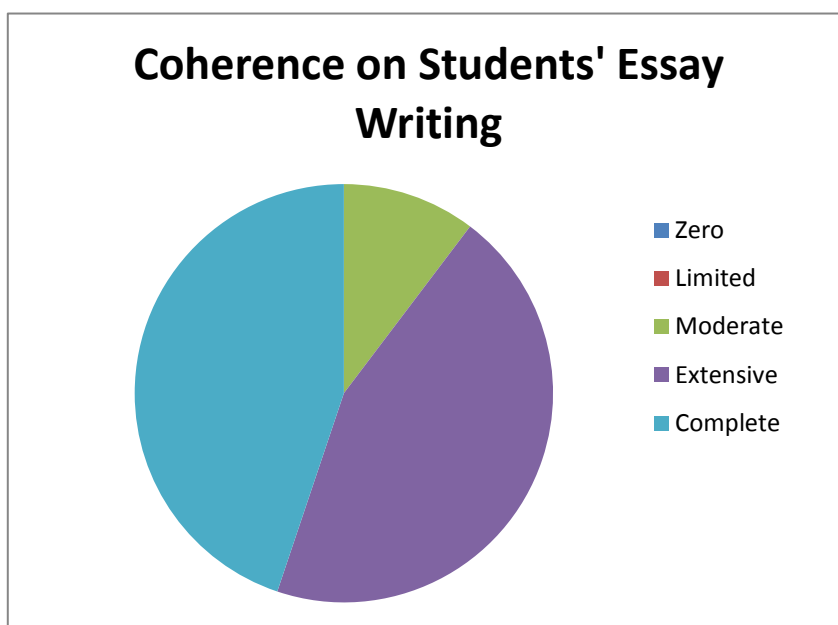


Figure. 4.2 The Percentage of Coherence

The graph above depicts the proportion of students who construct coherence. Students build coherence up to

44.8% at Complete Scale, 44.8% at Extensive Scale, 10.3% at Moderate Scale, 0% at Limited and Zero Scale.

## 2. Data Interpretation and Analysis

The discussion below is presented based on the findings below.

### a. Cohesion

This section described how Halliday and Hasan's concept of cohesion was applied to the analysis of students' essay writing. The concept used to determine the text's cohesiveness. As stated in Chapter II, the analysis is conducted using two criteria: grammatical and lexical cohesion. The relationship between sentences expressed with grammatical and lexical elements demonstrated text unification. These are the results of an examination of the students' essay writing.

### i. Grammatical Cohesion

#### 1) Reference

##### a) Personal Reference

The most common cohesion device found throughout the text is reference. Personal pronouns as subjects I, it, they, we, and as objects them, us, and possessive adjectives it, my, their, and our are used in the text. Here's an example of a personal reference:

Text 3 in second paragraph sixth sentence : Then most people who live in cities are busy people, so *they* usually have a household assistant who will take care of the house or even take care of *their* children.

Their refer to they and they itself refer to most people.

#### b) Demonstrative Reference

The definite article the represents the neutral demonstrative, the selective participant demonstratives this, these, that, and those, and the circumstance selective demonstrative there

are. These are the text's demonstrative reference elements. Here's an example of a demonstrative reference:

Text 4 in second paragraph four sentence : *There* are several factors that make urban children go through puberty faster, starting from race, socioeconomic status, food, association, environment and chemical substances such as pollution.

*There* refer to circumstance above.

#### c) Comparative Reference

Particular comparisons include the numerative more, the epithet better, higher, harder, and hardest. Text contains general comparisons such as identity same, different, and differently. As an example of a comparative reference, consider the following:



Text 5 in second paragraph third sentence:

They will be able to breathe *cleaner air* than in the city.

In particular, There must be a standard of reference by which one thing is said to be superior, equal, or inferior in quality or quantity. *Cleaner air*, presumably, is cleaner 'than other things'.

## 2) Conjunction

### a) Additive Conjunction

Halliday and Hasan only discuss conjunction elements that combine between sentences or paragraphs, not those that combine within sentences, phrases, words, or beyond the matter. Then, within the text, the additive conjunction items are and, also, additionally, additionally, besides, thus, for example, and on

the other hand. An example of an additive conjunction is:

Text 1 in first paragraph first sentence :  
Differences in urban *and* rural environments certainly greatly affect the development of children, for example from a physical point of view.

In the preceding example, *and* is the example of additive conjunction within sentence.

#### b) Adversative Conjunction

But, even, and however are examples of adverbial conjunctions that appear in the text. Here's an example of an adversative conjunction:

Text 6 in fifth paragraph first sentence : In contrast to the village. In terms of facilities, the facilities in the village can be said to be lagging

behind, but that doesn't mean it's bad. From the system of technology, transportation and education bring a lot of influence on the development of children. For example, children will be left behind with information about digital developments, technology and modernization.

*However*, not everything in the village has a bad influence.

In example above, *however* explain the opposite of the preceding sentence.

### c) Causal Conjunction

The following causal conjunction items appear in the text: so, therefore, for this reason, because, and then. It is an example of a causal conjunction:

Text 8 in fifth paragraph sixth sentence:  
Technological advances have been absorbed

perfectly by urban children, *so* they have become an everyday sight of how urban children cannot escape their gadgets.

*So*, the preceding sentence expresses the conditional relationship.

#### d) Temporal Conjunction

Meanwhile, then, next, finally, first, second, and so on are examples of temporal conjunctions used in the text. Here's an example of a temporal conjunction:

Text 22 in last paragraph first sentence:  
*Finally*, with motivation and training, it aims to motivate teachers so that teachers realize that teaching in rural areas is fun, but there are still many teachers who still don't accept being assigned in rural areas, so that's why motivation and training are needed, the purpose of motivation and training is to make rural

students gain more knowledge, so as to make children in rural areas smart, smart, and have good character

Temporal conjunction through the word *finally*.

## ii. Lexical Cohesion

### 1) Reiteration

Text reiteration elements include repetition, synonym, superordinate, and general item.

#### a) Repetition

Repetition is the most common type of lexical cohesion device. Name of place and noun repetition are examples of repetition items found in the text that help to make it cohesive. Here is an example of repetition:

Text 18 in paragraph 4 sentence 3 and 4 :

In rural areas still **adhere to homogeneity** in social characteristics, beliefs, languages, customs. On the other hand, urban areas still

**adhere to heterogeneity** in social, cultural, occupational, etc. characteristics.

The word **adhere to heterogeneity** is repetition.

b) Synonym

The synonym item found in the data is the only word that has a similar meaning to another word. As an example:

Text 16 in paragraph 1 sentence 1 and 2 :

Children are a gift that is **very much awaited** in the family. Of course, families **really expect** their children to grow and develop well.

The synonym above is between **very much awaited** and **really expect**.

c) Superordinate

Superordinate found in this text is the words that refer to the lower class itself. It also called hyponym. For instance:

Text 29 in paragraph 4 sentence 1 and 2 :

Next, based on internal factors, it could be factors from the teacher himself, the reason great teachers do not want to teach in rural areas because the available facilities in those schools are **very limited** and even not suitable to use so that teachers must try and be able to adapt themselves in teaching there. In addition, **the lack** of entertainment areas, Mall, Park, and so on, and the lack of facilities for teachers in rural areas such as house, electricity and clean water for their daily activities are also reasons why teachers feel uncomfortable teaching in there.

The superordinate above is between very limited and the lack.

d) General Item

The general items, which correspond to major lexical classes, are frequently used with cohesive force. One example of general item:

Text 6 in paragraph 3 sentence 3 and 4 :

As we know, **the density** of living in the city makes parents busy with the work they do, so many parents hire housekeepers to clean the house and take care of their children. With **the busyness** of their parents, many city children lack the love of their parents.

The general item above is **the density** and **the busyness**.

b. Coherence

The judgment used absolute scale served as the foundation for Bachman & Palmer's rating scale for scoring coherence, which included zero (0), limited (1), moderate (2), extensive (3), and complete (4).



0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4

0 : Zero very little ability

1 : Limited

2 : Moderate

3 : Extensive

4 : Complete

0 (Zero) : Too brief to pass judgment. There is no evidence of coherence. Regardless of length, completely incomprehensible.

1 (Limited) : A seriously disjointed/isolated collection of ideas. There is a severe lack of conceptual connections.

2 (Moderate) : There are some links between different ideas, but no global links between local ideas. It could be

some significant gaps in the network.

3 (Extensive) : In general, passage is well-organized. There was no notable pause. Globally, all ideas are inextricably linked. However, there was no evidence of sophistication or elaboration of connections.

4 (Complete) : A sophisticated and elaborated idea connection. Thematically, it is completely understandable. The ideas are completely consistent. At every significant local point, There were clearly present elements for introductory/opening remarks, coda, and elaborated connections.

(Bachman & Palmer, 1996)

i. Zero (0)

Bachman and Palmer's rating scale for scoring coherence is based on the lowest level of absolute scale, zero (0). Students' writing is assumed to be on the Zero scale if it contains passages that are too brief to make a judgement, there is no proof of coherence, and no matter how long it is, it is completely incomprehensible. There is no Zero scale in the researcher's evaluation of students' essay writing.

ii. Limited (1)

Limited (1) is second level of absolute scale that formed the basis of Bachman and Palmer's rating scale for scoring coherence greater than Zero (0). Passages with severely unconnected or isolated series of ideas, as well as a severe lack of relationships between ideas, are characteristics of students' writing that are assumed to be on a limited scale. There is no

Limited scale found in students' essay writing that has been judged by researcher, similar to Zero.

iii. Moderate (2)

Moderate (2) is third absolute scale level higher than Limited (1) that serves as the foundation of Bachman and Palmer's rating scale for scoring coherence. Passages that have several connections between separate ideas but no global connections between local ideas, and possibly some major connection missing in between, are Moderate scale characteristics of students' writing. An example of a Moderate Scale (2) student essay can be looked at in the appendix. The essay student number eighteen.

iv. Extensive (3)

Extensive (3) is fourth level of absolute scale that formed the basis of Bachman and Palmer's rating scale for scoring coherence. The passage with no significant breaks, all ideas mostly linked globally,

and sophistication and elaboration for connections not observed are characteristics of students' writing assumed to be on the Extensive scale. An example of a student's Extensive Scale (3) essay writing can be looked at in the appendix. The essay student number four.

v. Complete (4)

The last and highest level in Bachman and Palmer's rating scale for coherence is Complete (4). The section that sophisticated and elaborated connections of ideas, ideas that are absolutely comprehensible thematically, ideas that are absolutely consistent, clear presence of elements for introductory or opening remarks, coda, and elaborated connections filled in every important local point are the characteristics of students' writing assumed to be Complete scale. An example of a Complete Scale (4)

essay written by a student can be looked at in the appendix.

The essay student number twenty-eight.

## **B. Discussion**

This study looked at the cohesion and coherence of students' essay writing samples created by 29 students in the fifth semester of English Education at UIN FAS Bengkulu. The sections that follow discuss how cohesion and coherence analysis affect students' essay writing.

### **1. Cohesion on Students' Essay Writing**

According to Table 4.1, reference was higher use than other cohesion devices (52.1%), followed by conjunction (40.8%), and reiteration (7.2%). According to the data analysis and interpretation of cohesion presented above, students could construct all cohesion devices in their essay writing. But, every text is not contains every type of cohesion device. It is critical to recognize that students' ability to create cohesion affects the quality of their writing. When students write a text in a cohesive manner, the

elements within the text are linked, making the text easy to read and understand. According to Halliday and Hasan's theory, A cohesive text is one in which one text element is linked to another in such a way that the text becomes meaningful and readable. (Haliday & Hasan, 1976)

It is consistent with what happens in English Education at UIN FAS Bengkulu. As a result, cohesion provides convincing proof and it influence to readable writing. At the same time, the text is readable if use various cohesion device. It was consistent with previous study findings by Zahra, et al that texts were more cohesive because they used a wider range of cohesive devices. (Zahra et al., 2021)

Briefly, the research showed that students of English Education in UINFAS Bengkulu Writing is classified as high quality when it provides consistent use a cohesive because according to Zahra et al, (2021) the text is cohesive if used a wider range of cohesive device and the fifth

semester students used wider range of cohesive device in their essay text.

## 2. Coherence on Students' Essay Writing

According to Table 4.2, the students' ability to build coherence is same between Extensive Scale and Complete Scale as much as 44.8%, and followed by Moderate Scale (10.3%). While, Zero and Limited Scale no percentage (0%). Most students can establish coherence device on Extensive Scale and Complete Scale based on data finding analysis and exegesis of coherence, in other words is balanced. It is reasonable to assume that students are quite adept at constructing coherence.

The ability of students to build coherence, like cohesion, affects their writing quality. When students produce a text in a coherent manner, the thought is clear, and sentences within the text relate to one another. As a result, readers will fully comprehend the passage. It can be concluded that coherence is an important aspect of writing



that should be emphasized. It was consistent with previous research findings by Arif Suryo Priyatmojo that the importance of coherence in writing cannot be overstated. The study demonstrated the importance of teaching students coherence in order to create a coherent text. Furthermore, the results confirm the obligation of English teachers to improve strategies for teaching writing based on students' weaknesses. (Priyatmojo, 2021)

Based on the discussion above, the researcher can conclude that the writing ability of fifth semester English Education students at UIN FAS Bengkulu is adequate. The judgment indicates that almost all students have a high more than a moderate level of coherence. To summarize, cohesion and coherence are critical components of good writing. It was unquestionably crucial to the connection between reader and writer in readable writing. Furthermore, it also important components that have to taught alongside the writing activity.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This study examined the cohesion and coherence of students' essay writing in the fifth semester of English Education at UIN FAS Bengkulu. The following are the research question's conclusions, implications, and suggestions: (1) the fifth semester student of English Education in used the types of cohesion and coherence devices in writing essay text in UINFAS Bengkulu, and (2) fifth semester students' ability of English Education in creating cohesion and coherence devices in essay writing in UINFAS Bengkulu.

#### **A. CONCLUSIONS**

The researcher draws the following conclusions based on the previous chapter's findings and discussion.

1. In cohesion devices, reference that appers as the first rank with 386 instances or 52.1% of the total occurrences, then followed by conjunction as the second rank with 302

instances or 40.8% occurrences, and the last is reiteration as the third rank with 53 instances or 7.2% occurrences.

2. Used Halliday and Hasan coding scheme, the types of references used by EFL Learners are R11, R12, R13, R14, R21, R22, R23, R31, R32, R33, and R34.
3. Used Halliday and Hasan coding scheme, the types of conjunction used by EFL Learners are C111, C121, C141, C142, C151, C152, C212, C213, C22, C232, C241, C311, C322, C351, C411, C42, C431, C445, C451, C452, C461, C481, and C5.
4. Used Halliday and Hasan coding scheme, the types of reiteration used by EFL Learners are L1, L2, L3, and L4
5. In coherence devices, analyzed used Bachman and Palmar's scale, the first rank are extensive and complete scale with 13 instances or 44.8% occurrences. Both is equal. Then, moderate as the second rank with 3 instances or 10.3% occurrences. Last, zero and limited scale do not have instances or 0% occurrences.

The results of this study indicated that there are still found students who have not used cohesion and coherence to the fullest in the essays of the fifth semester students of TBI at UIN FAS Bengkulu. From the 29 students' essays, there are some essays do not used lexical grammar and there is essays in moderate, it is mean that until now there are still students who do not understand the cohesion and coherence devices. Therefore, an overview of the types of errors can be used as input, especially for lectures who teach at the college, so that steps can be taken to correct them. In addition, it can provide input for language coaches or the authorities in the linguistic field to find out the reasons why there are still students who do not understand the use of cohesion and coherence, so that they can take steps to achieve the goals of good and correct language development.

## **B. SUGGESTIONS**

To rectification the findings in this research, the researcher makes several recommendations for cohesion and coherence. This following are some ideas:

1. If students want to write a readable text, do not use all of the cohesion devices at once. Their mere presence is sufficient to forge cohesive ties. The most memorable aspect is the appropriateness of using the devices in connecting sentences scattered throughout the written.
2. The students must be conscious of how to write coherently, they also must at no time to give up learning and practicing how to write a great text.
3. The teacher must assess students' writing abilities, create corrective instruction, also communicate to students. Then, they require special continuous and supervision from the teacher while writing.
4. Other researchers could relate the findings to other aspects of education, such as student achievement, school accomplishments, teacher ability, and so on.
5. This is a pilot study that can be expanded into a larger study to examine teacher perceptions/opinions about teaching learning activities as well as student ability.

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SURAT KETERANGAN

Hal : Validasi Instrumen dan Hasil Analisis Teks Esai

Yang bertanda tangan dibawah ini :

Nama : Pebri Prandika Putra, M.Hum

NIP : 198902032019031003

Telah memvalidasi instrument dan hasil analisis teks esai dari penelitian yang berjudul "*An Analysis of the Cohesion and Coherence of EFL Learners' Essay Writing in UIN FAS Bengkulu*" oleh peneliti :

Nama : Tiara Sella Sutrisno

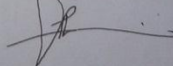
Nim : 1811230015

Prodi : Tadris Bahasa Inggris

Setelah memperhatikan Instrumen yang digunakan pada penelitian ini dan hasil analisis teks esai yang telah dianalisis oleh peneliti, maka evaluasi terhadap media pembelajaran tersebut tercantum dalam lampiran.

Demikian surat keterangan ini saya buat untuk digunakan semestinya.

Bengkulu, 19 Juli 2022  
Validator Instrumen



Pebri Prandika Putra, M. Hum  
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**Halliday and Hasan Coding Scheme Table**

<b>Types Of Cohesion</b>	<b>Cohesive Devices</b>	<b>Coding</b>
<b>REFERENCE</b>		R
I. Pronominals		1
(1) Singular, masculine	He, him, his	11
(2) Singular, feminine	She, her, hers	12
(3) Singular, neuter	It, its, I, me, my, mine, you, your, yours	13
(4) Plural	They, them, their, theirs, we, us, our, ours	14
II. Demonstratives and definite article		2
(1) Demonstrative, near	This/these, here	21
(2) Demonstrative, far	That/those, there, then	22
(3) Definite article	The	23
III. Comparatives		3
(1) Identity	same, identical (ly), equal	31
(2) Similarity	similar (ly), such, additional,	32
(3) Difference	different (ly), other different else, otherwise	33
(4) Comparison, quantity	eg: more, less, as many; ordinals	34
(5) Comparison, quality	eg: as+adjective; comparatives and	35

	superlatives	
<b>SUBSTITUTION</b>		<b>S</b>
I. Nominal substitutes		1
(1) For noun Head	one/ones	11
(2) For nominal Complement	the same	12
(3) For attribute	so	13
II. Verbal substitutes		2
(1) For verb	do, be, have	21
(2) For process	do the same, likewise	22
(3) For proposition	do so, be so	23
(4) Verbal reference	do it/that, be it/that	24
III. Clausal substitutes		3
(1) Positive	so	31
(2) Negative	not	32
<b>ELLIPSIS</b>		<b>E</b>
I. Nominal ellipsis		1
(1) Deictic as Head		11

(2) Numerative as Head		12
(3) Epithet as Head		13
II. Verbal ellipsis		2
(1) Lexical ellipsis ('from right')		21
(2) Operator ellipsis('from left')		22
III. Clausal ellipsis		3
(1) Propositional ellipsis		31
(2) Modal ellipsis		32
(3) General ellipsis of the clause (all elements but one omitted)		33
(4) Zero (entire clause omitted)		34
CONJUNCTION		C
I. Additive		1
(1) Simple		11
i. Additive	And, and also	1
ii. Negative	Nor, and...not	2
iii. Alternative	or, or else	3
(2) Complex, emphatic		12



i. Additive	Furthermore, add to that, in addition, besides	1
ii. Alternative	Alternatively	2
(3) Complex, de-emphatic	By the way, incidentally	13
(4) Apposition		14
i. Expository	That is, in other words, I mean	1
ii. Exemplificatory	Eg thus, for instance	2
(5) Comparison		16
i. Similar	Likewise, in the same way, similarly	1
ii. Dissimilar	On the other hand, by contrast	2
2. Adversative		2
(1) Adversative 'proper'		21
i. Simple		1
ii. + 'and'	But	2
iii. Emphatic	However, even so, all the same, nevertheless, despite this	3
(2) Contrastive (avowal)	In (point of) fact, actually, as a matter of fact	22
(3) Contrastive		23
i. Simple	But, and	1
ii. Emphatic	However, conversely, on the other hand, at	2

	the same time	
(4) Correction		24
i. Of meaning	Instead, on the contrary, rather	1
ii. Of wording	At least, I mean, or rather	2
(5) Dismissal		24
i. Closed	In any/either case, which ever way it is	1
ii. Open-ended	In any case, anyhow, at any rate, however it is	2
III. Causal		3
(1) General		31
i. Simple	So, then, therefore, hence	1
ii. Emphatic	Consequently, because of this	2
(2) Specific		32
i. Reason	On account of this, for this reason	1
ii. Result	In consequence, as a result	2
iii. Purpose	With this in mind, for the purpose	3
(3) Reversed causal	For, because	33
(4) Causal, specific		34
i. Reason	It follows, on this basis	1
ii. Result	Arising out of this	2

iii. Purpose	To this end	3
(5) Conditional		35
i. Simple	Then	1
ii. Emphatic	In that case, in such an event, that being so	2
iii. Generalized	Under the circumstance	3
iv. Reversed polarity	Otherwise, under the circumstance	4
(6) Respective		36
i. Direct	In this respect, here, in this regard, with reference in this	1
ii. Reversed polarity	Otherwise, apart from this, in other respects, aside from this	2
IV. Temporal		4
(1) Simple		41
i. Sequential	Then, next, after that	1
ii. Simultaneous	Just then, at the same time	2
iii. Preceding	Before that, hitherto, previously	3
(2) Conclusive	In the end, finally, at last	42
(3) Correlatives		43
i. Sequential	First...then	1
ii. Conclusive	At first/ originally/formerly...finally/now	2

(4) Complex		44
i. Immediate	At once, thereupon	1
ii. Interrupted	Soon, after a time	2
iii. Repetitive	Next time, on another occasion	3
iv. Specific	Next day, an hour later	4
v. Durative	Meanwhile	5
vi. Terminal	Until then	6
vii. Punctiliar	At this moment	7
(5) Internal temporal		45
i. Sequential	Then, next, secondly	1
ii. Conclusive	Finally, in conclusion	2
(6) Correlatives		46
i. Sequential	First...next	1
ii. Conclusive	In the first place...to conclude with, ... finally	2
(7) Here and now		47
i. Past	Up to now, hitherto	1
ii. Present	At this point, here	2
iii. Future	From now on, hence-forward	3
(8) Summary		48
i. Summarizing	To sum up, in short, briefly	1

ii. Resumptive	To resume, to return to the point	2
5. Other ('continuative')	Now, of course, well, anyway,	5
LEXICAL		L
I. Same item		1
II. Synonym or near synonym (incl hyponym)		2
III. Superordinate		3
IV. 'General' item		4
V. Collocation		5
I-V having reference that is:		
(1) identical		6
(2) inclusive		7
(3) exclusive		8
(4) unrelated		9

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#### UAS ACADEMIC WRITING

Differences in urban and rural environments certainly greatly affect the development of children, for example from a physical point of view. Physically, children who grow up in villages have a better immune system than children who grow up in cities. These factors include the living environment in the village, which has fewer facilities than in the city and uses more traditional ways of carrying out various activities, for example in plowing the fields, mostly using hoes or other tools to plow the fields, compared to in the city with a tractor. In the city children do not do this because of environmental factors friendships do not do these activities.

Another factor that makes the immune system of children living in rural areas better than children living in urban areas is that usually parents in rural areas give more freedom to children to play outside the home, in contrast to parents in urban areas who tend to limit children's play area. Children in rural areas usually have a more polite attitude towards older people than children in urban areas because it has become a tradition that has been passed down from generation to generation. Differences in food are also one of the factors that cause the immune system of children who grow up in urban and rural areas to be different, children in ordinary cities prefer fast food, or are less healthy. Meanwhile, rural children often eat healthy food and directly from nature causes children in the village to have a stronger immune system than in the city.

There is something unique about it when we talk about city kids and country kids. You can compare yourself by comparing how many rural and urban children suffer from asthma. It is clear that urban children are more likely to suffer from asthma. Research has also shown something quite significant. Webmd.com notes that 30% of children from agricultural areas are more likely to develop asthma. So it can also be concluded that 70% of them are children who live in cities. Even though if you think about it, children who live in agricultural areas are actually very susceptible to bacteria and fungi. These bacteria and fungi move freely in the air and are possible for them to breathe. Of course, doing so will trigger them to develop allergies or infections. In fact, it's the opposite and they tend to be healthier. Why is that? Apparently, naturally it will actually make antibodies and immunity grow more normally. With such theories and facts, we can be sure, rural

children are much safer from the dangers of asthma. Because nature also helps them in paying attention to their health, especially asthma problems.

advantages and disadvantages of both. First, the village has clean air so that the children living in the village are healthier and less stressed. the second is in terms of socializing, usually children in villages are more polite, in contrast to children living in cities who tend to be indifferent to others.

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Differences in the environment of children in rural and urban areas have characteristics that can be directly recognized not only by socialization but also by genetic factors such as physical and environmental factors. The genetics in question are physically born from the birth of a child. Children raised in the village have a better immune system than children raised in the village. In my opinion, the children in the village are well-developed both genetically and in the urban environment. Factors include the living environment of villages, which have fewer facilities than cities and need to cultivate fields in a more traditional way, mainly using hoes and other tools compared to cities with tractors. It is included. In the city, children do not do this because environmental factors of friendship do not do this activity. This makes the children in the village physically stronger.

In terms of interacting, it concerns the development of children in the village in socializing with peers and older people having a polite attitude. In terms of interacting, it concerns the development of children in the village in socializing with peers and older people having a polite attitude. The environment in the village that forms a good hereditary tradition causes the attitude of the children in the village to be appreciated when they are in the city. In my opinion, children in the village have good development both genetically and in the urban environment. Healthy food from nature directly cause children in the village to have a stronger immune system than in the city.

In addition, advantages and disadvantages of these two. First, the village has clean air so that the children living in the village are healthier and less stressed. The second is culture or in socializing which both make children speak and act more politely. this is something that is felt directly that does not exist and is rarely found in the city. The economic perspective, rural areas are poorer than urban areas and this causes the growth of rural children to be hampered in terms of nutrition and knowledge in terms of education. Education in the village uses an education system that has been around for a long time from the development of modern education in the city. This leaves children in the village with intellectual limitations, such as in English. In my opinion, many inhabitants of the village can speak English because of these limitations. Unlike cities, the



advantage is easy access to things, such as adequate infrastructure. It is also possible to feel the world's developmental factors, such as the fast internet, which allows children to search for information without limits and allows them to have more knowledge than village children.

As a result, the comfort of the city makes children lazy to read books. Children in some cities prefer to watch YouTube over reading for knowledge. Second, city air is filled with vehicle exhaust and factory waste in the form of smoke and the odor of factory waste. Third, urban foods are interested in junk foods such as hamburgers and fast food fried chicken, which makes children poorly nourished. Essen makes children in the city physically weaker than children in the village.

In summary, child development in villages and cities has unique strengths and weaknesses that affect the child's physical, knowledge, socialization and intellectual abilities. Each place has its own way of delivering the results of children's growth, good or bad, traditional or modern.

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Class : TBI 5E

Life in the big city and life in the countryside is very different, there are many significant differences. These significant differences include population density, economic system, lifestyle, social interaction, and many other differences. The style of life and social interaction is very influential for children. I think it would be better if the children interacted in the countryside rather than interacted in the big city because the norms in the countryside were still very valid so that the children would be more polite.

The city is the center of population settlements and activities that have boundaries and areas and administration above the law. The city government is also a residential area with a very large population, so the population density is very high. The city functions as a center for human activities so that its existence is very important for the surrounding area in trade, government and service activities, hospital transportation, and so on. because it becomes the center of everything, life in the city will be high, lifestyle will be high and the crime rate will also increase. where the religious norms here are not too strong, the residents in the city are also known to be individualistic and also selfish so that social relations are reduced. then most people who live in cities are busy people, so they usually have a household assistant who will take care of the house or even take care of their children. This results in children feeling a lack of love and guidance from their parents.

Meanwhile, if you live in a village, you will get various benefits including a beautiful atmosphere, traditional and clean food sources, clean running water, affordable land prices, and the population still upholds the spirit of mutual cooperation, friendliness and religious norms. held in high esteem. so for the education of children is still very necessary for the future of the child. while the shortcomings of life in the village are the cost of transportation which is still expensive, the lack of educational facilities so that children who live in the village must continue their education to the city. and sometimes in villages there is still a lack of technological sophistication, public facilities, hospitals.

Human life is different and various backgrounds can affect the economy and children's education. life in the city is very cruel, for example, many street children who fill the city day and night, they do various ways to earn money and survive. not infrequently many children do not care about education, so that these children are far from religious teachings and norms.

In conclusion, if I already have children, I will prefer to live in the village with my children, because the most important education is the education obtained from the family and the environment, namely the attitude of courtesy, this basic education must be firmly instilled in children. and if as an adult he wants to continue his education in the city I will allow them if the basic education is already strong.

Name : Mifta Daffa Hibatullah

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Class : TBI 5E

FINAL EXAM WRITING

Child development is an important process. Development refers to the sequence of physical, language, emotional and thought changes that occur in children from birth to early adulthood. Some people think that it is better for children to grow up in urban areas, but there are also some people who think otherwise, that they are more comfortable growing up in rural areas. From this statement arises a statement, what are the advantages and disadvantages of the two environments?

We will discuss the differences or advantages and disadvantages when children live and grow in big cities and small villages in child development. Children who live in big cities are more likely to go through puberty early. Why is that? There are several factors that make urban children go through puberty faster, starting from race, socioeconomic status, food, association, environment and chemical substances such as pollution. In urban environments such as schools where the play area is relatively small, children are provided with indoor play facilities, so that urban children develop their fine motor skills early because they play well every day. The gross motor development of children living in urban areas is lower due to the lack of outdoor playgrounds and excessive parental concerns, so that the space for children to move freely is limited. Children in cities also experience a decline in health more quickly because they spend a lot of their playing time playing gadgets and using computers, even toddlers are addicted to watching videos on their cellphones.

In the countryside, the children still feel the beautiful environment, playing with friends their age outdoors like playing ball so that they are able to develop their gross motor skills well. Schools in rural areas have more play space than in cities. Children living in villages have high gross motor development skills, such as the ability to throw, kick, catch a ball, jump with their feet alternately and arrange blocks, the highest percentage is obtained by children from rural areas.

In conclusion, the growth of children both living and growing up in urban and rural areas has its own advantages and disadvantages, especially for the growth and development of children's motor skills. However, it is hoped that children can grow and develop well without severe obstacles so that their growth is maximized.



Name: Pebra Saputri

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Class: TBI 5E

Choosing a good place to live is very important for parents, because a good place to live has a good environment too, and will have a good influence on the growth and development of children. There are 2 options for where the children live, the first is a place to live in the countryside, and the second is a place to live in an urban area.

As for the advantages of living in the village, the city environment is calm and lived in a more simple way than in the city. Life in the countryside allows children to live closer to nature and enjoy the beautiful natural scenery. They will be able to breathe cleaner air than in the city. They will have better health, more active lives, and healthier lifestyle habits than people who live in cities. Tranquility and peace in city life, provides opportunities for reflection and mental development, something impossible in the stressful city life. The abundance of trees and vegetation allows for a healthier living environment, so that your children can grow up with better physical health and internal strength, perhaps something that is not easily achieved in the city. Children will play more time outside without the dangers that exist in the city.

But living in the village is not very beautiful and they also have many drawbacks like, There are not many facilities like in city life. Opportunities in the village are also rare. If you don't have any acquaintances in a town, job opportunities or success may also be scarce. Some educational advantages. Employment opportunities of poorer or lower quality. Life in the city can be boring. There may be overly entrenched or traditional traditions that you don't fully share or that don't make you feel fully identified. In villages there is usually more prejudice and criticism between communities. Many people in the village mess up other people's lives because they have too much free time. In cities there are usually fewer children than in cities and more people who are older.

Pros of living in an urban area, Many cultures within reach. It takes less time to go anywhere. Faster Technological Development. Adequate Education Facilities in the City. Better education than in the village. Disadvantages of living in cities, More pollution in the environment, More expensive to live and more money will be needed at the end of the month. Taxes are more expensive. Children lack the freedom when they are young to spend time playing with their friends on the street.

Living in urban areas <sup>C<sub>3</sub></sup> or in rural areas has advantages <sup>C<sub>1</sub></sup> and disadvantages depending on <sup>R<sub>14</sub></sup> our own perspective to choose a good place to live for the development of children. In rural areas, it <sup>R<sub>13</sub></sup> has its own comfort <sup>R<sub>12</sub></sup> such as being natural <sup>C<sub>1</sub></sup> and has beautiful views, as well as in urban areas which have adequate facilities and technology is also fast in urban areas. <sup>R<sub>13</sub></sup> The most important thing is the <sup>R<sub>13</sub></sup> comfort of parents <sup>C<sub>1</sub></sup> and children <sup>R<sub>15</sub></sup> for the place to be lived.

Name: Eka Nur Yuliaty (1911230001)

Class: TBI SE

Final Exams Writing

A city is a place where the center of a province is located. Everything starting from lifestyle, technology, transportation, fast food and the advancement of state facilities are in the city center. Usually tall skyscrapers are in the city, therefore government affairs are also centered in the city center. Unlike the village, life in the village is in stark contrast to the city. Village life that still depends on natural resources makes plants such as fruits, vegetables to spices still very easy to find and obtain. Likewise with tradition, people in rural areas generally still maintain the ancestral tradition to this day.

Urban areas tend to be narrower than rural areas. A city is a dense and permanent place. The development of children raised in urban settlements is generally more modern and their education guaranteed. Because, as we know, education in the city is indeed much faster and more advanced than in the village. Therefore, many village parents want their children to take education in the city. In addition to education, technological progress in the city is much faster and more sophisticated so that the growth period of children in the city will be realized in line with the times.

Unfortunately, not all city life is fun. There are so many toxic things that are found in the city that will affect the process of child development. As we know, the density of living in the city makes parents busy with the work they do, so many parents hire housekeepers to clean the house and take care of their children. With the busyness of their parents, many city children lack the love of their parents. Due to the absence of parental supervision, many urban children make the wrong use of technological advances and modernization. As a result, many children have the wrong association, such as drunkenness to free sex.

In contrast to the village. In terms of facilities, the facilities in the village can be said to be lagging behind, but that doesn't mean it's bad. From the system of technology, transportation and education bring a lot of influence on the development of children. For example, children will be left behind with information about digital developments, technology and modernization.



<sup>C3</sup> However, not everything in <sup>R23</sup> the village has a bad influence. <sup>C22</sup> In fact, <sup>R23</sup> the growth of rural children is generally better than <sup>R23</sup> that of urban children. For example, in terms of politeness <sup>C1</sup> and independence. Village children tend to have better manners than urban children <sup>R23</sup> due to <sup>R23</sup> the parenting pattern of parents who train honor <sup>C1</sup> and independence from an early age.

<sup>C1</sup> Thus, the growth of children in <sup>R23</sup> the village and in <sup>R23</sup> the city does not always bring negative things. Many positive things will be obtained from <sup>R23</sup> the growth of children. Many children who have achievements and extraordinary abilities both <sup>R23</sup> from <sup>C1</sup> the city <sup>R23</sup> and <sup>R23</sup> from <sup>R23</sup> the village. It all <sup>R23</sup> depends on <sup>R23</sup> the role of parents, <sup>R23</sup> the level of education, <sup>R23</sup> the level of enthusiasm <sup>R23</sup> the child has to <sup>R23</sup> the realistic way of thinking <sup>R23</sup> that grows maturely.

Name : Indah Dwi Kurnia  
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Uas Writing

(Introduction)

In educating children there are many parents who fail to educate properly, the main factor is the environment. While raising children in urban and rural areas has its advantages and disadvantages, will children who develop in rural areas grow up to be worse off? And will children who grow up in urban environments develop better? However, the influence of the existence of these two places is not to blame but also to the fact that the world and society are changing. (Thesis Statement)

(Body)

The cause of child development to be a major influence is a less supportive environment such as children who develop in urban areas the risk of disease they can tend to be greater, the main cause is their development is disturbed and activities are limited, while children who develop in rural areas get a lot of clean oxygen free of pollution comfort and away from life threatening their development better. (Topic Sentences)

A study shows that children who grow up in suburbs have a lower risk of developing respiratory diseases, asthma and other infections. Although they are often in contact with the natural surroundings. On the other hand, we found that children who grew up in cities were more likely to develop asthma, the results of the study Dr. Andrian Morris a respiratory expert from the UK. For example, such as the health of children in Leipzig and Munich who Iwtwr showed that children in Munich is more often attacked by the disease. This is due to air pollution arising from motorized vehicles, poor sanitation, and infrequent active movement which can slowly undermine health. Especially for children whose immune systems are not as strong as adults. (Supporting Sentences)

In addition, children who develop in urban areas feel less happy with a percentage of up to 80% compared to children who develop in rural areas. Children living in rural areas have eight times greater happiness levels than children living in urban areas. Children who develop in cities tend not to have regular contact with family or friends, as for other triggering factors, namely they spend more money to entertain themselves or just make themselves happy, this can trigger stress, reduce happiness levels, feel less secure and lack trust. self. later that causes impaired child development Today's children face demands and expectations, dangers and temptations that are more complex than those faced by children in the past (Hamburg, in Sandrock, 2003). Children or adolescents are now faced with an unstable environment, the high rate of parental divorce and increasing family mobility causes the child's life to be less stable. That's why children who are close to their family and friends are usually happier. (Conclusion sentences)

(Conclusion)

The conclusion is that children who develop in urban areas are at greater risk of physical health and mental health, especially for respiratory health caused by air pollution or air pollution, while their mental health does not have regular contact with family or friends which can cause stress, for children living in urban areas. suburban children are at lower risk of physical and mental illness because they are away from air pollution and are eight times more likely to be happier than children who live in urban areas.

Rindi Antika Ritonga

1911230080

Tadris Bahasa Inggris

In modern society, it is often differentiated between rural and urban communities; the differences actually do not relate to the simple understanding of society, because of modern, small, however small, villages may be. Must be influences from the city. We can distinguish between village people and urban communities each with its own characteristic. Each has its own independent system, with its social functions, its very different structures and social processes, sometimes called "opposite." The distinguishing features between these systems can be briefly expressed.

and here I will tell you in my opinion the difference between city and country life and in my opinion the tendency for rural people to lead to a religious and religious life, while city people are more inclined towards a worldly life.

But I think I'm a rural man who's more likely to perform services in the country, so there's a lot of culture and customs in the villages, there's a lot of culture and customs, there's also a name of speech and rules of every particular like north Sumatra. The vast differences between towns and villages. In cities, social change occurs more quickly than in rural areas because urban people who come from various backgrounds tend to be more open to change.

And the problem of learning differences in cities and villages in my opinion.

The difference between the village and the city does not always refer to the negative and the positive, in some ways it has shown remarkable achievements compared with the city. Especially on the education issue, for example, in general from the side of the facility, the school difference between the city and the village, is indeed the vast difference. But from the passion of learning, no less. Even later in the cities of various ease, children showed no corresponding achievements. On the other hand, in the village, with its limitations, children flourish and have an extraordinary desire to learn. Technological advances have been absorbed perfectly by urban children, so they have become an everyday sight of how urban children cannot escape their gadgets. While children in the village, having hightech tools is still a dream. But the impact of

negative technology has <sup>C1</sup>also been perfectly absorbed in <sup>P13</sup>the city. <sup>C1</sup>Therefore, every school has an ability and <sup>P13</sup>different-learning facility <sup>P13</sup>such as village <sup>C3</sup>or remote schools to city schools, <sup>P13</sup>the <sup>P13</sup>difference is not from a distance <sup>C1</sup>but from infrastructure, facilities, completeness schools to support education, village <sup>C2</sup>or village schools <sup>P13</sup>that dont have a laboratory, <sup>C3</sup>or a computer for learners, village teaching power is still scarce. <sup>C1</sup>So <sup>P21</sup>this would leave a village school far <sup>P13</sup>different from a city school <sup>P13</sup>that, <sup>P13</sup>the infrastructure facilities <sup>P13</sup>that support city school education have a clean place <sup>C1</sup>and every room <sup>C4</sup>or classroom has yes <sup>P13</sup>such as ac, infocus, <sup>C1</sup>and laboratory are <sup>C1</sup>also stocked with <sup>P13</sup>the appliances for adequate practice, <sup>P13</sup>the computer laboratorium Extracurriculars in the city have been developed, <sup>C1</sup>so <sup>P14</sup>they have done extra curricular work at city school.while <sup>P13</sup>the village does not seem to be particularly striking.

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TBI 5E

The difference between education and the economy in big cities and rural areas

The economic differences between rural and urban communities can be seen from the tendency of rural communities to work in urban communities. One example is livelihoods, rural communities have livelihoods that tend to be the same as one another, for example, such as farming and gardening oil palm or rubber, usually people in villages almost have the same job. Meanwhile, urban people have a variety of jobs. Starting from office work, trading. Because the need for jobs and job vacancies in cities tends to be more than in villages and in terms of salaries in big cities the salaries are higher than in villages. Therefore, economic development must be accompanied by the development of existing human resources. Even if you don't get a high education, at least someone is able and equipped with various skills that are useful for life. Skills can be obtained in special training or flash training that does not take a long time. The differences in education in rural and urban areas are very clear, it can be seen that children living in rural areas tend not to want to go to school or do not have high enough intentions to go to school because even their parents think that why high school is for high school if in the end it also cultivates rice fields. While children in big cities have a very big interest in school because competition in big cities is very big, working in offices and having a big salary is one of the triggers for children's enthusiasm for learning in big cities, big cities are also very adequate for economic development and better education and very complete facilities in big cities are very supportive starting from very large transportation ranging from school buses, tourist buses, trains, even the national flag besides transportation in big cities also provides facilities luxury school superior educators and information systems and technology that are growing rapidly in big cities, children in big cities have been familiar with cellphones since elementary school age even since kindergarten, while technology has not developed in villages, even internet signals are not available in remote villages.

In conclusion, it is not surprising that many children in the village migrate to the city just to get a job because in big cities it can really help the economy in big cities, there are so many job opportunities compared to rural areas, one example is opening a business or trading in addition to the economy and promising salaries in big cities also having a very good education, good compared to rural areas, education in villages and big cities is very different starting from the facilities and teaching staff in big cities are very qualified, while in villages with very minimal educational facilities and staff, it is natural that in the capital city is full of residents because many villagers are transforming into big cities because in cities The large is very promising economy and education that really supports the welfare of the community.

Name : Inten Hasanatin  
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Subject : Academic Writing

Not everyone comes from <sup>P13, P31</sup> the same background as well as <sup>P22</sup> the mindset, humans have <sup>P13</sup> decisions that they must have considered carefully, including as parents who will always want <sup>P13</sup> the best for <sup>P13</sup> their children, whether <sup>P13</sup> it's an affluent life, education, abilities <sup>C</sup> and others.

Many parents choose to raise <sup>P14</sup> their children on <sup>P22</sup> the outskirts of towns or <sup>C9</sup> villages because <sup>C23, P12</sup> the atmosphere is still beautiful <sup>C1, P13</sup> so that children can explore nature <sup>P14</sup> more, to feel cleaner air <sup>P14</sup> and various <sup>P13</sup> other reasons, <sup>P13</sup> there are <sup>P14</sup> also those who choose to raise their children in <sup>P13</sup> the city with consideration of good facilities <sup>C1</sup> and infrastructure <sup>P13</sup> that can support learning activities <sup>C1</sup> or other advances.

Raising children in the village <sup>P13</sup> or in the city will still have shortcomings lurking, for example <sup>C9, P13</sup> in the village <sup>P13</sup> the average education is not as good as in the city, there are <sup>P13</sup> also many opportunities <sup>C1</sup> that cannot be felt by children who grow up <sup>P14</sup> and live in the village. <sup>P13</sup> On the other hand, cities are <sup>C1</sup> known for <sup>P14</sup> their much higher cost of living than rural life, a lot of pollution <sup>C9</sup> or overcrowding.

Although <sup>P15</sup> it is impossible to generalize <sup>P12</sup> the advantages and disadvantages, <sup>C1</sup> in fact every choice made <sup>P15</sup> will not always only have a positive effect <sup>C1</sup> and <sup>C22</sup> there will be disadvantages <sup>C7</sup> or negatives, because the advantages <sup>C75, P13</sup> and disadvantages in terms of decisions on how to live <sup>C1</sup> life and raise children are clear. <sup>P15</sup> It takes a lot of consideration to determine what steps to take, again, everything can't be generalized.

<sup>P13</sup> In my personal opinion, in order to raise children <sup>C1</sup> and choose a life, mindset <sup>P13</sup> is the main thing <sup>P13</sup> that must be owned as a provision, living in a village <sup>C3</sup> or city with all <sup>P13</sup> its advantages <sup>C1</sup> and disadvantages is not a huge problem as long as a parent who has a clear vision <sup>C1</sup> and mission <sup>C1</sup> and knows how to reach <sup>P13</sup> it and provide the best <sup>P14</sup> for their children.

By having an advanced mindset <sup>C1, P13</sup> and the ability to educate children's personality, <sup>P13</sup> the affairs of raising children will be a step forward better than just a decision to live where, <sup>P13</sup> because parents are <sup>P13</sup> the closest people to children <sup>C1</sup> and are the people who have <sup>P13</sup> the greatest opportunity to shape character <sup>C1, P13</sup> and <sup>P13</sup> the mindset of the child after which it will determine what <sup>P13</sup> the child becomes.

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Society is a group of people who form a unit or group and have the same interests. The community is divided into 2 different environments, namely the village and the city. Rural areas are people who live in geographic, social, economic, political, and cultural units that exist in an area, in relationship and mutual influence with other areas. While urban is a group of people who live in a big city, this urban community can also be called an urban community.

Some people think that raising children in urban communities is better because those who live in big cities generally have a glamorous lifestyle or often referred to as a luxurious pattern. City people tend to think about themselves without thinking about others. There are more adequate public facilities in the city, the urban community does not respect customs, the urban society's mindset is generally rational, and there are more jobs available for people living in the city. While other people think that rural life is more suitable because rural communities are a group of people who live in villages, rural communities have characteristics, namely, the lifestyle of rural people is very simple, rural people are generally solid, harmonious, compact and very family-friendly. put them together, customs are still upheld in life. Most of the people in the village live depending on the produce of the earth, rural communities usually have a friendly, polite and caring nature towards the environment, employment opportunities in the village are very minimal and new jobs are rarely opened. Pros and cons of raising children in big cities and in the countryside: In rural areas a life that allows children to live closer to nature and enjoy beautiful natural landscapes, will have better health, more active lives, and healthier lifestyle habits. healthier than people who live in cities, serenity and peace in village life can provide opportunities for children for reflection and mental development, can depend on our lives from natural products themselves because natural products are still fertile growing around them. While in urban areas children who grow up in cities are faced with many different people and from different places, there are still many complete modern facilities, and adequate public facilities that can be used by many people, as educational centers and crowds, as time goes by. The time of competition for survival will greatly affect the lifestyle of children. Therefore, some people prefer to raise children in rural areas rather than in urban areas because the cost of living is cheaper than in urban areas, the rural environment which is still overgrown with trees makes the village atmosphere look beautiful, natural, and healthy so

E<sub>11</sub> C<sub>1</sub> E<sub>12</sub>  
that children can grow up with physical health, and better internal strength, perhaps something that  
is not easily achieved in cities, away from air pollution, and customs that are still widely practiced.

C<sub>1</sub> C<sub>2</sub> E<sub>13</sub> C<sub>1</sub> E<sub>14</sub>  
So it can be concluded that people who live in urban and rural areas generally have their  
own advantages and disadvantages, as in urban areas, behind the advantages of modern and  
complete facilities, but with intense competition, children who live in urban areas are very  
influential on their lifestyle. While in the countryside it can allow children to live closer to nature  
and enjoy beautiful natural scenery, life in the village is very minimal and new jobs are rarely  
opened.

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UAS ACADEMIC WRITING

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There are many differences between living in big cities and living in rural areas, these differences also affect the growth and development of children. Where children must get complete educational facilities, places of entertainment, and also have to keep up with the times. And both of these residences have their advantages and disadvantages.

The advantages of growing up in a big city, some parents choose their children to live and grow up in a big city because living in a big city has adequate educational facilities to support their children's education. This is because educational facilities in big cities tend to be more advanced and up-to-date than in villages. In big cities the development of technology is faster than in rural areas, some of the latest and developing technologies that are useful for life will usually be directly implemented in cities. Whether it's related to vehicles or household electronics, security systems, and education. Besides that, in big cities, there are many more diverse cultures, whereas in big cities many people migrate from villages to cities. This diversity of social cultures helps children to get to know and understand more of the culture that exists in the city and helps children to learn to have a great sense of tolerance in life.

However, living in big cities also has its drawbacks, namely, it is difficult to live where living in the city is not that easy even though they have complete facilities but their cost of living is higher than in the countryside. In addition, residents in cities tend to have a lifestyle that is excessive, extravagant, individual, and less sensitive to the surrounding environment.

In rural areas also have advantages for children to live and grow, namely, for their survival, the food source is still clean or directly from the garden, so they rarely lack to eat because they usually plant and take it in their own garden. Living in the village is not very consumptive and can save money, where the cost of living in the village is much cheaper than in the city. And in the village we feel more comfortable and safe, fiber does not feel lonely and it is useful for children to grow and develop because the nature of the people in the village is still friendly, warm, and happy to help others.

In addition, rural areas also have drawbacks, namely, the lack of educational facilities as a result, many rural children migrate to cities to get a good education, the difficulty of getting a

<sup>R22</sup> signal that only certain operators can reach. Public services are limited, and sometimes even <sup>C1</sup> villages are still far from government offices, hospitals, and schools. And the opportunity to work <sup>C1</sup> <sup>R22</sup> in the village is also limited where the dominant occupations in the village are gardening, farming, <sup>C1</sup> fish farming, and carpentry.

From the description of the two places, I will choose <sup>R13</sup> <sup>R13</sup> my children to live in a big city where <sup>R14</sup> they will get adequate educational facilities and adequate technology. <sup>C1</sup> <sup>R13</sup> Because these facilities are <sup>R14</sup> useful for them in the future, especially the technology that is developing very rapidly in the city <sup>R13</sup> which will be useful for their needs and survival, both for education and for their entertainment. In <sup>R13</sup> the village, I prefer the children to go on vacation because in the village their lives are comfortable <sup>C1</sup> and beautiful and suitable as a vacation spot and away from the crowds in the city. <sup>R13</sup> <sup>R12</sup> <sup>R14</sup> <sup>R13</sup>

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Kelas : TBI 5E

Tugas : UAS Advanced Writing

In my opinion, the lives of children who live in cities and villages are very different because of environmental factors, there are advantages and disadvantages to each, many think that living in the city is better, some think that in the village is also better, it depends on how the parents of the children can give lessons and good education. If you raise children in a big city lots of culture within reach you have much easier access to services you have much easier access to cultural services go to the theater go to the museums to the cinema learn about the history of the city in a much easier way cultural activities in the cities low cost or free is not appreciated at all but with age it is important to have all cultural city options within reach.

their children will have a more open mind to life in the village making children have a more closed view of life because they do not see or experience enough, people live in cities and work in the children know people who have a lot of experience in their lives and that can increase their love and tolerance for others, children who grow up in the city are exposed to many different people and from different places something that will undoubtedly make them grow internally. On the other hand, living in a city has its downsides, so if you live in a city you have to be careful with your children. The disadvantages of living in a city are various, for example, more pollution in the environment, more expensive to live and more money will be needed at the end of the month, there are more dangers around like crime or accidents, more taxes, too many people around also increase their chances of misunderstanding other people, children lack the freedom when they are young to spend time playing with their friends on the street.

for children who live in villages it may be more fun because in the village there are still many green trees, rice fields and rivers where rural children often play, many unique experiences they get because they always spend time together, in the village they also get ideas unique that cannot be obtained by children in the city, children in the village usually have relationships between individuals that are familial, high dependence on nature, very good at protecting the environment, high sense of solidarity, strong social control between residents, obedient to the values and norms that apply in the village (tradition).

Life in the countryside allows children to live closer to nature and enjoy the beautiful natural scenery, they will be able to breathe cleaner air than in the city, they will have better health, more active lives, and healthier lifestyle habits than people who live in cities, tranquility and peace in city life, provides opportunities for reflection and mental development, something impossible in the stressful city life, the abundance of trees and vegetation allows for a healthier living

so that your children can grow up with better physical health and internal strength, perhaps something that is not easily achieved in the city, children will play more time outside without the dangers that exist in the city but living in the village also has a disadvantage, namely education in the village in general always lags behind urban education. Schools in the city are usually facilitated with modern tools which would be difficult to find in village schools.

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In general, the birth of children in a family is the desire of all couples. Children are descendants. With the birth of these children, parents must be responsible for the birth of a new generation, parents are also obliged to care for and educate their children well. The surrounding environment, the family environment plays an important role in educating children. Every parent has their own way of raising children, there are many differences in raising children like in villages and cities.

There are many children who have grown up in big cities and for their parents this is an excellent choice without a doubt, but perhaps for others who live in cities, they will crave serenity in the countryside. There are many advantages and disadvantages in raising children in cities and villages, it depends on the way and lifestyle of parents in educating their children, whether they want to live in cities or in villages to raise children. Many families like to raise their children in the countryside because it is quieter and has more natural scenery, and it is also cheaper than living in the city. However, there are also parents who want to raise their children in the city because it is easier to understand technology than in the village. In the city there is more pollution than in the village where the nature is still beautiful, the environment in the city is full of pollution unlike a village full of beautiful scenery which is good for children's health, but in the city it is very easy to get a health center if the child is sick unlike in the village where it is still difficult to get medical equipment - health equipment. Children in the village are more familiar with nature, because usually elementary school age children have played in the river or village forest, they are not anti-social because in the village the signal is usually difficult, so they rarely play with cellphones, unlike in the cities where cases of bullying occur, they are too busy alone because they prefer to play on their cellphones than playing with their peers or classmates. Village children have a better immune system than urban children because they are used to playing in rivers, rice fields, raising livestock or gardening, in contrast to urban children who prefer to stay at home and study. City kids will have a more open mind to the world.

Meanwhile, the lives of children in the village have a more closed view of life, because it is not enough to see or experience experiences. People in cities live and work in them, children get to know people with many experiences in their lives, and it can increase their compassion and

tolerance for others. Children growing up in the city are exposed to many different people and from different places, something that will inevitably make them grow internally. Children in the village still lack knowledge about the outside world and do not know about technological developments.

So raising children in the city or in the village must have its advantages and disadvantages, it depends on how to educate their children, parents must have different ways of educating children but the surrounding environment is also very important, parents definitely want their children they grew up well until they grew up without regrets, in the city or in the village.

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**Final Exam Academic Writing**

Children's growth and development is very influential in the family environment and the community, especially for parents because of early education for every child. Parents need to make their children realize that learning is important, fun, and must be done. Parents' attention to their children plays an important role in supporting the success of their children and also being able to position themselves as protectors. But in this case, people think that it is better for children to grow up in big cities, and others think that children are better suited to grow and develop in rural areas.

So far, city children are considered fussy and spoiled, and the reality is not like that. Parents who live in cities tend to be quicker to respond when their child needs something. This makes the child calmer and less irritable. And as I experienced myself, I am a rural child who migrates to the city, in the city I see the way parents educate their children is very much different from parents who live in the countryside, parents in the city have a more advanced and friendly mindset to interact with their children so that they grow up. child development becomes positive and avoids negative emotions.

Children who grow up in rural areas tend to display more negative emotions such as frustration and anger and this is evident when compared to children who live in urban areas. What I experienced as a child living in a rural area, more often showed excessive angry expressions and high intonation, and this is what children imitate from their parents. Because the mindset of parents who are less advanced and the community environment is less safe and less caring for children so that it has a negative emotional impact on children, as well as education in rural areas which is still minim

The advantages of children who grow up in the city such as children's minds are more open to the world, there are better schools and a quality life. Lack of children who grow up in the city like many dangers of crime and accidents, children who lack the freedom when they are young to spend time playing with their friends. The advantages of children who grow up in rural areas such as children are closer to natural, clean, and freedom around the environment to play without danger such as in cities, children have more time with their families, lack of children in rural areas such as poor quality education, children's views of life are closed and limited, irregular environment.

Thus, in this case, the child's growth and development depends on the education of parents and family care, whether living in the city or in the countryside, parents monitor their child's development from the outside environment and teach positive things to children and set an example of which is good and bad. a child can't do.

#### REFERENCE

<https://www.fimela.com/beauty/read/3818978/beda-anak-desa-dan-anak-kota>



Name : Hesti Puspita Sari

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Children are a gift that is very much awaited in the family. Of course, families really expect their children to grow and develop well. There are many factors that affect the growth and development of children. The factors that influence the growth and development of children are broadly divided into 2, namely: genetic and environmental factors. Genetic factors have a role and are the main capital in achieving maximum growth and development, with good results, namely healthy children, growing into quality individuals. Good growth is characterized by the intensity and speed of division, tissue sensitivity to stimuli, the age of puberty and the cessation of bone growth. The environment is very influential on the growth and development of children. The environment referred to here is the biophysical, psychosocial and spiritual environment that affects children from the womb, birth, growth and development into adulthood until the end of life. Environmental factors are broadly divided into 3, namely: prenatal, intranatal and postnatal. Nutrition and immunization are part of the postnatal environment that affect the growth and development of children. (Soetjiningsih, Gde Ganuh, 2014).

Talking about the growth and development of children, certainly will not escape the family environment. The family environment can provide comfort for children. There are 2 types of families, each of which has a different mindset in overseeing the growth and development of children. There are types of families who want their children to be raised in rural areas and there are types of families who want their children to grow up in urban areas. Of course not without reason, as parents, of course, want their children to grow and develop well. Parenting patterns about growth and development really help children achieve and pass growth and development according to their age levels normally. By knowing more about children's growth and development, it is hoped that their growth and development will be maximized so that in the future they will produce better future generations. Therefore, parents will do things that they think are good for their children, such as their decision to raise their children in the village or in the city. We never know how the child will develop, but as parents, we certainly know what is best for the development and growth of their children.

Choosing to raise children in rural and urban areas certainly has positive and negative impacts. There are several positive impacts that can be felt in raising children in the village, such as children getting to know nature better, not being anti-social, of course, because in villages it is usually rather difficult to signal so that children play less on cellphones and prefer to play with their friends. In addition, children will have a better immune system, because they are used to bathing in the river, playing in the fields and raising livestock or gardening. However, raising children in the village also has negative impacts, including inadequate educational facilities, difficulty in achieving success due to the difficulty of accessing roads to the city which causes the village to be isolated, the thinking of the people who are still so common like girls do not need to go to high school which results in many girls only graduated from elementary school. In addition,

when a girl comes home late at night, neighbors gossip by saying that the child is not a good child so that it makes the child's mental disturbed.

Furthermore, there are positive and negative impacts when we want to raise children in the city. The positive impacts that can be felt when raising children in the city include more adequate educational facilities in the city so that the opportunity for children to achieve success is quite large, the child's view of life will be wider considering the feeling of living in the city, the association of children is wider, and children are more daring to express their talents. In addition to the positive impact, raising children in urban areas also has negative impacts, including children becoming anti-social because they prefer to play at home with cellphones instead of playing outside, children's health is disturbed due to air pollution, children's playing fields are narrow due to population density in the city, as well as the child's lack of empathy for the things around him.

After looking at some facts regarding the differences in raising children in the village and in the city, it can be concluded that raising children both in the city and in the village has both positive and negative impacts. If you look at these impacts, the author agrees more if parents raise their children in the city, with a note that parents must always direct their children to positive things and must always supervise their children. If it is not accompanied by this, negative impacts will appear, therefore the role of parents is very much needed in the growth and development of children.

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Having children is <sup>R22</sup>the greatest gift from God. <sup>C1</sup>Therefore parents must care for, educate, <sup>R21</sup>love <sup>R22</sup>them all the time. Every parent has <sup>R21</sup>their own way of educating <sup>R22</sup>their child. <sup>R22</sup>There are quite a lot of <sup>R22</sup>differences in <sup>R22</sup>the way parents educate from outside Indonesia, even <sup>R22</sup>the way parents educate each region has many <sup>R22</sup>differences, for example, parental education on <sup>R22</sup>the outskirts of <sup>R22</sup>the village and in <sup>R22</sup>the middle of <sup>R22</sup>the city.

<sup>R22</sup>There are many reasons why everyone is <sup>R22</sup>different in educating <sup>R22</sup>their children, <sup>C1</sup>so many ways, techniques <sup>C1</sup>and options in educating children. Usually, people who live in the middle of a city whose economy is difficult, some parents educate <sup>R22</sup>their children by requiring <sup>R22</sup>them to earn <sup>R22</sup>their own money from a young age, and many can't even get an education <sup>R22</sup>due to economic difficulties in the middle of the city, but that doesn't mean that when <sup>R22</sup>they switch to rural life, <sup>R22</sup>they will have a better life. feasible, but if in the middle of the city <sup>R22</sup>the economic <sup>R22</sup>and social gaps are very visible, <sup>R22</sup>due to lack of education and knowledge in raising children, parents often commit violence against <sup>R22</sup>their children and abuse <sup>R22</sup>them. Unlike <sup>R22</sup>the rich people who live in the middle of the city, <sup>R22</sup>those who have a lot of money and rank tend to be arrogant but not everyone is like <sup>R22</sup>that, their children are spoiled, whatever <sup>R22</sup>they want is easily fulfilled, but most of these children lack direct parental love. <sup>R22</sup>the reason <sup>R22</sup>their parents are busy with <sup>R22</sup>their respective careers and jobs.

<sup>R22</sup>Life in the village, even though it is far from <sup>R22</sup>the city, I think <sup>R22</sup>the people <sup>R22</sup>there are very friendly, <sup>R22</sup>the customs are still strong, their children are taught manners to <sup>R22</sup>their fellow residents, <sup>R22</sup>but as I mentioned earlier even though in <sup>R22</sup>the same place every parent has <sup>R22</sup>their own way of upbringing. <sup>R22</sup>each but <sup>R22</sup>the environment in <sup>R22</sup>the area is still supportive for educating children, whether he is <sup>R22</sup>rich or <sup>R22</sup>poor. <sup>R22</sup>However, it is possible <sup>R22</sup>that what happened in <sup>R22</sup>the city could not happen in <sup>R22</sup>the countryside and <sup>R22</sup>vice versa.

<sup>R22</sup>So <sup>R22</sup>whether living in <sup>R22</sup>the city or in <sup>R22</sup>the village, <sup>R22</sup>the provision of parents in educating <sup>R22</sup>their children is <sup>R22</sup>the most important. The surrounding environment also plays an important role <sup>R22</sup>so <sup>R22</sup>we should be smart in choosing <sup>R22</sup>the environment for <sup>R22</sup>the sake of a prosperous life. May <sup>R22</sup>we all be given a decent place to live, economically viable, worthy of education, <sup>R22</sup>and worthy of being treated very well in <sup>R22</sup>the environment around us. Have a nice day!

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Task Academic writing

Children aged between 12-20 years, where at this age children will experience changes in themselves both physically, psychologically, and socially. This transition period may lead to a period of crisis, which is marked by a tendency for deviant behavior to emerge. The same is true in terms of the growth of children in rural and urban areas.

We can distinguish between rural communities and urban communities, each of which has its own characteristics in providing growth to children. Each has an independent system, with social functions, structures and social processes that are very different, sometimes even contradictory.

The situation of adolescents in youth cities prioritizes democratic parenting because parents are busy at work and there is a lack of parental supervision for the child and the child is more free to associate with anyone.

On the other hand, teenagers in rural areas are more polite, honest, respecting the rules of karma and very strong religious rules. Because parenting in rural areas prioritizes permissive parenting for their children. In rural areas still adhere to homogeneity in social characteristics, beliefs, languages, customs. On the other hand, urban areas still adhere to heterogeneity in social, cultural, occupational, etc. characteristics.

Rural and urban communities in terms of education, environmental factors in the context of adolescents in the school environment, friends to hang out with, in general, the final level of education of people in urban areas is usually higher than people in rural areas. Teenagers in the city are smarter because they can hang out with friends whose average intellectual level is quite high, in contrast to teenagers in rural areas who are accustomed to hanging out with playmates with an average intellectual level. Besides that, urban teenagers live in religion, reduced when compared to religious life in the village which is very strong, urban youth in general commit acts of violence between peers, urban youth interact less with peers only have a few friends, relationships between individuals are not too close compared to village youth, the crime is very much happening and rampant. In contrast to adolescents in urban areas, adolescents in rural areas have peers who have a



closer relationship when compared to urban adolescents, <sup>R25</sup> the system of life in rural areas is grouped <sup>C1</sup> on the basis of kinship, most of rural adolescents highly uphold customs and religion.

However, <sup>C3</sup> from the other side of the rural environment, <sup>R22</sup> there are also some teenagers who <sup>C1</sup> have deviant traits such as brawls between villages, drinking alcohol, and freely hanging out with <sup>R25</sup> the opposite sex. However, compared to the village, <sup>C5</sup> the deviant nature of adolescents can still be limited compared to urban areas whose deviant nature exceeds the village, <sup>R25</sup> such as carrying sharp weapons, speeding on the road, to acts that have led to criminal acts or unlawful acts <sup>R22</sup> such as murder, robbery, muggings, rape, brawls between students or residents, free sex, <sup>C3</sup> and drugs.

From this we can take <sup>R21</sup> that <sup>R14</sup> there is no better growth of children between urban <sup>R22</sup> and rural <sup>R22</sup> areas because <sup>C3</sup> here the factor is the lack of parents in educating teenagers which is marked by weak parenting on growth in children, <sup>R21</sup> behavior, mental, and moral of the child in his social life. Every parent certainly applies a different parenting style in his family. <sup>R22</sup> Parents can combine several parenting styles, <sup>R22</sup> but there will still be one parenting style that is most dominant. A child will <sup>C1</sup> also be able to find out what parenting style is used by their parents through the <sup>R22</sup> process of perception. <sup>R25</sup> The treatment given by parents to children will certainly be captured as a stimulus. Children will be able to assess what parenting style is applied by their parents based on the treatment given. <sup>R22</sup> Based on the perception of parenting style by parents, children will adjust their <sup>R14</sup> behavior.

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### "ACADEMIC WRITING"

Most people in general prefer to live in cities than in villages, <sup>C1</sup> and some prefer to live in villages, <sup>C1</sup> but in reality not many require <sup>P14</sup> them to live in cities or <sup>C2</sup> rural areas <sup>C2,3</sup> because of the demands of their work and they must always be able to adapt to the environment in which they live. <sup>R14</sup> They live. Talking about the pros and cons of living in a village or a city, both have their own advantages <sup>C1</sup> and disadvantages. Children's growth and development depends on how parents educate not from where <sup>R23</sup> the child lives, but the reality is that the environment is increasingly affecting the growth and development of children, especially in the school environment. <sup>R23</sup> Here are some of the advantages <sup>C1</sup> and disadvantages of living in the City and Village.

#### Advantages of living in the City:

- Transportation <sup>C1</sup> and access anywhere is easier and more flexible <sup>C1 (2,3)</sup>

<sup>R23</sup> If you live in a big city, chances are you have much easier access to cultural services, going to the theatre, going to museums, cinemas, learning about the history of the city, in a much easier way. Cultural activities in cities are low-cost or completely free. When children are young this is not appreciated, but as they get older <sup>R13</sup> it is important to have all the cultural city options within reach. Just need a short bus ride to go anywhere.

- Children will have a <sup>R24</sup> more open mind to the world <sup>R13</sup>

Living in a village makes children have a more closed view of life, because they don't see or experience enough. People in cities live and work in them, children get to know people with many experiences in their lives, and it can increase their compassion and tolerance for others. Children growing up in the city are exposed to many different people and from different places, something that will inevitably make them grow internally.

- The system and method of teaching for early childhood are much more modern <sup>R13</sup>

<sup>R23</sup> In the city, early childhood has been taught to recognize English lessons by presenting the best teachers who can guide a child to understand English easily because at this age children are usually easier to remember and record what happened. The city has also used increasingly sophisticated technology and better and more modern teaching methods.

#### Disadvantages of living in the City:

Though as with everything, <sup>R22</sup> there may also be downsides to living in a city and it's good to point them out so you can decide whether or not living in a city is the best option for raising your children. <sup>R14</sup>

- <sup>R34</sup> More pollution in the environment <sup>R13</sup>

- More expensive to live and more money will be needed at the end of the month
- There are more dangers around, like crime or accidents
- The house is smaller because it has to accommodate more people for those who live at home or in a narrow city environment
- Too many people around also increase their chances of misunderstanding other people
- Children lack the freedom when they are little to spend time playing with their friends on the street
- Children have limited time when they will play and when they will learn

#### Advantages of living in the Village:

- The environment in the Village is calm and lived in a more simple way than in the city.
- Life in the countryside allows children to live closer to nature and enjoy the beautiful natural scenery.
- Children will be able to breathe cleaner air than in the city.
- Children will have better health, more active lives, and healthier lifestyle habits than people who live in cities.
- The serenity and peace of village life, provides opportunities for reflection and mental development, something impossible in the stressful city life.
- The abundance of trees and vegetation allows for a healthier living environment, so that your children can grow up with better physical health and internal strength, perhaps something that is not easily achieved in the city.
- Children will play more time outside without the dangers that exist in the city.

#### Disadvantages of living in the Village:

But living in a village is not very beautiful and they also have many disadvantages or access that they cannot get including:

- There are not many facilities like in city life, such as simpler children's learning facilities and most of the teaching methods still use the traditional system.
- Opportunities in the village are also rare to find good jobs so that children's school needs can be fulfilled
- Access or vehicles are more difficult nowadays, even many children who live in cities have to walk tens of kilometers to get to school
- Traditions or customs that still have to be carried out which in your opinion are not necessary because they make little sense from religious teachings
- In villages there is usually more prejudice and criticism between communities, not only among adults but also among children who start to dare to say disrespectful words when they are angry, this is because of the influence of the school environment.
- Many people in the village mess up other people's lives because they have too much time or like to take care of other people's lives.

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### Quality teachers do not want to teach in rural communities

The role of teachers is very important in the world of education. A teacher becomes an important core in the learning process whether it is formal or non-formal education. Qualified teachers will give birth to a quality education system and will eventually create a quality generation. The teacher is the implementing figure and directs in the running of the learning process. Until now the difference between teachers who teach in the rural with in the city shows a very far difference as between heaven and earth. This kind of thing is not for no reason, many factors affect a teacher does not want to teach in the rural.

Factors that cause the lack of interest of teachers teaching in the rural are supporting facilities, teaching tools or teaching aids that are lacking, such as books supporting the learning process so that the material to be delivered is limited. The school buildings are not feasible and the rooms are lacking so that the students have to take turns entering the school by entering the morning and afternoon. This difference is very clearly seen in comparison with existing schools in urban areas. Those who teach in the city no longer need to think about the facilities that will be used when learning because everything is complete with many learning support books, plus adequate internet access makes the teaching and learning process more effective. The school building is nice and comfortable and does not lack classrooms that make students use the room alternately.

Inadequate educational infrastructure such as access roads that are very far and very difficult to pass. They find it very difficult to find transportation to go to the school where they teach, especially in areas where asphalt roads are not yet accessible. If the rain arrives they cannot go to school using private vehicles such as motorcycles or cars. They have to use transportation that usually residents use for downstream homecoming in the rural, or cars that are commonly used on extreme roads, if all these vehicles are not there they have to walk long distances because of the road that cannot be traveled. This will delay the teaching and learning process because it will cause the teacher to be late or not enter the school at all, so that the teaching and learning process will not be carried out properly and effectively. Unlike in the city,



road access is good and supportive and can be routed by all types of private vehicles and public transportation. So that teachers will not be hampered to go to school and the teaching and learning process.

Another factor that also affects teachers' teaching interests is their prestige in teaching in the village as well as the difficulty of adapting to the rural environment. The level of knowledge of teachers from the city creates a gap between teachers, making teachers in the countryside jealous and feeling unsuitable so that it makes teachers from the city feel uncomfortable teaching in the village. Teachers in the countryside consider teachers from the city as rival colleagues because their knowledge is still less. This will lead to a lack of cooperation between teachers so that the learning process does not run smoothly. Whereas if the teacher is able to balance there will be no teachers who feel envious, it is even better to come from the city to change the way of learning in the countryside, by changing the learning system similar to in the city, but this is a social gap or lack of attachment between rural teachers and teachers coming from urban areas.

As already indicated by the factors that occurred above should be changed immediately, because it will be very influential on education if it continues like that. The government should fully support the facilities and education practices in the countryside so that the gap does not become a problem for teachers to teach in the countryside. All education in the corners of the country must have the same treatment

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TBI 5E

### The Low Interest of Qualified Teacher to Teach in Rural Areas and How Overcome Them

Education is the right of every Indonesian citizen and is the goal of Indonesian prosperity for the public life and prosperity of the nation as governed by the proposed 1945 constitution that each citizen has the right to an education to improve his quality and well-being. It has also been included in the constitution number 20 (2003) basic law on national education system, article 5 verse (1) that states that "every citizen has the same right to quality education, and chapter 11, the verse (1) states that the central and regional governments are obligated to provide services and amenities, and guarantees a quality education for each citizen without discrimination." But the fact remains that the level of education in Indonesia is not yet equitable. One of the biggest causes for education quality in developing countries such as Indonesia is still low is the unevenly distributed quality teachers. Most qualified teachers tend to prefer working in urban areas to working in rural areas. Whereas the teacher's quality has fundamental influence in the process of realizing good education, because the teacher plays a direct role in the learning process. In other words teachers have a great responsibility in achieving quality education for every Indonesian citizen. Then teachers should not choose the workplace but be willing to be assigned anywhere to improve education thoroughly, as teachers are professional positions so that a teacher must be able to perform his or her duties professionally. A person who is considered a professional by constantly adhering to the ethical of profession, independent, productive, effective, efficient and innovative and based on the principles of prime service based on systematic scientific or theoretical elements, professional authority, public recognition, and a regular code of ethics (Sulipan, 2007) and a professional teacher is also expected to be willing and ready to teach in any region. Especially as a teacher with a civil servant's status should be prepared to serve wherever it is placed because of according to the sound of one oath or promise once taken when made into a servant of the state. Basically, the gap isn't entirely the fault of teachers who refuse to serve in rural due to there are many factors or reasons that cause them to prefer teaching in urban areas. Knowing the reason why they are reluctant to teach in rural areas is expected that

governments can provide a solution to the problem.

A major factor that causes teachers to refuse to teach in rural areas because of inadequate equipment and infrastructure, while equipment and infrastructure contribute much to teaching processes. In rural areas textbooks are difficult to find because not all students there can buy a textbook because of economic factors as well as books available in school libraries are inadequate, while with the availability of a textbook the learning process is easier and more effective and makes it easier for the teacher to explain it. Computer equipment is also a major problem in rural schools where there are very limited, while in a class more than 20 students. This causes students to be unable to operate computers at the same time, which hinders the learning process. Likewise when teachers teach biology and chemistry lessons where learning is primarily through direct practice, but these inadequate laboratory facilities require a teacher to be more creative and innovative by creating a simple experimental device. It is very different from school techniques, where we will be very easy to find computers, printers, infocus projector, laboratories, study AIDS, sport facilities, etc. This condition makes them reluctant to teach in rural areas, because they feel that they will have difficulties in the teaching process if adequate infrastructure is not available. In addition to the lack of supporting facilities for the learning process, the lack of public facilities such as internet networks, shopping centers, cinemas and tourism spots is also the reason why these teachers do not want to teach in the village because in this modern era internet network and entertainment venues as already- become everyone's basic needs.

The second factor that causes teachers to be reluctant to teach in rural areas is because of the cost problem, the costs here include transportation cost and house rental cost. For a teacher who is domiciled in the district capital, he has to go back and forth every day to the school in the village where he teaches because the distance is quite far, of course the transportation costs will be more expensive. Likewise with teachers who are domiciled in the provincial capital, they have to rent a house in the area around the school where they teach and add their daily needs there, this of course requires more money. Meanwhile, the salary received between teachers who teach in rural and urban areas are the same, even if there is an intensive salary the nominal is small.

In addition, the distance is far, security and safety problems during the trip are also an obstacle because indeed the roads in the rural areas are still many holes, the terrain is narrow and



winding, on the side of the road there are still many forests and also steep cliffs and there's a lot of animals on the highway. They thought it would be too much of a risk if they passed through this area day to day.

The next factor is that most of them cannot live far from their relatives for various reasons such as having small children and also by caring for their aging and sickly parents. Especially for teachers who come from outside the district, which means they have to rent a house in the area around the school where they teach.

Another reason why they are reluctant to teach in villages is the problem of prestige where according to most people if someone is qualified and a graduate from famous campus then it is very disadvantageous if only teaching in rural areas seems to be only in vain if their struggles during college. In addition because without realizing it, the stereotype has been embedded that the teacher assigned to the village is the teacher who has low competency scores and the level of intelligence of rural students is also low. Even though we cannot immediately equalize the level of intelligence and as a teacher, we should not make an issue like this because it is the teacher's job to educate the nation's children as stated in the Law. The more absurd stereotype I have ever heard of is "people from area A or tribe A are still lay and notoriously violent, rebellious, like to gang up on many thieves and also like to use witchcraft" so they feel afraid to interact with people from tribe for a long time, even though we cannot immediately accuse a tribe just because of a mistake made by one of the people from that tribe.

The lack of teacher interest in teaching in rural areas certainly has a negative effect on the development of the quality of education in rural areas. Where the process of improving the quality of education is slower than the quality of education in cities so that there will be an imbalance in the quality of education, because how the quality of education in rural areas can increase if the number of qualified teachers is small and even there are many cases where there are teachers who teach subjects that are not expertise, even if their educational background is not an educator. Of course the teacher does not really master the material he teaches in depth like a teacher who does have an educational background in that field.

Given the importance of education for the progress of the nation, this cannot be allowed to continue but must be addressed immediately. The first effort that the government can do to overcome the obstacles that cause teachers to be reluctant to teach in rural areas is by holding outreach to foster a sense of nationalism for teachers towards the fate of students who become

<sup>R25</sup> the nation's <sup>C1</sup> next generation, <sup>C33</sup> because not all students can afford to go to school in cities. Another way, by providing attractive rewards order to motivate teachers to be teaching in rural areas. The <sup>R23</sup> next effort is to slowly improve school facilities <sup>C2</sup> or infrastructure, at least a complete textbook is provided even though <sup>R23</sup> the book is only lent out during the <sup>R23</sup> teaching <sup>C1</sup> and learning process. As well <sup>R23</sup> as other learning support media, efforts are made to be added, <sup>R32</sup> such as the availability of computers at least half of <sup>R23</sup> the number of children in one classroom and the problem of bad / slow internet networks can be overcome by installing wifi network. <sup>R23</sup> In addition it is also necessary to improve public facilities in these rural areas <sup>R23</sup> such as improving transportation access to provide safety <sup>R32</sup> and comfort for teachers <sup>C1</sup> but as for the lack of other public facilities <sup>R22</sup> and infrastructure, such as being far from shopping centers and tourism, there should not be too much of a problem <sup>R22</sup> because <sup>C2</sup> this does not really affect the learning process <sup>R22</sup> and it is also not an easy thing to build public facilities like <sup>R22</sup> those in cities. Furthermore, the government provides incentives according to <sup>R23</sup> the class owned by educators, either in material or <sup>R22</sup> career form. Then specifically for teachers who come from outside <sup>R23</sup> the region <sup>C1</sup> and have long distances to live, <sup>R14</sup> they should be given a mess to live in, even though it is simple at least <sup>R14</sup> they don't need to pay personal costs to rent a house. <sup>R23</sup> And the easiest way for the government to do is to assign professional teachers who come from these areas <sup>R23</sup> because even though the facilities are inadequate <sup>R14</sup> they will feel <sup>R34</sup> more responsible for improving education in their homeland <sup>C1</sup> and <sup>R14</sup> they will not think too much about the problem of transportation <sup>C3</sup> or housing costs. Whereas solutions for other reasons <sup>R32</sup> such as family problems and prestige depending on <sup>R23</sup> the teacher are difficult to solve <sup>R14</sup> the problem <sup>C33</sup> because <sup>R21</sup> this is related to one's self-awareness, <sup>R14</sup> but as teachers who have pledged their oath of office <sup>R14</sup> they should understand their obligations as teachers. So from the above discussion, it can be concluded <sup>R22</sup> that to overcome <sup>R23</sup> the problem of unequal distribution of quality teachers, basically <sup>R21</sup> this classic problem can be resolved if <sup>R22</sup> there is good coordination between <sup>R23</sup> the government <sup>C1</sup> and teachers. <sup>C1</sup> So it is hoped <sup>R15</sup> that <sup>R22</sup> this problem can be resolved, <sup>R21</sup> there must be good cooperation between <sup>R23</sup> the local government and educators (teachers), by means of <sup>R29</sup> the government trying to overcome obstacles <sup>R22</sup> that cause teachers to be reluctant to teach in rural areas <sup>C1</sup> and teachers must understand <sup>R22</sup> that not all of these obstacles can be overcome quickly <sup>C2</sup> or <sup>R21</sup> simultaneously.

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### Good Teacher Do Not Want To Teach In Rural Communities

The teacher is an educator who is very influential in determining the success or failure of a teaching and learning process, the teacher is also a very important element and cannot be ignored in the learning process, when carrying out his profession, professionalism and welfare for teachers are the most important things that must be owned. A teacher to run the education system and achieve the goals of education optimally, but in this problem there are still many teachers who are not professional in being responsible for their duties, for example a teacher does not want to be placed teaching in rural areas. What would a teacher not want to teach in a rural area?

The first will discuss some of the reasons why the teachers do not want to teach in rural areas? There are several reasons for teachers who do not want to teach in rural areas because the existing facilities in rural areas are not as sophisticated and great as in urban areas, sometimes even the geographical conditions of the villages are less supportive and very difficult to access by means of transportation, there are still many villages whose roads are not paved and still do not have means of transportation between villages such as those in cities. The problems encountered in this village affect the teacher's duties while teaching and carrying out their duties at their respective schools, both facilities and infrastructure (Karmin, 3 May 2006).

Other causes of unique teacher attitudes are metrocentric attitudes reported by Campbell and Yates (2011). Metrocentric attitude is an attitude that is always oriented to live in urban areas and refuses to live in rural areas (Campbell and Yates (2011) besides other causes such as a lack of interest in children's learning because usually children in rural areas prefer to get money rather than study and there is fear or worry to try teaching in the village.

The consequences of this will have a negative impact on students. These negative impacts such as decreased student enthusiasm for learning, decreased student academic grades, besides that it will have an impact on the development of student character such as students will become



lazy, naughty, have no manners, disobey teachers, and so on.

Thus, a simple way to deal with teachers who are reluctant to be assigned to the village is the need for strong motivation so that teachers are motivated to teach in rural areas. Siagian (2012) said, what is meant by motivation is a driving force that causes a member of the organization to want and willing to mobilize abilities in the form of expertise or skills of manpower or time to carry out various activities and fulfill their obligations, in order to achieve the goals and objectives of the organization that have been predetermined.

Apart from providing motivation, there are other ways, namely by making a teaching training in rural areas aimed at teachers. According to (Cowling, Alan & James 1996: 110), training activities for teachers are basically an effort to develop teacher knowledge and skills so that in turn they are expected to gain a competitive advantage and be able to provide the best possible service. In other words, they can work more productively and be able to improve the quality of their performance, including the LPTK which authoritatively become a forum for the birth of teachers who are expected to have quality and capacity.

Finally, with motivation and training, it aims to motivate teachers so that teachers realize that teaching in rural areas is fun, but there are still many teachers who still don't accept being assigned in rural areas, so that's why motivation and training are needed, the purpose of motivation and training is to make rural students gain more knowledge, so as to make children in rural areas smart, smart, and have good character. The training used should be specifically training for parents or teachers, for example training for parents in the village to inform them that school is important for the future of their children, in order to make children smart and smart, while training for teachers tells them that teaching in the countryside is fun, fun, and in the training it should foster a sense of enthusiasm and motivation for teachers to teach in rural areas.

In addition, the solution so that teachers want to teach in rural areas is by providing offers in the form of benefits that will be received by teachers, such as being given additional money, providing vehicle facilities such as motorbikes used for teaching, or awards.



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### The Causes of Teachers Reluctant To Teach in Rural Areas and The Effects it Has

The quality of education in developing countries is ways away from adequate, including Indonesia. In making education of a high standard it is very difficult to achieve, even when have problems or disturbances. Encouragement from the government is not sufficient to make the quality of education in Indonesia better. In poor urban society areas it will be difficult to decent education, while in rural areas the problem is not only in social status but also on the teacher. This occurs because the unequal distribution teachers and the reluctance of teachers for teach in rural areas.

According to Unesco from the Global Education Monitoring (GEM) report in 2016, teachers Indonesia were only in 14th place out of 14 developing countries in the world. Field evidence shows that many teachers unwilling to teach, especially in rural areas for various reason. The first reason is that educational facilities in rural areas are inadequate. Many teachers said that the facilities in rural areas were inadequate, starting with connectivity because only about 29% had electric current and 17% had internet connections (Survei Bank Dunia Baru). Facilities and infrastructure also cause teachers to be reluctant to teach in rural areas. The unavailability of suitable school buildings and tools to support learning activities such as books, teaching aids, blackboards and others.

The second reason is experiencing culture shock in a new environment. Teachers who are sent to teach in rural areas usually feel awkward when faced with a strange environment. Food, language, local customs do not escape from thought. Moreover they will be far from the family, who cannot meet every day. This unpreparedness caused them to think again teaching in rural areas.

The last reason is that the basic salary and allowances given by the government are not appropriate. Based on law no. 14 of 2005 on teachers and lecturers, articles 14 till 16 on rightness and obligations. The law states that teachers have social welfare insurance, various kind of allowance, and special allowance for teachers who teach in rural areas. But reality in the

field, the special allowance has not been distributed evenly for junior high school teachers in the districts Liukang, Tupabbiring Utara.

The effect of teachers who are reluctant to teach in rural areas is that teaching and learning activities become hampered and not optimal, because teachers are the main actors in these activities. Students are not comfortable in class that is not suitable for use. Students may think why go to school if there are no teachers who teach, learning equipment is not sufficient, it is better making money to help the economy of parents. As a result, the education of children in rural areas is increasingly difficult to fix.

Therefore, the solution provide for the above problems is The government must more attention to basic salary and allowances for teachers who will teach in rural areas and ensure that those who receive must be together with the teachers concerned. Provide training and motivation that teaching in rural areas is not bad as they think. And the government must also more attention to rural areas education so that teachers, government and human resources are balanced and mutually beneficial. With that, it is hoped the education in rural areas can go well.

So, the reluctance of teachers to teach in rural areas has made education there increasingly backward and the government seems turned a blind eye to education in rural areas because of inadequate facilities and infrastructure.

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**Professional Teacher Do Not Want to Teach in Remote Villages and Its Effect on Equitable Education in Indonesia**

In Indonesia, we can find public schools located in remote areas which are very difficult to reach. However, it is very unfortunate that the existence of this school is not supported by adequate teacher attendance. The small number of teachers teaching in schools in remote villages makes the question why professional teachers don't want to teach in remote areas? for that we need to know, what are the reasons professional teachers are reluctant to teach in remote villages. Below the writer will probably write down some of the reasons.

Many factors make teachers reluctant to teach in remote villages, these factors can come from themselves or outside a teacher. The factor that comes from within the teacher to teach in remote villages is "motivation". The low motivation possessed by a teacher to teach or survive in a remote area, makes the teacher not want to teach there. Many teachers with modern thinking feel that schools in remote villages are not good places for them to live. It is often found that when a teacher with the habit of using very modern school facilities is moved to a remote location, they will strongly refuse for various reasons. If the motivation of a teacher is high, wherever she/he teaches, she/he will accept and do his job well.

Apart from internal factors, there are also external factors that influence a professional teacher's desire to teach in remote areas. One of the factors is the difficulty of transportation that can be used to go to the village to the city or vice versa. Furthermore, limited communication access makes teachers reluctant to teach in remote areas. In addition, there were several cases where teachers in the experience areas received less attention from the government. Often times I see the news, there are some inland teachers who receive unfair salaries. So those who have received certification choose to move to urban areas and there is a shortage of teachers in these remote areas. Apart from the low salary, the official housing promised by the government was also not fulfilled, which made the teacher's fate seem unnoticed.



<sup>C23</sup> <sup>R21</sup> <sup>R23</sup> <sup>R23</sup>  
Because of this, the gap between the availability of professional teachers in urban areas is greater than in remote areas, which makes education equality programs not implemented properly. If the equitable distribution of education does not go well, automatically increasing Human Resources for the future will also be increasingly difficult to implement, this will be an obstacle to developing remote villages into developed villages. The government has tried to provide the facilities desired by teachers, but there are so many things that interfere with the government program itself, such as fraudulent elements in the implementation and there is a concept in the minds of prospective teachers that become teachers in remote areas "it's no fun".

<sup>R23</sup> <sup>R23</sup> <sup>C1</sup> <sup>R23</sup>  
From the explanation above, cooperation between teachers and the government is needed to overcome this. It is hoped that later there will be teacher apprenticeship programs to remote areas with adequate government funding to ensure the welfare of teachers in remote areas. In addition, teachers must also receive training from the government, as well as the case of arranging scholarships so that students from remote areas can get proper education and and return to serving in their villages.

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### "Obligations and Duties of the Teacher"

Education is very important and Education is the right of all human beings. All human beings are entitled to a proper education to acquire knowledge and have an intelligent and virtuous character. To gain knowledge, an educator is needed, namely a teacher. Currently in Indonesia, such as in Bengkulu Province, every years there are a lot of undergraduate degrees which means they are candidates for teaching staff. However, all of these undergraduate graduates are not necessarily able to teach right away because as far as I know it is currently very difficult to find job vacancies even though they are undergraduate. In addition, the current problem of equal distribution of teachers is still inefficient with many teachers who sometimes do not want to teach in remote areas.

The intensive problems and career paths that are considered by a teacher make them reluctant to teach in remote areas. Not to mention the problem of minimal facilities. Teachers with more needs will think about their low salary. Generally, a teacher also cannot be far from his relatives or family. They prefer to become teachers in cities because of the facilities and easy internet access. I think this is a natural thing.

In the teaching and learning process in schools, teachers who play an important role in improving the quality of education and the quality of schools are teachers. Teachers are professions or jobs that require special skills because their duties and responsibilities are very complex. Considering that educational goals are very important, teacher expertise and high professionalism are prioritized in order to be able to direct students to their final goals. This means that not all teachers are successful in carrying out their duties properly at school. However, in remote areas there are still many shortages of teachers, it will result in decreased school quality and the achievements of students will also differ from schools in cities.

I once read the site "Love Life Daily" which is about Rosa Dahlia's dedication to advancing education in remote areas of Indonesia. Long story short, Rosa escaped and was assigned to spread the Aku Cinta Indonesia virus in Maluku with two other colleagues. The trip to Maluku through the ACI program grew his interest in the education of children in rural areas.

<sup>R11</sup> He had <sup>R12</sup> the opportunity to teach SD YPPK Manusela Seram Utara students for a day. In <sup>R13</sup> the school with 60 students and 6 classes, <sup>R14</sup> there is only one teacher. He was able to <sup>R15</sup> because based on a strong desire to become a teacher.

<sup>R16</sup> According to the Director General of Higher Education (2002) <sup>R17</sup> there are 4 competencies that must be possessed by teachers. <sup>R18</sup> The 4 competencies include: <sup>R19</sup> Mastery of the field of study, which includes two things, namely mastery of scientific disciplines <sup>R20</sup> and mastery of the curriculum <sup>R21</sup> Understanding of students, which is related to <sup>R22</sup> the ability of teachers to provide educational services oriented to student needs. <sup>R23</sup> Mastery of educational learning, which is reflected in planning, implementing, <sup>R24</sup> and evaluating <sup>R25</sup> and utilizing <sup>R26</sup> the results of dynamic learning evaluations to shape student competencies. <sup>R27</sup> Personality and professional development, which refers to professional teachers to be able to know, measure, <sup>R28</sup> and develop <sup>R29</sup> their abilities independently.

An educator must follow <sup>R30</sup> the development of science and technology, while <sup>R31</sup> his needs cannot be met from <sup>R32</sup> the income earned as a reward given by <sup>R33</sup> the government as an education provider. <sup>R34</sup> The components that make teachers want to teach in remote areas, namely by completing facilities, increasing salaries, a clean environment <sup>R35</sup> so that they are more enthusiastic when teaching <sup>R36</sup> because so far teachers have accumulated in urban areas, while some remote areas still lack teachers, <sup>R37</sup> this is not too good for improving school quality. <sup>R38</sup> and students.

<sup>R39</sup> There are several problem solutions that can be considered, including <sup>R40</sup> the consistency of the government in dealing with <sup>R41</sup> these problems. The government must also be able to create teacher candidates who truly have a professional teacher mentality. <sup>R42</sup> The government must really maintain consistency with the statement of prospective teachers who read that they are ready to be placed anywhere, <sup>R43</sup> so that after a prospective teacher is appointed as a civil servant, <sup>R44</sup> it is not easy to apply for a change of place according to <sup>R45</sup> his wishes. <sup>R46</sup> desire <sup>R47</sup> but requires an acceptable reason.

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Essay (final test- Academic Writing)

### Decreasing Quality Of Education For Children in Rural Areas

Education is an incredibly important part of every country. The progress of a country can be determined by the quality of its education. Everyone has the opportunity to get an education, "Siswanto" (Journal, 2: 2020). Every teacher must be ready to teach and serve in rural areas because a teacher has to teach children both from urban and rural areas. As a result of the quality of human resources in the area is increasing. The number of teachers in each area must be the same or evenly distributed so there are no discrepancies in teachers and the quality of education in an area.

According to Benedict, there is a discrepancy in the number of teachers that occur between urban and rural areas. To overcome this discrepancy, the government created a work program. The program is an equal distribution of teachers. With this program, the government will transfer teachers fairly in rural areas. In particular, the government will transfer good and professional teachers, mainly the teachers who often got a good IPK when in college. In this way, the backwardness and discrepancy of an area can be overcome. (Journal, 247: 2008).

However, not all teachers want to be moved and work in rural areas. The majority of teachers currently do not want to work in rural areas, "Novia" (Journal, 3: 2020). Many teachers prefer to teach in urban areas rather than in rural areas. Both teachers who have just graduated from university and teachers who have worked as teachers for a long time are also reluctant to be moved and work in rural areas. Therefore, various factors arise that led to a teacher who does not want to work and teach in rural areas.

Because of insufficient facilities in rural areas, there are good teachers who do not want to work in that area. Facilities are infrastructure to facilitate us in the learning process. The facilities here refer to the facilities that will be used in learning. A teacher feels confused and troubled if the learning facilities in the classroom are insufficient. We can see a small example in the textbook that teachers and students will be used in class. It would be difficult for some students to buy textbooks, due to family economic factors and there is no attention from the government to distribute books to the area. Moreover, it will be difficult for a teacher to deliver



material while teaching as a result the learning process becomes ineffective.

Not only learning facilities but also building facilities in rural areas cause teachers do not want to work in rural areas. This building facility will be helpful for the teacher's safety who teach there. For example, access to school is still poorly. Where the teachers must first cross the river by using a bridge that is not too sturdy. The distance to the school is up to many kilometers from the teacher's residence. And there is also no transportation there. As a result, it will be dangerous for the safety of the teachers because crossing the river every day.

The lifestyle of a teacher also causes them to do not want to work in rural areas. Nowadays most teachers prefer a glamorous lifestyle or a modern lifestyle. In general, there are many differences between urban and rural communities. Urban communities always follow and accept developments and renewals in technology and the progress of the times. It is different from rural areas which are always left behind. For example, the differences in clothing styles, city people always follow trends in clothes and always prioritize appearance or fashion. Meanwhile, in rural areas, they are left behind in terms of clothes. And also the difference in consuming food, rural peoples consume food from their cooking. It is different from city peoples who consume fast food more often.

The mindset of children living in rural areas also causes teachers do not want to work in that area. There are teachers' assumptions in the difference or comparison of the mindset of children living in rural and urban areas. The mindset of children in rural areas is still minimal and there is a scarcity of interest in education. Most of their minds are still undeveloped, so children in rural areas think education is not very valuable and useful. For example, they just want to play to fill their spare time and some prefer to help their parents improve their economy. In contrast to urban children who think education will be useful in the future and the higher knowledge of education, the higher quality of that person.

The number of teachers who prefer to teach in urban areas than in rural areas will have an impact on teachers in rural areas. The number of teachers in the city will pile up. As a result of it, there will be a crisis of teachers in rural areas. In this condition, teachers who teach in rural areas will be required to teach more than one subject in one consecutive day. It will be bad for the teacher, mostly for the health of a teacher. The teacher feels tired to teach one day in a row. And also the material taught by the teacher does not by the field and its ability. So, the teaching and learning process will not be optimal.

<sup>C<sub>2</sub></sup> <sup>R<sub>13</sub></sup> <sup>C<sub>1</sub></sup> <sup>R<sub>13</sub></sup> <sup>R<sub>23</sub></sup> <sup>R<sub>23</sub></sup> <sup>R<sub>23</sub></sup>  
In other hand, it will also affect the quality of children in rural areas. The quality of the children in the area cannot be guaranteed. This is due to the deficiency of educators or teachers in education, it will affect the low abilities and skills of children. So that an area will be increasingly left behind because nothing is expected of the children in the area to come forward and introduce its area. Furthermore, the area will not progress and will always be left behind.

<sup>R<sub>22</sub></sup> <sup>R<sub>25</sub></sup> <sup>R<sub>22</sub></sup> <sup>C<sub>1</sub></sup>  
The solution to this problem description can be resolved by socialization for educators in rural areas. There is the socialization that will provide motivation and enthusiasm in advancing education to teachers who are reluctant to teach in rural areas. Mainly teachers who are in urban areas. This will aim to create a sense of nationalism towards teachers in the intelligence of a child who will become the nation's next generation. As for the form of socialization such as the importance of education in advancing an area, and awareness of the duties and roles of a teacher to improve the quality of education in Indonesia, especially in rural areas.

<sup>C<sub>1</sub></sup> <sup>R<sub>23</sub></sup>  
(Increasing maximum facilities and services in rural areas will overcome the deficiency of teachers in that area. (Sufficient facilities) and services will provide comfort for teachers. Maximum facilities and services such as infrastructure that will support the quality of education, both from educators and children in rural areas. For example in the improvement of facilities and infrastructure from the government which will build roads that are passed over by teachers and students to get to school, distributing electrical installations in each house, and building several health centers in the area for public health services.

<sup>C<sub>1</sub></sup> <sup>R<sub>23</sub></sup>  
In addition, the provision of special allowances for teachers who want to work in rural areas will overcome the deficiency of teachers in that area. The Ministry of Education and Culture agrees with this, that teachers who teach in rural areas must be given a special allowance. This allowance is in the form of the cost of residence and eating outside of the net salary or it will be borne by the government. So the monthly salary can be saved and used for other needs. Such as clothes, shoes, bags, and so on. Considering that appearance is very important to teachers today. With this special allowance, the teacher's appearance or style will look comparable to urban areas.

<sup>C<sub>2</sub></sup> <sup>R<sub>23</sub></sup>  
In conclusion, teachers have an extremely important role in improving the quality of education in rural areas. Mainly improving the quality of children's education in the area. And why good teachers do not want to work in rural areas in developing countries?. Several causes have been described above. The point is the government should be more concerned with the

conditions of peoples in rural areas. The government must improve the facilities and infrastructure there. That way, good teachers want to work in rural areas. So that the quality of the children in the area is guaranteed. Besides, education in the area will be advanced, and rural areas will not be far behind cities.

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#### The problem of Teachers do not wanting to Teach in The Rural Areas

(Education) is the main source in life as a guide or guide for the future. Education is the most important thing for everyone in order to achieve something that is desired and achieve a prosperity. Education is a conscious and planned effort to create an atmosphere of learning and the learning process for students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society. this achieving a success in an education is not as easy as imagined. Why ? because there are many problems that are experienced when this process occurs. This problem can be resolved by various parties, one of which is the principal, parents, teachers, the community and the students themselves. Parents play an important role in creating good character for their children, parents act as the main educators at home and it is their responsibility to make a child smart and highly educated. Educators are also very important here to solve educational problems for a student, a teacher who is good and cares about his students will always help any difficulties that exist and find solutions to every problem that exists to educate his students and create an effective teaching and learning atmosphere.

Educational problems that occur in every corner of college or school are very complicated to explain, such as tangled threads that cannot find the starting point. Especially in rural areas, the educational problem is the strongest reason why a teacher does not want to teach at the school. Of course, if a teacher is competent in teaching, he wants complete facilities to be comfortable in the teaching and learning process. However, there are some teachers who use makeshift facilities for teaching because they adjust to existing conditions. Now, a high level of education does not reduce the unemployment rate, it is not unusual if nowadays there are many unemployed with a certificate, due to the low quality of graduates at the university / school. here it is necessary to have self-awareness to carry out a mindset that forms a change so that the education we are currently taking is useful in the next few years and gets wide job opportunities by solving problems that exist in every school or college.



<sup>C1</sup> <sup>R13</sup> First, the problem includes educational facilities <sup>C1</sup> and <sup>P11</sup> infrastructure. This is one reason why a teacher who is already a civil servant does not want to be placed in a rural area if the facilities are not good. For the reason <sup>R23</sup> that <sup>R22</sup> complete facilities will support the teaching <sup>R23</sup> and learning process properly <sup>C1</sup> and comfortably <sup>C1</sup> <sup>R21</sup> and this is one of the factors in which education must be supported by adequate educational facilities <sup>C1</sup> and infrastructure in every school. Educational facilities and infrastructure are one of the main factors in an education so that it can run properly with the development of science and technology which is quite sophisticated for now. Facilities and infrastructure are the most important part of education, they need to be prepared and pay great attention so that the teaching and learning process can run smoothly and comfortably. In an education, facilities and infrastructure are needed to produce an effective and efficient learning process.

<sup>C2</sup> However, in every school not all facilities and infrastructure are met, especially in remote <sup>C2</sup> or rural areas. This is what causes the performance of a teacher who teaches to be reduced due to inadequate facilities and infrastructure, there may be some schools that are researching this. But most of what is found with the same problems in every school are educational facilities and infrastructure that do not really support the student learning process, such as a shortage of learning classes, so that one class is grouped with another class, this is what causes the teaching and learning process problems are less effective and students less find it because the number of students in the class is unstable and the teaching and learning process is not going well.

<sup>R23</sup> Therefore, the school certainly has to take action and find solutions for students so that the learning process becomes comfortable and orderly. If the completeness of the facilities and infrastructure is guaranteed, the teaching and learning process will certainly run well and so that it will create good graduates too. Here the government also plays an important role in following up on the misappropriation of funds that were supposed to be constructed but there is no real form. The government must be firm and take action to resolve this problem so that they realize how important the facilities and infrastructure are for the education process to run well.

<sup>C1</sup> <sup>R23</sup> And the second is the high cost of education. For parents of students who are poor or could be classified as incapacitated, the problem of the cost of education is a huge burden to them. However, the high cost of education is not an obstacle for them to stop their children's dreams, every parent will try the best for their children. In each school, of course, the cost of

education varies according to what the school has determined. Lilian Anggraini S, pd said that at the school where she teaches, namely in Kedurang, South Bengkulu, the cost of education is a boomerang for parents who are classified as underprivileged, there are also some of them who are in arrears of tuition fees for up to several months or even semester but the school provides a little relief for underprivileged students, the school provides assistance in the form of free tuition fees / free education fees (said Lilian Anggraini S, pd). Here we can see the importance of action from schools or the government to alleviate some of the distress experienced by parents of students due to the problems of education costs that often occur in every college \ school especially in the countryside.

So in conclusion, to overcome any problems that exist, the school or the principal, teachers and other staff play an important role in the continuity of the teaching and learning process to be comfortable and controlled. The first solution that must be done is the awareness of certain parties. The first solution that must be done is the awareness of certain parties. For example, the government's awareness of rural schools so that its facilities are equipped so that teachers and students are comfortable in the teaching and learning process. And like educators / teachers, educators here play an important role in overseeing every process of their students at school. Educators must understand the character of their students and if there are problems at school that cause the teaching and learning process to be ineffective and efficient, good teachers will not stay silent and watch, of course they will find the best solution to improve the teaching and learning process that is comfortable and controlled even though the facilities at the school are not supporting the teaching and learning process to be comfortable, but being a teacher is a selfless obligation. This is an example of a teacher's dedication to educating the nation's next generation of children, especially for educational issues in rural areas which are very much a topic of discussion. Educational problems in villages such as inadequate facilities and infrastructure for the teaching and learning process, expensive education costs, no awareness of a teacher to give the best for his students, misappropriation of school funds (this is what happens a lot in every school, which causes schools and student's make no progress in the educational process). And the government also does not remain silent on the existing problems, the government must be firm and take action against those who are not responsible for misappropriating school funds, for example, so that they can realize how important education is for the future for the young generation to come.

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#### The Low Desire of Teachers to Teach in Rural Areas

Teaching profession is one of the professions that is in great demand in Indonesia. Jusuf Kalla once said that in his opinion the teaching profession was in great demand because of increased welfare. It is recorded from the statistics data of the Ministry of Culture and Education the Republic of Indonesia that the total number of teachers in Indonesia in 2019/2020 reached 2,698,103. This is the total number for teacher status, including permanent employee teachers (PNS and foundations), temporary employee teachers (honorary teachers and assistant teachers), and non-permanent teachers (GTT). However, the interesting thing is not that. But has the equalization of teachers occurred? Or even what happens is an education gap? Of course this will contradict UU No. 20 pasal 4 which states that education must be carried out in a democratic and just manner and is not discriminatory by upholding human rights, religious values, cultural values and national diversity. The fact is that gaps exist in our beloved country, Indonesia. In 2014, students from several universities in Makassar held demonstrations to commemorate National Education Day. This action was carried out because of their disappointment of the unequal number of teachers in rural areas and cities. They asked the government to be more serious in equalizing the number of teachers, at which time there were 80% of teachers in the city and only 20% in rural areas. Insufficient facilities, prestige, and culture shock are the main causes low desire of teachers to teach in rural areas.

The first cause of the teacher in cities refuse to teach in rural areas is due to insufficient facilities. In 2012, the Ministry of Education and Culture conducted a mapping of forty thousand schools and it was recorded that 75% of schools in Indonesia did not meet the minimum standard of education services. This means that educational facilities at school are due to insufficient. Damaged, collapsed, and even not worth using school buildings are still commonly found in rural areas. Besides that almost every school in rural areas only has a school building made semi-permanent. The walls of the building are made of wood, have dirt floors, and a roof made of used zinc. Poor condition is when the rains fall down, the water will get into the class because the roof



leaks and it makes interfere the learning process. Books that support the learning process are also difficult to find. Then, internet access is definitely it cannot be found in rural areas. In addition the slow pace of the government in building infrastructure has made many rural students go to school with difficult road access. One example of a case has been documented by Dailymail magazine occurred in the Gunung Kencana sub-district school, Lebak, Banten. Students who attend school here should be willing to walk 6 kilometers every day to go and return. Even on the way to school they are at risk of falling into the river due to insufficient road access. This condition is very difficult and sad for teachers to teach in rural areas. It has different condition in the city which the reverse conditions is occurred. Luxurious building, complete books, a health room, laboratory, sports field, prayer room, and library will easy to find. Furthermore foolproof road access and lots of transportation that make it easier get to school become a benchmark for teachers to keep choosing teach in cities rather than in rural areas.

A second reason is because of prestige in teachers. A sense of prestige arises because of the desire to always be equal to others. Certainly work and school in the dream place is everyone wants. But now the workplace also has been become an arena for prestige. People thought if someone come from a well-known university, then should working in a good place too. For instance, there is a woman who has a bachelor's degree in education from a university in the city, then she hope teaches in the city too. She thinks she should work in a school on the same level as her university. Besides that, her batch also taught in the same city will be very become prestige if she teaches in the rural areas. In fact, well-known universities do not guarantee that someone will get a good place to work. Furthermore, in this day the academic skills and grades are taken into account more.

Another reason is culture shock. Naturally the teachers who has lived in the city for a long time will find it difficult to adapt if they have to teach in rural areas. The difference in nourishment, culture, environment, temperature, weather, fear, worry and negative thoughts about rural areas will affect the desire not to teach there. For example, teachers who live in cities will find it difficult if they have to live in rural areas close to the coast. This is due to the difference in temperature. In coastal areas, people wear thin clothes because of the hot weather. It is hot in the city, but there are almost many rooms that uses air conditioned or at least have a fan. Then, teachers who live in cities will also have difficulty adapting to rural areas where local languages are difficult to learn. Another example of a teacher having difficulty adapting is the

difficulty of accepting the variety of culture and traditions in the rural areas. Because indeed the rural culture and traditions are still very thick. Bad stories from friends who have taught in rural areas also influenced teachers to teach in rural areas. Because in essence, the human will easily believe the words of those closest to them. Then, another cause of cultural shock is not wanting to be away from family and loved ones. This is due to the intensity of the meetings every day, have a harmonious family atmosphere and the intimacy of family members with each other.

Consequently of teachers refuse to teach in rural areas will have a negative impact. The quality of education is at stake where the quality of education will not develop because teachers are the center of education. The quality of education will be directly proportional to the quality of students. If the quality of education in rural areas is not develop, then the quality of students is also low. Rural students will increasingly be at a point of lagging behind. Whether it is in the fields of science, technology and competitiveness. Then after feeling they have no competitiveness with students in the city, they will feel insecure and the worst decision is they decide not to go to school. Not only that, this will also have an impact on their lives in the future. They cannot change their fate as children living in rural areas. They will continue their life in rural areas without any change.

This will be clear if teacher professional development is carried out through teacher training. Effective teacher training is carried out within the school itself. The advantage is that it will make it easier to control, all teachers can join and are cost-effective. It is different if it is carried out outside of school. The school will send teachers who are clearly pre-qualified, in order to be able to compete in the training being held. Then the aim of training to create teacher professionalism will not be achieved. The author chose a solution to develop teacher professionalism through teacher training within school itself because the training has been implemented and succeeded. If later on when conducting training in schools there are difficulties with costs, the school can take the alternative of inviting tutors or presenters to fill in teacher training in schools. Najwa Shihab once said that only education can save the future, without education Indonesia cannot survive.

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### Causative Factors Why Good Teachers Do Not Want to Teach in Rural Areas

Education is a system where teachers, students and the environment have the important role as the components of education, they are connected to each other and work together to fulfill the goal of the education itself. The goal of education is to make better life for the next generation and help the country itself in order to develop its quality. The education development in a country will show what the face of the country looks like. United States, Finland, Russia, Japan and several developed countries are the examples of the countries where its education system develop highly. Its technology, teachers and the environment also develop highly so that it is very helpful for the development of its education itself. Thus, the components of education in those countries work together to make the excellent education system for their people. It is different with developing countries which its components of education do not work together so that its education does not increase. One of its components is teacher. Ahmad D. Marimba said that teachers or educators are adult people beings who have a role and responsibility to educate and be involved in the educational process. From that argument, author can conclude that teacher has a strong impact in education development. Without teacher, education development can not increase as well. Meanwhile in the fact, there are several good teachers do not want to teach in rural areas where that places is quite difficult to reach and probably those are isolation areas from big cities. There are many reason why teachers do not want to teach in rural areas so that these reasons can be seperated in some factors that cause teachers do not want to teach in rural areas.

Based on economic factors, the reason why teachers do not want to teach in rural areas is produced by the salary they earn in rural areas is not same as the salary they earn in cities. Teachers probably think that the size of the salary that the agency provides them shows how great the teacher is. It means that these great teachers are respected. Things that teachers



did and a lot of money they spend for their school fee are their effort and struggle in order to become such a great teacher. Likewise, they even study both at the best universities in the country or foreign countries. As a result, when they become a great teacher, they want to take back the money they have spent during their studying process by teaching in the well-known school in a big city and getting a large salary. In short, it is possible to assume that great teachers do not want to teach in rural areas caused the salary in that place might not be as large as the salary they get by teaching in schools in big cities.

Then, based on geographic conditions, teachers do not want to teach in rural areas due to the distance between schools they teach and their homes is so far so that the time they spend traveling from home to school in rural areas will be very long. According to the results of research conducted by Berg (2006), it is found that one of the factors that causes teachers do not want to teach in rural areas is the location of schools that are difficult to reach. That is why teachers must live in that village too in order to shorten the distance between the school and their residence place. However, it means that teachers must be away from his family. They cannot just take his family with him due to there are many things they have to consider. For example, they cannot bring their child who is currently studying in a city to live in rural areas. If their child lives in the village of rural areas, then their child should continue his study in the village and must adapt himself to the village environment. In addition, the quality of education in rural areas is very different from the city so this will also have an impact on the future of the teacher's child. Indeed, teaching in a rural areas would be such a doubt choice for great teachers who have a family in the city that they do not want to devote themselves to teach in rural areas.

Next, based on internal factors, it could be factors from the teacher himself, the reason great teachers do not want to teach in rural areas because the available facilities in those schools are very limited and even not suitable to use so that teachers must try and be able to adapt themselves in teaching there. In addition, the lack of entertainment areas, Mall, Park, and so on, and the lack of facilities for teachers in rural areas such as house, electricity and clean water for their daily activities are also reasons why teachers feel uncomfortable teaching in there. That is why many of them move to schools in the city. It is different from schools in cities that have complete facilities so that the teacher is accustomed to using technology tools to support the learning process. Furthermore, the attitudes and character of students in rural areas

are certainly different from those of students in the city. According to Desak Putu Parmiti and his friends in their journal entitled "Program IPTEKS Bagi Masyarakat (IbM) Pendidikan di Desa Terpencil" said that students in the Banjar, Denpasar city, Bali still have the attitude of skipping school, do not have the ability think logically, think critically, think creatively, take initiative, and are not adaptive to changes and developments in Science and Technology. As a result, the teachers are quite difficult to teach the students in rural areas. In conclusion, there is no doubt that teachers do not to teach in rural areas. Even if teachers want to teach in there, they might need strong efforts to create effective learning methods in order to make students there enjoy the learning so that students are interested in learning.

The last reason why many great teachers do not want to teach in rural areas is caused by the factors of socio-cultural conditions in rural areas. It is directly related to the internal factors experienced by the teachers themselves. A simple rural lifestyle and far from the technology tools, those are very different from the lifestyle of city people who always depend on technology tools. The culture and social conditions that exist in rural areas are also different from culture and social conditions in the city. The attitude of the people in rural areas that despise teachers who teach there is one example of the form of social attitudes that the rural areas people gives to teachers. This bad attitude exists due to the lack knowledge of people in rural areas about how important education and teacher for their children. They might think that their children should not study in the school so that their children should not study in the school and become a workforce, being a herder for instance. For teachers who have trouble in adjusting themselves to new environments may think that if they teach in rural areas will be very torturous. Moreover, they are required to adjust to the village environment for his job as a teacher at one of the schools in the village. Thus, those are the points why many teachers prefer to teach in the city because of the geographical terrain and the challenges in rural areas.

Based on the factors that the author convey, the author conclude that the reasons great teachers do not want to teach in rural areas resulted from the teachers and the school environment in the rural areas themselves. With various challenges that arise from the school environment in rural areas, it will affect on teachers who will teach in these places. Then, how to solve the problem? Is there no way around this problem? The author believes that training for all teachers is the best way to solve this problem. This training will focus on the abilities which teachers require throughout they teach in a lot of school environment, especially in rural

areas. From the various complaints and problems that teachers have during teaching in rural areas, the trainer team can replicate the problems of those things, then give examples of these problems to teachers who are in training process. For example, a teacher faces a problem at the school where he works where most students there have a bad attitude and have no interest in learning. Furthermore, the trainer team will guide them and provide some psychological knowledge in order to solve the problem with such students. In the next problem, the trainer team provides a problem where the teacher will teach in a school that has limited facilities and geographic terrain that is difficult to reach, the trainer team and teachers who are in the training process can listen to their opinions each other and find solutions for the problem. After that, teachers should be better prepared to face the various challenges they encounter. If this happens, the rural areas people's bad paradigm regarding teachers will decrease so that teachers will be more respected. The people will also take part in making education development be better for the country. Lastly, this solution should make education development in developing country increase and become a well education development as developed country has.

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### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	Fewer facilities, traditional ways	L2
2	These	R21	Because	C33	Kids, Children	L3
3	This	R21	Cause	C33		
4	More	R34	Or	C113		
5	Less	R34	Also	C111		
6	That	R22	So	C311		
7	There	R22	Likely	C151		
8	Such	R23	First	C46		



				1		
9			The second	C46 1		
10			Compared	C15 2		
11			In contrast	C15 2		
12			Meanwhile	C44 5		
13			Actually	C22		
14			In fact	C22		

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### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	-	-
2	Such	R32	So	C311		
3	This	R21	But	C212		
4	These	R21	The first	C461		
5	That	R22	Second	C461		
6	It	R13	As a result	C322		
7	My	R13	Third	C461		
8	They	R14	Or	C113		
9	Them	R14	In summary	C42		
10	More	R34	Cause	C33		
11	Less	R34	Because	C33		
12			In addition	C121		

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TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	The city, The city	L1
2	There	R22	So	C311	Individualistic, selfish	L2
3	That	R22	Also	C111	I, I	L1
4	Then	R22	Because	C33		
5	This	R21	Meanwhile	C445		
6	These	R21	In conclusion	C42		
7	More	R34	Or	C113		
8	It	R13				
9	Its	R13				

10	I	R13				
11	You	R13				
12	My	R13				
13	They	R14				
14	Their	R14				
15	He	R11				
16	His	R11				
17	Different	R33				

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Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	-	-
2	That	R22	Also	C111		
3	There	R22	Likely	C151		
4	This	R21	So	C311		
5	It	R13	But	C212		
6	Its	R13	In conclusion	C42		
7	We	R14	Because	C33		
8	The	R14	Due	C33		

	y		to			
9	The ir	R14	Ho wev er	C213		
10	Suc h	R32				
11	Mo re	R34				

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TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	Because	C33	They, They	L1
2	There	R22	And	C111	Prejudice, Mess up	L3
3	That	R22	So	C311		
4	More	R34	Also	C111		
5	Less	R34	But	C212		
6	They	R14	Or	C113		
7	Their	R14				
8	Our	R14				
9	Your	R13				
10	You	R13				
11	It	R13				
12	Its	R13				

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### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	Urban Areas, A city	L4
2	That	R22	Also	C111	The density, The busyness	L4
3	There	R22	So	C311		
4	Such	R32	Therefore	C311		
5	More	R34	In addition	C121		
6	Their	R14	Thus	C142		
7	The	R14				



	y					
8	We	R14				

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TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	There	R22	And	C111	Children Children	L1
2	That	R22	Also	C111		
3	Those	R22	Likely	C151		
4	The	R23	In addition	C121		
5	Its	R13	However	C232		
6	This	R21	Or	C113		
7	These	R21	But	C212		
8	More	R34	On the other hand	C152		

9	Less	R34	The result	C322		
10	Such	R32	The conclusion	C452		
11	The y	R14	Cause	C33		
12	Their	R14	Because	C33		
13			Due to	C33		

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TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	It	R13	Therefore	C311	-	-
2	Its	R13	And	C111		
3	You	R13	So	C311		
4	My	R13	Also	C111		
5	I	R13	Likely	C151		
6	Different	R33	Because	C33		
7	The	R23	On the other hand	C152		
8	We	R14	But	C212		
9	Their	R14	Or	C113		
10	They	R14				

11	The se	R21				
12	Her e	R21				
13	This	R21				
14	Mor e	R34				
15	Less	R34				
16	The re	R22				
17	That	R22				

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TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	-	-
2	That	R22	Also	C111		
3	There	R22	So	C311		
4	Same	R31	Therefore	C311		
5	Such	R32	Or	C113		
6	More	R34	Meanwhile	C445		
7	It	R13	Because	C33		
8	Their	R14	In conclusion	C452		

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TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	-	-
2	Same	R21	So	C311		
3	That	R22	Also	C111		
4	There	R22	In my personal opinion	C141		
5	They	R14	Or	C113		
6	Their	R14	Because	C33		
7	It	R13	On the other hand	C152		
8	Its	R13				
9	More	R34				

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TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	Or	C113	Glamorous lifestyle, Luxurious pattern	L2
2	Same	R31	And	C111	The urban, The urban	L1
3	Different	R33	Also	C111		
4	That	R22	So	C311		
5	There	R22	Rather	C241		
6	Those	R22	Because	C33		
7	This	R21	Therefore	C311		



			ore			
8	More	R34	But	C212		
9	The m	R14				
10	Our	R14				
11	Their	R14				
12	It	R13				

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NIM : 1911230059

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	There	R22	And	C111	-	-
2	That	R22	Also	C111		
3	These	R21	So	C311		
4	This	R21	In addition	C121		
5	The	R23	And also	C111		
6	Their	R14	Besides that	C121		
7	They	R14	Because	C33		
8	We	R14	Or	C113		
9	Them	R14	However	C232		
10	More	R34	But	C212		

11	Less	R34				
12	It	R13				
13	Its	R13				
14	I	R13				
15	My	R13				

Name : Rafika Putri

NIM : 1911230079

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	In my opinion	C141	They, They	L1
2	Different	R33	And	C111		
3	There	R22	Also	C111		
4	That	R22	So	C311		
5	It	R13	Because	C33		
6	You	R13	Or	C113		
7	Your	R13	But	C212		
8	Its	R13	On the other hand	C152		
9	Their	R14				

10	The y	R14				
11	The m	R14				
12	Mor e	R34				

Name : Delli Puspitasari

NIM : 1911230006

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	Responsible, to care for	L2
2	This	R21	So	C311	There are, There are	L1
3	These	R21	Also	C111	People, Children	L3
4	Their	R14	But	C212	Children, Children	L1
5	They	R14	In contrast	C152		
6	Then	R22	Or	C113		
7	There	R22	However	C213		
8	That	R22	Because	C33		

9	Different	R33	Meanwhile	C445		
10	It	R13				
11	Its	R13				
12	R34	More				

Name : Dinda Siampun Ampun

NIM : 1911230076

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	Parents, Parents	L1
2	Their	R14	Also	C111	The advantages, The advantages	L1
3	They	R14	So	C311		
4	That	R22	So far	C1		
5	There	R22	Thus	C1		
6	Less	R34	Because	C33		
7	More	R34	However	C232		
8	I	R13				



9	It	R13				
10	Different	R33				
11	Such	R32				
12	Him	R11				

Name : Hesti Puspita Sari

NIM : 1911230003

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	That	R2 2	And	C1 11	Very much awaited, Really expect	L2
2	There	R2 2	Also	C1 11	The growth and development, The growth and development	L1
3	The	R2 3	So	C3 11	The environment, The environment	L1
4	Their	R1 4	Therefore	C3 11	Girl, The child	L4
5	They	R1 4	In addition	C1 21		

6	We	R1 4	Furthe fore	C1 21		
7	Here	R2 1	Becau se	C3 3		
8	Thes e	R2 1	Cause s	C3 3		
9	This	R2 1	Due to	C3 3		
10	Diff eren t	R3 3	Or	C1 13		
11	Mor e	R3 4				
12	Less	R3 4				
13	It	R1 3				
14	You	R1 3				
15	Suc h	R3 2				

Name : Ririndia Fatuhatun Khafifah

NIM : 1911230002

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	Therefore	C311	-	-
2	Them	R14	And	C111		
3	Their	R14	Also	C111		
4	They	R14	So	C311		
5	We	R14	I mentioned	C141		
6	Us	R14	Due to	C33		
7	There	R22	But	C212		
8	That	R22	However	C213		
9	Those	R22				
10	Different	R33				

Name : Renza Aresta

NIM : 1911230007

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### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	This	R21	And	C111	Adhere to Homogeneity, Adhere to Homogeneity	L1
2	Here	R21	Also	C111	Teenagers, Adolescents	L3
3	The	R23	Besides that	C121		
4	Same	R31	Because	C33		
5	We	R14	On the other hand	C152		
6	Their	R14	In contrast	C152		
7	They	R14	But	C212		

8	Its	R13	Howeve r	C213		
9	That	R22				
10	There	R22				
11	Different	R33				
12	More	R34				
13	Less	R34				
14	Such	R32				
15	His	R11				

Name : Venny Febriani

NIM : 1911230113

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	Them	R14	And	C111	-	-
2	They	R14	Also	C111		
3	Their	R14	So	C311		
4	The	R23	But	C212		
5	That	R22	Or	C113		
6	There	R22	Because	C33		
7	Here	R21				
8	This	R21				
9	More	R34				
10	You	R13				
11	It	R13				
12	Your	R13				
13	Different	R33				

14	Such	R32				
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Name : Jefrahade

NIM : 1911230081

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	Or	C113	They, They	L1
2	It	R13	And	C111		
3	This	R21	Also	C111		
4	The se	R21	So	C311		
5	There	R22	Now	C5		
6	That	R22	Well	C5		
7	Those	R22	Cause	C33		
8	Such	R32	Because	C33		
9	More	R34	Unlike in the	C152		

			city			
10	Less	R34	But	C212		
11	The y	R14				
12	Thei r	R14				

Name : Osi Oktaviani

NIM : 1911230056

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	Security, Safety	L2
2	That	R22	Also	C111		
3	There	R22	So	C311		
4	Then	R22	In addition	C121		
5	Those	R22	Next	C411		
6	His	R11	First	C431		
7	He	R11	But	C212		
8	It	R13	It can be concluded	C452		
9	I	R13	In other words	C141		
10	Same	R31	Fact	C22		

11	Such	R32	Because	C33		
12	Her	R12	Due to	C33		
13	They	R14	Cause	C33		
14	The m	R14	Or	C113		
15	Their	R14	Well	C5		
16	We	R14	Meanwh ile	C455		
17	This	R21				
18	Thes e	R21				
19	Here	R21				
20	Diffe rent	R33				

Name : Jesyca Diorica

NIM : 1911230045

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R2	Or	C113	The teacher, The teacher	L1
2	His	R11	And	C111	Very influential, Cannot be ignored	L2
3	That	R22	Also	C111	Metrocentric attitudes, Metrocentric attitudes	L1
4	There	R22	So	C311		
5	Thos e	R22	In addition	C121		
6	This	R21	First	C431		
7	Thes e	R21	Besides	C121		
8	Their	R14	Rathe	C241		

			r			
9	They	R14	In other words	C141		
10	Them	R14	But	C212		
11	More	R34	Thus	C142		
12	Less	R34	Finally	C42		
13	Such	R32	Because	C33		
14	It	R13	Causes	C33		

Name : Sri Amelia

NIM : 1911230074

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	Or	C113	Better, Decent	L3
2	It	R13	But	C212	Inadequate, Inadequate	L1
3	More	R34	Moreover	C232	Students, Students	L1
4	Less	R34	As a result	C322		
5	This	R21	Also	C111		
6	These	R21	So	C311		
7	That	R22	And	C111		
8	There	R22	First	C431		
9	Thos	R22	Second	C431		

	e					
10	Such	R32	Therefore	C311		
11			Because	C33		
12			Caused	C33		
13			Cause	C33		
14			The last	C42		



Name : Lidya Febrianti

NIM : 1911230039

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	We	R14	However	C23 2	Adequate teacher attendance, The small number of teachers	L2
2	The m	R14	But	C21 2	Reluctant, Not want	L3
3	They	R14	Or	C11 3		
4	Their	R14	And	C11 1		
5	It	R13	Also	C11 1		
6	I	R13	In addition	C12 1		
7	That	R22	So	C31		

				1		
8	There	R22	Because	C33		
9	Those	R22				
10	The	R23				
11	This	R21				
12	These	R21				
13	She	R12				
14	He	R11				
15	His	R11				
16	Less	R34				
17	Such	R32				

Name : Raden Ayu Varadilla

NIM : 1911230042

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	Teachers, Teachers	L1
2	Such	R32	Also	C111	The government, The government	L1
3	There	R22	So	C311		
4	That	R22	In addition	C121		
5	They	R14	Or	C113		
6	Them	R14	Because	C33		
7	Their	R14	However	C232		
8	More	R34	But	C212		
9	His	R11				

10	He	R11				
11	This	R21				
12	Thes e	R21				
13	I	R13				
14	It	R13				

Name : Mefika Anjeleni

NIM : 1911230040

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	Many teachers, Both teachers	L3
2	Its	R13	So	C311	Scarity, Undeveloped	L3
3	It	R13	Rather	C241	The number of teacher, The number of teacher	L1
4	Same	R31	Also	C111	Increasing maximum facilities, Sufficient facilities	L2
5	There	R22	Therefore	C311		

6	That	R22	First	C431		
7	This	R21	In addition	C431		
8	Here	R21	Besides	C121		
9	Us	R14	Because	C33		
10	We	R14	Due to	C33		
11	The m	R14	Causes	C33		
12	They	R14	Cause	C33		
13	Their	R14	As a result	C322		
14	Different	E33	However	C232		
15	More	R34	But	C212		
16	Such	R32	In contrast	C152		
17			on the other hand	C152		
18			In other hand	C152		
19			In conclusion	C452		
20			Or	C113		
21			Meanwhi	C445		

			le			
--	--	--	----	--	--	--

Name : Fitriani

NIM : 1911230078

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	Or	C113	Education, Education	L1
2	That	R22	And	C111	Facilities and infrastructure, Facilities and infrastructure	L1
3	There	R22	So	C311	Smoothing and comfortably, Effective and efficient	L4
4	Thos e	R22	Also	C111	Comfortabl e, Run well	L2
5	Their	R14	First	C431		
6	They	R14	Theref ore	C311		



7	We	R14	Because	C33		
8	This	R21	Due to	C33		
9	Here	R21	Causes	C33		
10	It	R13	However	C232		
11	Its	R13	But	C212		
12	His	R11	Now	C5		
13	He	R11				
14	She	R12				
15	Such	R32				
16	Same	R31				
17	Less	R34				

Name : Joerdi Eldo Rado

NIM : 1911230043

TBI 5E

### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	Because	C33	Great demand, Great demand	L1
2	That	R22	Due to	C33	Prestige, Prestige	L1
3	There	R22	Causes	C33	Adapting, Adapting	L1
4	Then	R22	Cause	C33	Intensity, Intimary	L2
5	Those	R22	And	C111	The quality, The quality	L1
6	His	R11	First	C431		
7	It	R13	Besides	C121		

8	She	R12	Also	C111		
9	Her	R12	In addition	C121		
10	This	R21	Furthermore	C121		
11	Here	R21	Rather	C241		
12	Different	R33	Second	C431		
13	Their	R14	However	C232		
14	They	R14	But	C212		
15	Them	R14	Or	C113		
16	More	R34	Now	C5		
17	Same	R32				

Name : Dini Eprid Sari

NIM : 1911230114

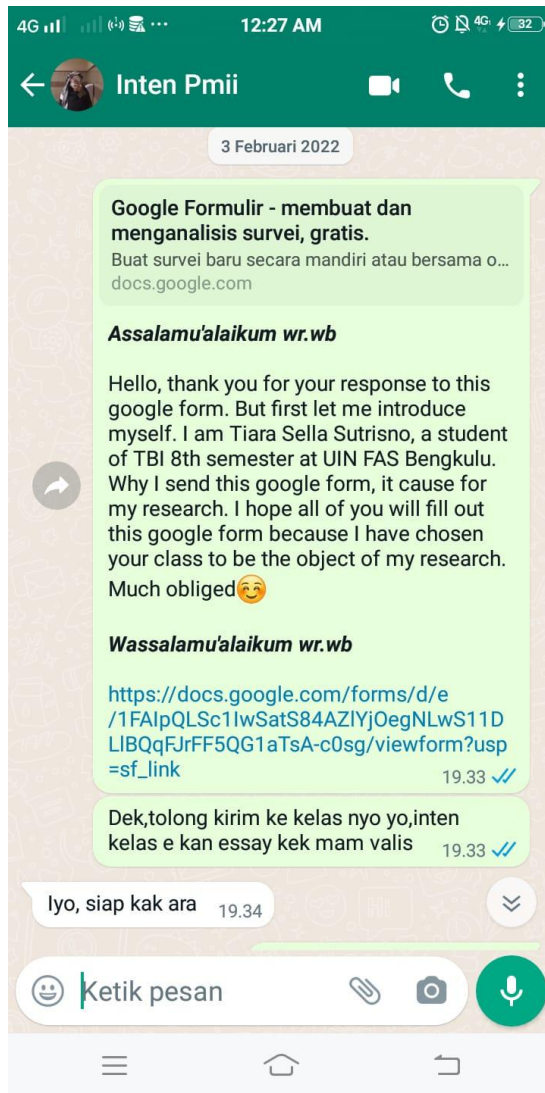
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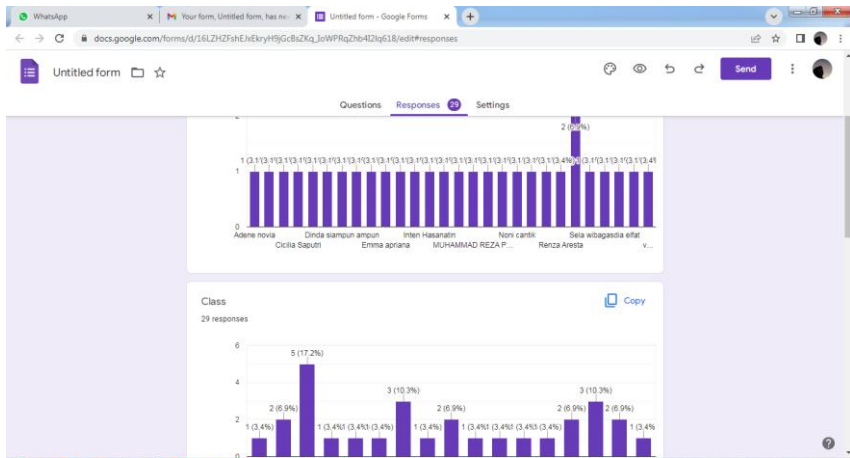
### Cohesion Items

Number of Devices	Reference		Conjunction		Reiteration	
	Items	Types	Items	Types	Items	Types
1	The	R23	And	C111	Very limited, The lack	L3
2	They	R14	Also	C111	The trainer team, The trainer team	L1
3	Their	R14	So	C311		
4	Them	R14	Then	C351		
5	Its	R13	In addition	C121		
6	It	R13	Next	C411		
7	Those	R22	Furthermore	C121		
8	That	R22	However	C213		
9	There	R22	Or	C113		

10	Then	R22	Meanwhile	C445		
11	Different	R33	Lastly	C42		
12	Same	R31	As a result	C322		
13	These	R21	In short	C481		
14	This	R21	Indeed	C481		
15	His	R11	In conclusion	C452		
16	He	R11	Due to	C33		
17	Him	R11	Causes	C33		
18	Such	R32	Because	C33		
19	More	R34				

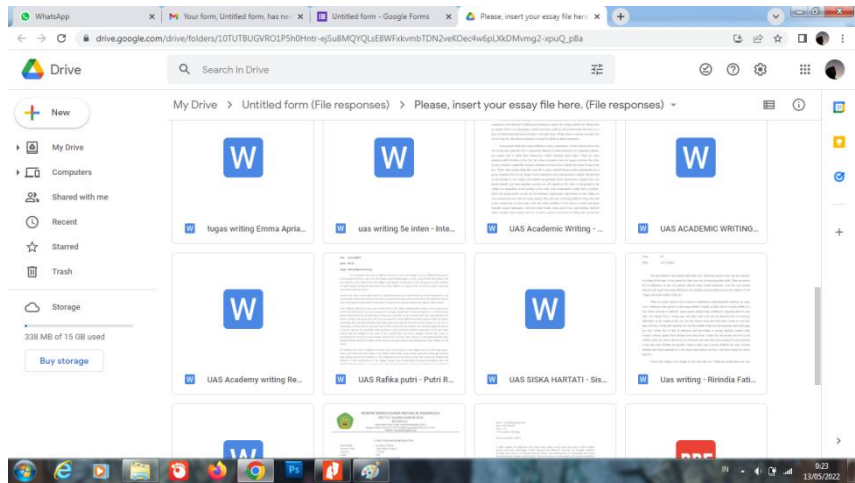
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Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Riswanto, Pt.D. 197204101999031004	P I	Tiara Sella Sutrisno	TBI	Analysis of Cohesion and Coherence in Writing
2	Anita, M.Hum. 199008142019032011	P II	1811230015		Performance of EFL Learners' in IAIN Bengkulu (A Discourse Analysis)

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pada Tanggal : 4 November 2021

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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi  
Lamp : -

Kepada Yth. Ketua Prodi  
Tadris Bahasa Inggris  
UIN FAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Tiara Sella Sutrisno  
NIM : 1811230015  
Jurusan/Prodi : Tadris/Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: "Analysis of Cohesion And Coherence in Writing Performance of EFL Learners' in IAIN Bengkulu" (A Discourse Analysis)

Menjadi: "An Analysis of The Cohesion and Coherence of EFL Learners' Essay Writing in UIN FAS Bengkulu" (A Discourse Analysis)

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Februari 2022  
Dibuat oleh,

Tiara Sella Sutrisno  
1811230015

Disetujui oleh,

Pembimbing I,

Riswanto, Ph.D  
NIP.197204101999031004

Pembimbing II,

Anita, M.Hum  
NIP.199008142019032011

Diketahui oleh,  
Ketua Prodi TBI

Feny Martina, M.Pd  
NIP.198703242015032002



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Nomor : 0827/Un.23/F.II/PP.00.9/02/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr. H. Ali Akbarjono, M.Pd (Penyeminar I)
2. Fera Zasrianita, M.Pd (Penyeminar II)

*Assalamu'alaikum Wr. Wb.*

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

Hari/Tanggal : Selasa, 22 Februari 2022

Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Noni Purnama Sari 1811230009	10.00-11.00 WIB	The Impact of Using Youtube Channel "Speaking English with Tiffani" in Increasing Students' Speaking Skills (A Quasi Experimental Study at the Grade X of SMKN 2 Lahat, South Sumatera In Academic Year 2021/2022)
2.	Tiara Sella Sutrisno 1811230015	11.00-12.00 WIB	An Analysis of the Cohesion and Coherence of EFL Learners' Essay Writing in UIN FAS Bengkulu (A Discourse Analysis)
3.	Neta MelaSari 1811230032	12.00-13.00 WIB	The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu ( A Classroom Action Research in Academic Year 2021/2022)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 18 Februari 2022

Dekan,



Mus Mulyadi



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DAFTAR HADIR SEMINAR PROPOSAL

Hari / Tanggal : Selasa, 22 Februari 2022

Waktu : 10,00 s/d selesai

Tempat : Zoom Meeting

I. Mahasiswa yang Seminar

No	Nama Mahasiswa	NIM	Tanda Tangan	Keterangan
1	Noni Purnama Sari	1811230009		
2	Tiara Sella Sutrisno	1811230015		
3	Neta Mela Sari	1811230032		

II. Tim Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr. H. Ali Akbarjono, M.Pd	Penyeminar I	
2.	Fera Zasrianita, M.Pd	Penyeminar II	

Mengetahui,

Ketua Jurusan Pendidikan Bahasa,

**Rishrawati, M.Pd**  
NIP. 197405231999032002

Ketua Program Studi,

**Feny Martina, M.Pd**  
NIP. 198703242015032002



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**DAFTAR HADIR PESERTA SEMINAR PROPOSAL**

Hari / Tanggal : Selasa, 22 Februari 2022  
Waktu : 10.00 s/d selesai  
Tempat : Zoom Meeting

No	Nama Mahasiswa	NIM	Tanda Tangan	Keterangan
1	Noni Purnama Sari	1811230009		
2	Tiara Sella Sutrisno	1811230015		
3	Neta Mela Sari	1811230032		

Bengkulu, 02 Maret 2022

Dekan,

Dr. Mus Mulyadi, M.Pd  
NIP. 197705142000031004









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**BLANKO DAFTAR SARAN PENYEMINAR PROPOSAL**

Nama : Tiara Sella Sutrisno  
NIM : 1811230015  
Program Studi : Tadris Bahasa Inggris  
Judul : An Analysis of the Cohesion and Coherence of EFL Learners' Essay Writing in UIN FAS Bengkulu (A Discourse Analysis)

No	Aspek	Saran
1	Sistematika	Tidak ada revisi
2	Isi	Assesing Writing (cohesion and coherence)
3	Cara penyajian	Ok
4	Usaha mahasiswa mempertahankan proposal dalam seminar	Ok

Bengkulu, 22 Februari 2022

Penyeminar II

Era Zaskiannita, M.Pd  
NIP. 197902172009122003



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**PENGESAHAN PENYEMINAR**

Penyeminar I dan Penyeminar II, menyatakan Proposal Skripsi yang ditulis oleh:

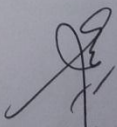
Nama : Tiara Sella Sutrisno  
NIM : 1811230015  
Program Studi : Tadris Bahasa Inggris  
Jurusan : Tadris/Bahasa  
Fakultas : Tarbiyah dan Tadris

Proposal Skripsi yang berjudul "An Analysis of the Cohesion and Coherence of EFL Learners' Essay Writing in UIN FAS Bengkulu" ini telah dibimbing, diperbaiki sesuai dengan saran Penyeminar I dan Penyeminar II. Oleh karena itu, Proposal Skripsi tersebut sudah memenuhi persyaratan untuk melanjutkan penelitian.

**Penyeminar I**

  
**Dr. H. Ali Akbarjono, M.Pd**  
NIP. 19750925200112104

**Bengkulu, Maret 2022**  
**Penyeminar II**

  
**Fera Zasrianita, M.pd**  
NIP. 197902172009122003





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Nomor: 1201 / Un.23/F.II/TL.00/03/2022  
Lampiran : 1 (satu) Exp Proposal

11 Maret 2022

Perihal : **Mohon izin penelitian**

Kepada Yth,  
Koordinator Prodi Tadris Bahasa Inggris (TBI) UIN FAS Bengkulu  
Di -  
Bengkulu

*Assalamu'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*An Analysis Of The Cohesion And Coherence Of EFL Learners' Essay Writing In UIN FAS Bengkulu*".

Nama : Tiara Sella Sutrisno  
NIM : 1811230015  
Prodi : Tadris Bahasa Inggris (TBI)  
Tempat Penelitian : Prodi Tadris Bahasa Inggris (TBI)  
Waktu Penelitian : 14 Maret s/d 30 April 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*

Dekan,  
  
Mus Mulyadi





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SURAT TUGAS  
DEKAN FAKULTAS TARBİYAH DAN TADRIS  
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Nomor : J/14/Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Tiara Sella Sutrisno  
NIM : 1811230015  
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Abdul Azis Bin Mustamin, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-Nas)
2	Risnawati, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TEFL, LTR, ESP, CMD
3	Dr.Edi Ansyah, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
  2. Pelaksanaan ujian dimulai paling lambat 1( satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
  3. Skor nilai ujian komprehensif adalah 60 s/d 100
  4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
  5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :  
Yth, Wakil Rektor 1



Bengkulu, 31 Maret 2022  
Dekan,

M. Mulyadi



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SURAT KETERANGAN

Bengkulu, 19 Mei 2022

Nomor : -  
Lampiran : 1 (satu) Bukti Penelitian  
Perihal : **Surat Selesai Penelitian di Prodi TBI**

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd  
NIP : 198703242015032002  
Pangkat Golongan : Lektor (III/c)  
Jabatan : Koorprodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama : Tiara Sella Sutrisno  
NIM : 1811230015  
Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 14 Maret s/d 30 April 2022 dengan judul "*An Analysis Of The Cohesion And Coherence Of EFL Learners' Essay Writing In UIN FAS Bengkulu*" Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui  
Kodeprodi TBI

Feny Martina, M.Pd.  
NIP. 198703242015032002



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Bengkulu, Juli 2022

Nomor : 299 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Prof.Dr. Zubaedi, M.Ag, M.Pd (Ketua)
2. Andri Saputra, M.Sc (Sekretaris)
3. M.Arif Rahman Hakim, Ph.D (Penguji Utama)
4. Pebri Prandika Putra, M.Hum (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 15 Juli 2022

Waktu : 08.00 s/d selesai

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Winda Putri Anisa 1811230082	08.00-09.00 WIB	The Influence of the Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery (A Quasi-Experimental Study in SDIT AL-Ahsan Seluma)
2	Vera Kurnia Wati 1811230079	09.00-10.00 WIB	An Analysis of Students Ability in Answering Higher Order Thinking Skill Questions in Reading (A Descriptive Qualitative Study at the Eight Grade of SMP Negeri 7 Bengkulu City in Academic Year 2021/2022)
3	Tiara Sella Sutrisno 1811230046	10.00-11.00 WIB	An analysis of the Cohesion and Coherence of EFL Learners's Essay Writing in UIN FAS Bengkulu
4.	Tita Asmara 1811230002	11.00-12.00 WIB	The Factors Causing Foreign Language Anxiety (FLA) In English Speaking Skill ( A Descriptive Case Study At Fifth Semester Students of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu In Academic Year 2021/2022)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,  
  
M. Mulyadi





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**BERITA ACARA**

Berita Acara Sidang Munaqosyah Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu  
Bengkulu Jurusan TADRIS, Pada :

I. Hari / Tanggal : Jum'at, 15 Juli 2022  
Nama : Tiara Sella Sutrisno  
NIM : 1811230015  
Program Tahun : 2022  
Tempat : Ruang Sidang Munaqosah TBI

II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Prof.Dr. Zubaedi, M.Ag, M.Pd	Ketua	
2.	Andri Saputra, M.Sc	Sekretaris	
3.	M.Arif Rahman Hakim, Ph.D	Penguji Utama	
4.	Pebri Prandika Putra, M.Hum	Penguji Anggota	

I. Catatan Yang Dianggap Penting

.....  
.....  
.....  
.....

Bengkulu, 15 Juli 2022  
SIDANG TERBUKA MUNAQSYAH SKRIPSI  
UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Prof.Dr. Zubaedi, M.Ag, M.Pd

Sekretaris

Andri Saputra, M.Sc



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**DAFTAR HADIR SIDANG MUNAQOSYAH SKRIPSI**

Hari / Tanggal : Jum'at, 15 Juli 2022  
Waktu : 08.00 WIB s/d selesai  
Tempat : Ruang Sidang Munaqosah TBI

I. Mahasiswa Yang Munaqosyah

Nomor Induk Mahasiswa	Nama	Tanda Tangan	Keterangan
1811230015	Tiara Sella Sutrisno		

II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Prof.Dr. Zubaedi, M.Ag, M.Pd	Ketua	
2.	Andri Saputra, M.Sc	Sekretaris	
3.	M.Arif Rahman Hakim, Ph.D	Penguji Utama	
4.	Pebri Prandika Putra, M.Hum	Penguji Anggota	

Bengkulu, 15 Juli 2022

SIDANG TERBUKA MUNAQOSYAH SKRIPSI  
UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Prof.Dr. Zubaedi, M.Ag, M.Pd

Sekretaris

Andri Saputra, M.Sc



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### Y U D I S I U M

Nomor :

Setelah Ketua/Pimpinan Sidang Munaqosyah Skripsi musyawarah bersama Anggota/Team Penguji hasil sidang Munaqosyah pada :

Hari / Tanggal : Jum'at, 15 Juli 2022  
Nama Mahasiswa : Tiara Sella Sutrisno  
Nomor Induk Mahasiswa : 1811230015  
Jurusan / Prodi : TADRIS / TBI  
Judul Skripsi : An analysis of the Cohesion and Coherence of EFL Learners' Essay Writing in UIN FAS Bengkulu

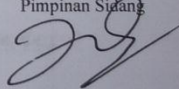
Selanjutnya dengan memperhatikan nilai-nilai teori, KKN, nilai pembimbing I dan II serta nilai sidang munaqosyah skripsi, maka dengan ini saudara yang tersebut di atas dinyatakan **Lulus Ujian Strata Satu (S1)** dengan peringkat ..... IPK : ....., oleh karenanya diberi hak untuk memakai gelar Sarjana Pendidikan (S.Pd.) dalam Ilmu Tadris.

Ditetapkan : Bengkulu  
Pada Tanggal : 15 Juli 2022

Nilai Sidang Munaqosyah :

Pembimbing I : 88  
Pembimbing II : 85  
Ketua : 84  
Sekretaris : 85  
Penguji Utama : 76  
Penguji Anggota : 90  
Jumlah : 85

Pimpinan Sidang

  
Prof. Dr. Zubaedi, M.Ag, M.Pd



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Nama Mahasiswa : *Tara Bella Sutrisno* Pembimbing I/II : *Ruwanto, Ph.D*  
NIM : *1811230015* Judul Skripsi : *An Analysis of The*  
Jurusan : *Bahasa* *Cohesion and Coherence of EFL*  
Program Studi : *Tadris Bahasa Inggris* *Learners' Essay Writing in UIN FAS*  
*Bengkulu*

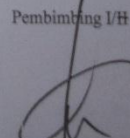
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Rabu, 19 Januari 2022	Matrix penilaian writing	Revisi	<i>th</i>
2	21/2/2021	transkrip teori 1072 2 + mulya dll	revisi	<i>th</i>
3	2/2/2022	Chapter 8-9	Grammar	<i>th.</i>
4	7/2/2022	Ace Seminar Prupal		<i>th.</i>

Mengetahui,  
Dekan

  
Drs. Mus. Mulyanti, M.pd  
NIP. 19700514 200031009

Bengkulu, 02 - 02 - 2022

Pembimbing I/II

  
Ruwanto, Ph.D  
NIP. 19720410 1999031009





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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Tiara Sella Sutrisno Pembimbing I/II : Anita, M. Hum  
NIM : 1811230015 Judul Skripsi : Analysis of Cohesion and Coherence in Writing Performance of EFL Learners' in IAIN Bengkulu  
Jurusan : Bahasa  
Program Studi : Pedagogi Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Selasa, 7 November 2021	<ul style="list-style-type: none"><li>- Di chapter 1, tambahkan definition of key term dan setiap variabel topic penelitian</li><li>- Jelaskan alasan pada introduction mengapa memilih topic tersebut</li><li>- Chapter 2: tambahkan tentang writing skills</li><li>- Previous studies</li><li>- Chapter III - research design</li></ul>	<ul style="list-style-type: none"><li>- Ikuti pedoman penulisan</li><li>- Buat table pada previous studies</li></ul>	

Mengetahui,  
Dekan

Da. M. Mulyadi, M. Pd  
NIP. 1972005192000031004

Bengkulu, 7 November 2021

Pembimbing I/II

Anita, M. Hum  
NIP. 199008142019032011



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Tiara Jella Satrisno Pembimbing #II : Anita, M. Hum  
NIM : 181230015 Judul Skripsi : Analysis of Cohesion and Coherence in Writing Performance of EFL Learners in IAIN Bengkulu (A Discourse Analysis)  
Jurusan : Bahasa  
Program Studi : Teori Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
2.	Selasa, 23 November 2021	<ul style="list-style-type: none"><li>- Definition of key term</li><li>- Related literature. harus sesuai dengan variabel Penelitian</li><li>- Introduction masih kurang meyakinkan<ul style="list-style-type: none"><li>1) gap belum spesifik</li><li>2) alasan kenapa judul penting untuk diangkat mengingat sudah banyak tulisan tentang itu.</li></ul></li><li>- Research Design &amp; research method, references (Reason, etc).</li></ul>	<ul style="list-style-type: none"><li>- Perbaiki sesuai catatan yang ada pada masing-masing chapter yang saya koreksi pada hard copy proposal skripsi</li><li>- ikuti pedoman penulisan skripsi yang dikeluarkan oleh FTT/Pradi TBI IAIN Bengkulu</li></ul>	

Mengetahui,  
Dekan

Mulyadi, M. Pd  
NIP. 19700519200031004

Bengkulu, 23 November 2021

Pembimbing #II

Anita, M. Hum

NIP. 195008192015032011



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 Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Tiara Sella Sutrisno Pembimbing I/II : Anita, M. Hum

NIM : 181230015 Judul Skripsi : Analysis of Cohesion and Coherence in Writing Performance of TEFL Learners in IAIN Bengkulu CA Discourse Analysis  
 Jurusan : Bahasa  
 Program Studi : Pendidikan Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3	Rabu, 8 November 2021	<p>How you define writing performance in your title of proposal research?</p> <ul style="list-style-type: none"> <li>- Research formulation → research questions</li> <li>- Research Significant</li> </ul> <p>Chapter III</p> <p>Jurnal Internasional terupdate &amp; relevan</p>	<p>→ Just writing or writing performance? Make sure in your definition of key Term/ variabel</p> <p>→ Research overview</p> <p>→ Theoretically? Practically?</p> <p>→ Pakai istilah Research Design Research Instrument Research procedure, etc.</p> <p>→ 5 tahun terakhir</p>	

Mengetahui,  
 Dekan

Prof. Agus Mulyadi, M. Pd  
 NIP. 19700519200031004

Bengkulu, 8 Desember 2021

Pembimbing II

Anita, M. Hum  
 NIP. 199008142019032011



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Nama Mahasiswa : Tiara Nella Sutrisno

Pembimbing I/II : Anita M. Hum

NIM : 1811230015

Judul Skripsi : Analysis of Cohesion and

Jurusan : Bahasa

Coherence in Writing performance

Program Studi : Tadris Bahasa Inggris

of EFL Learners in IAIN Bengkulu

(A Discourse Analysis)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
4.	Senin, 13 Desember 2021	<ul style="list-style-type: none"><li>- Untuk judul tidak usah menggunakan tanda kutip setelah kata Learners</li><li>- kalimat (penulisan)</li><li>- penggunaan researcher/writer (konsisten)</li><li>- Research objective (tambahkan s)</li><li>- Setiap memulai paragraph, pakai tab. Perhatikan margin, font</li><li>- Previous studies (judul &amp; hasil penelitian saja)</li></ul>	Perbaiki sesuai catatan	

Mengetahui,  
Dekan

Dr. Mulyadi M. A.  
NIP. 19700519200031009

Bengkulu, 13 Desember 2021

Pembimbing I/II

Anita M. Hum  
NIP. 199008192019022011





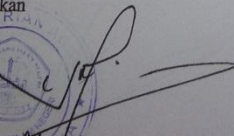
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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Tara Jella Sutrisno Pembimbing I/II : Anita, M. Hum  
NIM : 1811230015 Judul Skripsi : Analysis of Cohesion  
Jurusan : Bahasa and Coherence in Writing Performance  
Program Studi : Pedagogia Bahasa Inggris & EFL Learners in IAIN Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Senin, 20 Desember 2021	<ul style="list-style-type: none"><li>- Daftar isi (chapter 3)</li><li>- Gunakan istilah pada sub judul dengan yang ada di pedoman penulisan skripsi</li><li>- Pada research procedures tambahkan kalimat pengantar</li><li>- Jangan menggunakan past tense</li></ul>	<ul style="list-style-type: none"><li>- Ikuti pedoman penulisan skripsi dari FTI / Prodi</li><li>- Perbaiki sesuai catatan</li></ul>	

Mengetahui,  
Dekan

  
D. Mus Muliyadi, M.Pd  
NIP. 19760514 200021004

Bengkulu, 20 Desember 2021

Pembimbing I/II

  
Anita, M. Hum  
NIP. 19900814 2019 032011



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Nama Mahasiswa : *Tara Sella Sutrisno* Pembimbing I/II : *Anita, M. Hum*  
NIM : *181230015* Judul Skripsi : *Analysis of Cohesion and Coherence in Writing Performance of EFL Learners in IAIN Bengkulu*  
Jurusan : *Bahasa*  
Program Studi : *Tadris Bahasa Inggris*

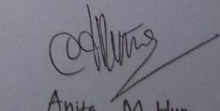
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
G.	24 Desember 2021	Theoretical Framework - population and sample → Technique sampling - Research setting (time)	Tambahkan sesuai catatan	<i>ca</i>

Mengetahui,  
Dekan

  
Dr. Agus Mulyadi M.Pd  
NIP. 19760514200031004

Bengkulu, 24 Desember 2021

Pembimbing I/II

  
Anita, M. Hum  
NIP. 199008192019032011



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Nama Mahasiswa : *Tiara Sella Sutrisno* Pembimbing #II : *Anita M. Hum*  
NIM : *1811230015* Judul Skripsi : *Analysis of Cohesion  
and Coherence in Writing Performance  
of EFL Learners in IAIN Bengkulu*  
Jurusan : *Bahasa*  
Program Studi : *Ta'lim Bahasa Inggris*

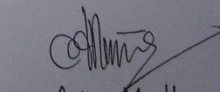
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
7.	Senin, 27 Desember 2021	- Judul - Research Questions - Research Objectives - Chapter III Research setting (time)	Perbaiki sesuai catatan	

Mengetahui,  
Dekan

  
D. Mus Mulyadi M. Pd  
NIP. 19700519200031009

Bengkulu, 27... Desember 2021

Pembimbing #II

  
Anita, M. Hum  
NIP. 199008192019032011



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Nama Mahasiswa : Tiara Sella Sutrisno Pembimbing I/II : Anita M. Hum  
 NIM : 1811230015 Judul Skripsi : Analysis of Cohesion and Coherence in Essay of EFL Learners in IAIN Bengkulu  
 Jurusan : Bahasa  
 Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
8	Selasa, 4 Jan 2021	<ul style="list-style-type: none"> <li>Redaksi judul penelitian</li> <li>Research question no 2</li> <li>References</li> </ul>	'an analysis of the cohesion and coherence of EFL learners' essay writing in UIN FAS Bengkulu" 1) To what extent . . . Penulisan referensi dari jurnal harus detail	
9	Kamis, 6 Januari 2021	Konsultasikan perihal judul	-	

Mengetahui,  
 Dekan  
  
 Dr. Mus Muljadi, M.Pd  
 NIP. 197005192000031009

Bengkulu, 4 Januari 2021.  
 Pembimbing I/II  
  
 Anita M. Hum  
 NIP. 199008142019032011





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Nama Mahasiswa : Tiana Sella Sutrisna Pembimbing I/II : Anita M Hum

NIM : 1811230015 Judul Skripsi : An Analysis of The

Jurusan : Bahasa Cohesion and Coherence of EFL

Program Studi : Tadaris Bahasa Inggris Learning Essay Writing in IAIN FAS

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
10.	14 Januari 2022	Abstract Theoretical Framework	Perbaiki sesuai catatan	
11.	20 Januari 2022	Acc	Acc	

Mengetahui,

Dekan

Dekan  
Drs. M. Mulyadi, M.Pd  
NIP. 19700519200032009

Bengkulu, 20 Januari 2022

Pembimbing I/II

Anita M Hum  
NIP. 199008192019032011



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Nama Mahasiswa : Tiara Sella Sutrisno  
NIM : 1811230015  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

Pembimbing I/H : Rizwanita, Ph.D  
Judul Skripsi : An Analysis of the  
Cohesion and Coherence of EFL  
Learners' Essay Writing in UIN FAI  
Bengkulu (A Discourse Analysis)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/H	Paraf Pembimbing
1	17/6/2022	Cerita terdengar Artikel jurnal	Pelvic	[Signature]
2	22/6/2022	Langsung + tutoran Pegangan + PPT	Pelvic	[Signature]
3	27/6/2022	Langsung	Pelvic	[Signature]
4	29/6/2022	ACE ulia Surveys		[Signature]

Mengetahui,  
Dekan

[Signature]  
Diponegoro, M. Pd  
NIP. 197005192000031004

Bengkulu, 29 Juni 2022

Pembimbing I/H

[Signature]

Rizwanita, Ph.D  
NIP. 197209101999031004



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Tiara Sella Sutrisno Pembimbing #II : Anita, M Hum  
NIM : 1811230015 Judul Skripsi : An Analysis of the  
Jurusan : Bahasa Cohesion and Coherence of EFL  
Program Studi : Tadris Bahasa Inggris Learners' Essay Writing in UIN FAS  
Bengkulu (A Discourse Analysis)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Jumat, 13 Mei 2022	Bab 4 dan 5	- Ubah beberapa verb ke Part tense - sertakan kembali bab 1-3 untuk diperiksa ulang	
2.	Senin, 23 Mei 2022	Chapter 2 : Diagram Chapter 3 : Grammar	Perbaiki sesuai catatan	
3.	Jumat, 27 Mei 2022	- Theoretical framework - Previous studies	-	
4.	Senin, 30/05/2022	Acc	Acc	

Bengkulu, 30 Mei 2022

Pembimbing #II

Mengetahui,  
Dekan  
  
Dr. Bambang Mulyadi, M. Pd  
NIP. 19760519200031009

Anita, M Hum  
NIP. 199008142019032011



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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Tiara Sella Sutrisno  
NOMOR INDIK MAHASISWA : 1811230015  
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jum'at. 23 April 2021	08:00- Seleksi	Septian Nur Arganti	1711230014	Teacher Technological Pedagogical Content Knowledge (TPACK) in Teaching EFL Learners during Covid-19 Pandemic: A Comparative Study between Real Teaching and Online Learning	<input checked="" type="checkbox"/>
2	Jum'at. 23 April 2021	08:00- Seleksi	Wiranda Gusti Pratomo	1711230011	Analisis on the English Learners' Needs for Specific Purpose: Students Learning Major at Jember of Indonesia	<input checked="" type="checkbox"/>
3	Jum'at. 23 April 2021	08:00- Seleksi	Lipriani Fadila	1711230023	Challenges on Teaching Online English Subject at New Normal in MAN Kaur Regency	<input checked="" type="checkbox"/>
4	Jum'at. 23 April 2021	08:00- Seleksi	Selli Sarah	1711230022	Students' Need by English Teachers in Learning Using Basic Grammar during the Covid-19 Pandemic in MAN & RAIN Bengkulu	<input checked="" type="checkbox"/>
5	Jum'at. 23 April 2021	08:00- Seleksi	Azzah Salimudeya	1711230121	Measurement of Fiction Story Genre as Media on Speaking Students' Ability (A Case Study Conducted at Eleventh Grade Students of MAN 03 Bengkulu in the Academic Year 2020/2021)	<input checked="" type="checkbox"/>
6						<input type="checkbox"/>